Council on Education for Public Health
Adopted on June 4, 2021

REVIEW FOR ACCREDITATION

OF THE

SCHOOL OF PUBLIC HEALTH

AT THE

UNIVERSITY OF WASHINGTON

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
October 28-30, 2020

SITE VISIT TEAM:
James Yager, PhD—Chair
Susan Tortolero Emery, PhD
Brian Lee, MPH
Patrick Vivier, MD, PhD

SITE VISIT COORDINATOR:
Alisha O'Connell, MPH

CRITERIA:
Accreditation Criteria for Schools of Public Health & Public Health Programs, amended October 2016

Table of Contents

INTRODUCTION

The University of Washington (UW) is a public institution founded in 1861 and is the state's flagship institution. Its main campus is in Seattle and contains 16 schools and colleges. The School of Public Health (SPH) is one of six professional schools that comprise Health Sciences on campus; the other schools are Dentistry, Medicine, Nursing, Pharmacy, and Social Work. As of August 2020, the university offers 237 bachelor's degrees, 239 master's degrees, 110 doctoral degrees, and 12 professional degrees. The institution employs over 4,700 faculty, over 27,000 full-time staff, and as of spring 2020 enrolled over 43,600 students. Most enrolled students are in undergraduate programs: 28,900; there are also 11,800 graduate students and roughly 2,700 professional degree students.

The university is accredited by the Northwest Commission on Colleges and Universities. The university answers to over 40 specialized accreditors including agencies addressing chemistry, psychology, landscape architecture, urban planning, engineering and technology, English language learning, law, dentistry, and many more.

The School of Public Health was founded in 1970 and was the first accredited public health school in the Northwest. The school offers both state-supported programs and fee-based programs. State-supported programs are funded and supported by tuition, part of which comes from the state of Washington. The fee-based programs do not receive state funding and use a stand-alone budgeting model that requires programs to generate revenues to support all expenses. The online MPH and MPH in community-oriented public health practice are the two fee-based public health degrees, and the school's other public health bachelor's, master's, and doctoral degrees are state supported. All degrees except the online MPH are campus-based, and students may attend full-time or part-time.

The School of Public Health is led by a dean, who reports directly to the provost and executive vice president, who then reports to the president. The president answers to the Board of Regents. Within the school, there are five departments: Biostatistics, Environmental and Occupational Health Services, Epidemiology, Global Health, and Health Services. Department chairs report to the dean. The school also employs seven vice, associate, or assistant deans in the areas of public health practice, education, faculty affairs, research, equity, diversity, and inclusion, advancement, evaluation and improvement, and finance and administration. All of these administrators report directly to the dean as well. The school historically operates in a decentralized model, with individual departments and programs maintaining considerable autonomy over many processes, requirements, and policies.

In fall 2020, the school offers four bachelor's concentrations (two are non-public health degrees), 14 academic master's degrees, 15 master of public health concentrations, two non-public health master's degrees, 10 academic doctoral degrees, and joint degrees with 11 other disciplines. As of autumn 2020, the school enrolled 441 MPH students, 147 MS students, 285 PhD students, and 538 bachelor's students.

The School of Public Health was first accredited in 1970. The school was awarded a seven-year accreditation term at its most recent review in 2013, with interim reports due for Criteria 2.3 (Public Health Core Knowledge), 2.5 (Culminating Experience), 2.6 (Required Competencies), 2.7 (Assessment Procedures), and 2.11 (Academic Degrees). The Council accepted the school's 2014 interim reports as evidence of compliance in these areas.

Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. The distance-based visit will be followed by an on-campus visit when it is safe to do so, within one year of the accreditation decision resulting from this visit.

Instructional Matrix - Degrees and Concentrations						
Bachelor's Degrees			**Categorized as public health**	**Campus based**	**Executive**	**Distance based**
Environmental Health	BS		X	BS		
Food Systems, Nutrition, and Health	BA			BA		
Health Informatics and Health Information Management	BS			BS		
Public Health-Global Health	BA, BS		X	BA, BS		
Master's Degrees	**Academic**	**Professional**	**Categorized as public health**	**Campus based**	**Executive**	**Distance based**
Biostatistics	MS		X	MS		
Biostatistics: Capstone	MS		X	MS		
Environmental & Occupational Health		MPH	X	MPH		
Environmental & Occupational Health: Applied Occupational Hygiene	MS		X	MS		
Environmental & Occupational Health: Applied Toxicology	MS		X	MS		
Environmental & Occupational Health: Exposure Sciences	MS		X	MS		
Environmental & Occupational Health: Occupational Hygiene	MS		X	MS		
Environmental & Occupational Health: Occupational Medicine Residency		MPH	X	MPH		
Environmental Health	MS		X	MS		
Environmental Toxicology	MS		X	MS		
Epidemiology: Clinical and Translational Research	MS		X	MS		
Epidemiology: General	MS	MPH	X	MS, MPH		
Epidemiology: Maternal & Child Health		MPH	X	MPH		
Genetic Epidemiology	MS		X	MS		
Global Health: General		MPH	X	MPH		
Global Health: Health Metrics & Evaluation		MPH	X	MPH		
Health Administration		MHA		MHA	eMHA	
Health Informatics and Health Information Management		MHIHIM		MHIHIM		
Health Services: Clinical and Translational Research	MS		X	MS		
Health Services: Community-Oriented Public Health Practice		MPH	X	MPH		
Health Services: General	MS	MPH	X	MS, MPH		
Health Services: Health Systems & Policy		MPH	X	MPH		
Health Services: Social & Behavioral Sciences		MPH	X	MPH		

Online Master of Public Health		MPH	X			OMPH
Nutritional Sciences	MS[1]		X	MS[1]		
Public Health Genetics		MPH	X	MPH		
Public Health Nutrition		MPH[1]	X	MPH[1]		
Doctoral Degrees	**Academic**	**Professional**	**Categorized as public health**	**Campus based**	**Executive**	**Distance based**
Biostatistics	PhD		X	PhD		
Environmental & Occupational Hygiene	PhD		X	PhD		
Environmental Toxicology	PhD		X	PhD		
Epidemiology	PhD		X	PhD		
Global Health: Metrics & Implementation Science	PhD		X	PhD		
Global Health: Pathobiology	PhD		X	PhD		
Health Services	PhD		X	PhD		
Nutritional Sciences	PhD		X	PhD		
Public Health Genetics	PhD		X	PhD		
Statistical Genetics	PhD		X	PhD		

Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**	**Categorized as public health**	**Campus based**	**Executive**	**Distance based**
2nd Degree Area	***Public Health Concentration***						
Anthropology	Epidemiology Global Health Health Services		PhD/MPH	X	MPH		
Built Environments	Environmental Health Health Services		MUP/MPH	X	MPH		
Business	Health Services		MBA/MHA		MHA		
Community Health Nursing	Global Health		MN/MPH	X	MPH		
Dentistry	Health Services		MSD/MPH	X	MPH		
International Studies	Epidemiology Global Health		MAIS/MPH	X	MPH		

[1] Nutritional Sciences also provides the opportunity for students to take additional curriculum and training to obtain a Registered Dietitian credential post graduation.

Law	Global Health Public Health Genetics		JD/MPH	X	MPH		
Medicine	Environmental Health Epidemiology Global Health Health Services		MD/MPH MD/MHA MD/MS MD/PhD	MPH MS PhD	MPH MHA MS PhD		
Molecular and Cellular Biology	Epidemiology		PhD/MS	X	MS		
Public Administration	Environmental Health Epidemiology Global Health Health Services		MPA/MPH MPA/MS MPA/MHA	MPH MS	MPH MS MHA		
Social Work	Global Health Health Services		MSW/MPH	X	MPH		

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The school has an appropriate committee structure in place with clearly defined membership to include representation from appropriate academic and administrative units. The committees include the following: • SPH Faculty Council • Curriculum and Education Policy Committee (CEPC) • School of Public Health Equity, Diversity and Inclusion Committee (SPHEDIC) • School of Public Health Executive Council (SPHEC) • Research Council • Master of Public Health Steering Committee • Undergraduate Programs Strategic Working Group • 2020 Strategic Planning Steering Committee • Departmental and interdisciplinary program curriculum committees • Departmental and interdisciplinary program admissions committees • Special working groups • Student standing committees Clear policies are in place to assure broad participation from faculty and students, and a review of membership lists indicates that committees have appropriate membership.	Click here to enter text.	
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program				

		In addition to formal committees, there are regular faculty meetings. Full faculty are expected to attend each regular faculty meeting and adjunct/part-time faculty are expected to attend at least once per year. Departmental faculty meetings and core faculty meetings of the interdisciplinary degree programs occur either monthly or bi-monthly. With the combination of formal committees, working groups, and regular faculty meetings, there is ample opportunity for faculty to be involved in decision making in all key areas. To facilitate faculty participation in committees, the new faculty compensation model provides explicit guidelines regarding expectations for committee participation and provides base compensation for all faculty to cover a range of activities including committee participation. While there is freedom for decisions to be made at a departmental level, the Office of the Dean is currently working with departments to standardize practices, expectations, and compensation whenever possible. Faculty hold five seats on the university's Faculty Senate, which is proportionate given the size of the school's faculty. The Faculty Senate is an important entity for university decision making, with the ability to propose policy in academic, personnel, or budgetary matters. Final decisions require concurrence of the president or a majority faculty vote. Degree requirements and curriculum design proposals are developed in departmental and interdisciplinary program curriculum committees. These committees are a mixture of senior and junior faculty by invitation of the department chair or program director, along with student representatives. Degree and curriculum proposals are		

		then reviewed by the Curriculum and Education Policy Committee (CEPC), which includes the curriculum committee chairs of the departments and interdisciplinary programs. Proposals then go to the relevant university offices for final approval, i.e., the Graduate School for graduate programs or the university's Curriculum Committee for undergraduate programs. Student assessment policies and processes are reviewed by departmental and interdisciplinary program student services teams. Proposed changes are reviewed by the CEPC for final school approval. Proposed changes for undergraduates may also be reviewed by the Undergraduate Programs Strategic Working Group. Admissions policies are developed by the admissions committees and then brought to a full faculty vote at the department or program level. There is no school-wide review. Admissions decisions are made by the departmental and interdisciplinary program admissions committees. Faculty recruitment and promotion follow the university's faculty code. Faculty recruitment, retention, promotion, and tenure are the joint responsibility of departments and the Faculty Council. Hiring and promotion requires a faculty vote, a review by the dean and provost, and ultimately a review by the university Board of Regents. The Office of the Dean maintains a Research Council to support and facilitate research in the school. This includes identifying, developing, and implementing school-wide strategies to support research and enhance the success of		

		investigators. The council is composed of relevant faculty and staff. During the site visit, faculty confirmed that there are ample opportunities for faculty to have input and for both full-time and part-time faculty to interact. Overall, there are strong systems and practices in place for faculty to interact and engage in processes to benefit instructional and research programs.		

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		The school provides many opportunities for students to participate in decision making, including well-structured official channels. The two major groups that formally provide student input are the School of Public Health Student Association (SPHA) and the Dean's Advisory Council of Students (DACS). SPHA plans student activities open to all students, graduate and undergraduate; its leaders are elected from the student body to represent programs and departments. The SPHA president is invited to attend monthly Executive Council meetings to provide feedback. Students described the SPHA as being cross-	Click here to enter text.	
Students engaged as members on decision making bodies, where appropriate				

		departmental with specific examples of communication among all departmental groups to identify department priorities and align goals across departments. The DACS is a body of eight to 12 members that provides student perspectives to the Office of the Dean on policies and decision making. This group has a formal role each year in the budget development process and reports to school leaders at least quarterly on student concerns. Members are nominated and then elected by students with both graduate and undergraduate members; students reported mostly undergraduate participation. Two DACS members serve as representatives on the Executive Council. Student leaders from DACS and SPHA participate in a variety of school leadership meetings and are engaged in nearly all major policy-making groups. One to three students have served as members of the CEPC over each of the last three years, and students from a variety of departments and degree programs currently serve as members of the School of Public Health Equity, Diversity, and Inclusion Committee. Students also have membership on important ad hoc committees, such as the Strategic Planning Committee, the MPH Re-Envisioning Steering Committee, and the Re-Accreditation Self-Study Oversight Committee. Student volunteers also participate in departmental committees, including faculty meetings in several departments and on departmental curriculum and diversity committees.		

		Site visitors met with students who have served on SPHA and students stated the association works to connect departmental student groups together to increase collaboration and communication.		

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		The school is one of 16 colleges and schools at the university, and all colleges and schools are led by a dean who reports to the university president through the provost. Deans oversee education and curriculum, formulation and allocation of budgets, management of personnel, allocation of space, and long-range planning. The school dean, along with all other deans, serves on the Board of Deans and Chancellors, which meets twice a month and advises the provost. The current school dean was elected as vice-chair and will serve as the chair of this board for the following two academic years. The dean also collaborates with the other five health sciences schools (dentistry, medicine, nursing, pharmacy, and social work) through the Board of Health Sciences Deans. This group facilitates communication and collaboration on several matters, including interprofessional education.	Click here to enter text.	

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The school exceeds the minimum degree requirements for an SPH. The school offers 15 distinct MPH concentrations and 10 distinct public health doctoral degree concentrations.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The School of Public Health has a strong, ambitious vision and mission. The school's vision is as follows: Healthy people in sustainable communities – locally, nationally, and globally. The mission statement is as follows: The UW School of Public Health is dedicated to education to prepare outstanding, innovative, and diverse public health leaders and scientists; research to advance public health science and policies; and service to promote the health and well-being of communities locally, nationally, and globally.	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				

Guiding statements reflect aspirations & respond to needs of intended service area(s)		The school is also guided by nine value statements: integrity, collaboration, impact, innovation, diversity, equity, excellence, stewardship, and courage.		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		Overall, the guiding statements address instruction, scholarship, and service. Guiding statements are aspirations and reflect the needs of the communities being served. The current 2020-25 strategic plan is a result of strategic planning activity performed in the 2019-20 academic year. The Strategic Planning Steering Committee consists of 30 members including faculty, staff, students, and community partners. The strategic plan has five high-level goals referred to as key results areas (KRAs), that include collective culture of meaningful change; education for leadership and transformation; methods to research to practice continuum; equity, justice, and anti-racism; and reputation and visibility. Guiding statements and KRAs contain clear elements that will guide the allocation of resources and the evaluation of outcomes. The school's 2020-25 strategic plan provides a detailed breakdown of KRAs, outcomes, benchmarks, and strategies. These are sufficient to guide efforts to advance the field of public health and promote student success. The school engages in thoughtful, meaningful evaluation through use of its strategic plan.		

B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The school regularly collects, analyzes, and presents graduation rate data that meets or exceeds the established threshold for all degrees. Bachelor's students have three years to complete their program of study. The graduation rate for the 2017-18 bachelor's cohort is 88%. The 2018-19 cohort already has a 69% graduation rate and appears to be on track to meet the 70% threshold. MPH students have a maximum time to graduate of six years. The 2014-15, 2015-16, 2016-17, 2017-18 cohorts have graduation rates of 86%, 93%, 87%, and 79%. The 2018-19 cohort's graduation rate is 65%, and the site visit team is confident this cohort will exceed the 70% threshold. Similar to the MPH, public health MS students have six years to complete the degree. The 2014-15, 2015-16, 2016-17, and 2017-18 cohorts report a graduation rate of 94%, 86%, 81%, and 88%. The 2018-19 cohort has already graduated 56% of its students and appears to be on track to exceed 70% before six years. Lastly, PhD students have a maximum time of 10 years to complete the degree. The school consistently reports high graduation rates for the doctoral degree. In six of the last ten years the PhD degree has graduated 82%, 98%, 84%, 77%, 73%, and 64%.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The Office of the Dean historically sends an electronic survey every summer to graduates from the previous year to collect post-graduation outcomes. However, this has led to low response rates. Of those with known outcomes, graduates have positive post-graduation outcomes related to employment or continuing education. From the most recent year, 82% of known MPH graduates are employed, 81% of known MS graduates are employed, 95% of known PhD graduates are employed, and 83% of known bachelor's graduates are employed. The concern relates to the number of unknown data points across degrees, which prevents the school from accurately depicting post-graduation outcomes. For example, in the most recent year, 33% of MPH outcomes are unknown, 52% of MS outcomes are unknown, 28% of PhD outcomes are unknown, and 35% of bachelor's outcomes are unknown. In the last year, the school overhauled its protocol for tracking post-graduate outcomes and now includes data collection methods other than an alumni survey. The school plans to include additional points of contact and more active follow-up methods to collect this information. For example, the school created a	Since the UW SPH CEPH site visit, the School implemented a thorough process to collect 2019-2020 graduation data and has included the findings in this report. The process included: 1. having department and program student services staff enter data for all known graduation outcomes, 2. sending out a survey to all alumni who graduated during the 2019-20 academic year, and, finally, 3. hiring a current SPH undergraduate student to conduct research on remaining unknown outcomes from the last academic year's graduating class. See the tab: B3-1 2019-20 in the file: DataTemplates_ResponseReport_2021. Based on the above process, the School was able to reduce the percent of unknown graduation outcomes to 9% across all degree programs (this percentage was 34% during the 2018-19 academic year). The known outcomes include 86% positive outcomes, and 5% actively seeking (these percentages were 62% and 4% respectively in 2018-19). *By degree:*	The Council reviewed the team's report and school's response and concluded that the information indicates that the school complies with this criterion. Therefore, the Council changed the team's finding of partially met to a finding of met.
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

		new data entry portal that allows for recording alumni post-graduation outcomes at multiple time points. The school is also expanding outreach through LinkedIn, using the final class in the spring quarter to obtain post-graduation outcomes, sending a "Stay in Touch" message after graduation, and sending targeted emails for those whose outcomes remain unknown at three, six, nine, and 12 months post-graduation. The result of this change in protocol will not be realized until at least the end of 2020-21.	**MPH** has 9% unknown outcomes. The known outcomes include 89% positive outcomes, and 2% actively seeking. In 2018-19, these numbers were 33%, 59%, and 8% respectively. **MS** has 4% unknown outcomes. The known outcomes include 86% positive outcomes, and 10% actively seeking. In 2018-19, these numbers were 52%, 48%, and 0% respectively. **Non-Public Health MS** degrees have 1% unknown outcomes. The known outcomes include 96% positive outcomes, and 2% actively seeking. In 2018-19, these numbers were 23%, 72%, and 4% respectively. **PhD** has zero unknown outcomes. The known outcomes include 99% positive outcomes, and 1% actively seeking. In 2018-19, these numbers were 28%, 70%, and 2% respectively. **Public Health Bachelor** degrees have 9% unknown outcomes. The known outcomes include 85% positive outcomes, and 6% actively seeking. In 2018-19, these numbers were 35%, 62%, and 3% respectively. The **other non-public health** degrees (non-master's) have 27% unknown outcomes. The known outcomes include 66% positive outcomes, and 8% actively seeking. In 2018-19, these numbers were 33%, 58%, and 8% respectively.	

			Additionally, during this current academic year, the School has worked to revise its process for collecting post-graduation outcomes effective this year. The updated process is included in the materials submitted with this report: CriterionB3_OutcomesDataCollectionProcess. The School believes these revisions, including greater accountability and a planned quarterly schedule of events, will lead to marked improvements in obtaining post-graduation outcomes data. The process will be monitored closely within the Office of the Dean and updated as future improvements are realized.	

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		Information on alumni perceptions of curricular effectiveness is collected through a newly initiated qualitative interview. The interview goals are to gain a sense of how different degree programs prepared alumni for their careers in public health across different professional sectors and what courses, resources, or materials could improve preparation for employment or additional study.	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				

Data address alumni perceptions of usefulness of defined competencies in post-graduation placements		The school thoughtfully selected 30 alumni who graduated within the last six years and represented all degree levels, varying job sectors, and a range of concentrations. The first round of interviews was conducted in October and November 2019. Alumni were asked to reflect on their courses and assignments and how those prepared them for their career. The school collected rich, meaningful data that can be used for future programmatic changes. Alumni agree that courses and assignments in epidemiology and biostatistics, whether introductory or advanced, greatly prepared them for their career. Specifically, alumni were able to identify skills and competence in project development, data cleaning and analysis, using mixed research methods, writing reports, and working in teams as most beneficial. Many alumni who took a grant writing course indicated that coursework as particularly helpful. The alumni who earned academic public health degrees described how the thesis or dissertation taught them how to develop a research question and study design, collect and analyze data, work in teams, improve scientific writing skills, and apply principles from the classroom to their research. The school also collected positive feedback from alumni who stated that the most valuable courses they took were applied, hands-on courses that involved community-based methods or service learning. The interviews also highlighted areas for improvement. Alumni cited additional professional development opportunities that would have beneficial, including		

		courses on management skills, leadership skills, non-scientific writing, and communication. It is important to note that feedback gathered from the interviews is not reflective of curriculum changes the school initiated to come into compliance with the 2016 criteria. The new MPH common core is still in its first year of teaching and many of the alumni recommendations are addressed in the new curriculum.		

B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The school defines five goals, each with three outcome measures. For example, under key result area 1: Collective Culture of Meaningful Change, the goal is, "Our culture supports ongoing development and growth." The three outcomes are as follow: 1. UW SPH has a culture that supports ongoing development and growth 2. UW SPH has a student-centered culture 3. UW SPH has a culture of well-being and connection Based on a review of the school's strategic framework, each outcome is broken down into a series of benchmarks and strategies. For example, for outcome measure one above, the school describes benchmarks of ensuring that a faculty compensation plan is in place, writing a first draft of a faculty development plan, developing school-wide best practices for all staff development and onboarding, optimizing systems for	The School continues its progress on the new five-year strategic plan. Updates have been provided on tab, B5-1 2021 in the file: DataTemplates_ResponseReport_2021. The information has been revised to show progress on each milestone at the time of this report submission, and to clarify the decision makers, as well as individuals responsible for each key result area charged with facilitating and tracking progress on the strategic plan outcomes. SPH is providing transparency into the process and status of the new strategic plan in a few ways:	The Council reviewed the school's response and attachments and notes the significant efforts and progress that have occurred in strategic planning. The Council also understands that efforts are ongoing, including work to continue to identify and refine data sources and responsible parties. The Council concludes that the school's response is sufficient to demonstrate minimum compliance on the first issue identified by the team. The school must continue to implement its strategic planning process, honing its indicators, data sources, and responsible parties.
Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review				

		onboarding, furthering peer support in career growth, implementing faculty development, refining the faculty development plan, and establishing a 'purposeful program' for professional growth across the school. The benchmarks are spread over five years with the eventual realizing of outcome one, "culture that supports ongoing development and growth" by 2025. While the appearance of the school's evaluation and strategic plan does not fit into CEPH's standard evaluation template, the site visit team found that the information contained in the strategic framework, i.e., benchmark and strategies to reach the eventual outcome, informative to the understanding the school's overall evaluation plan. The first concern is that data collection methods, analysis, and responsible parties are not yet identified. The plan indicates that different faculty and staff are assigned as the "point person," but that does not translate to actual decision-making responsibility. School leaders indicate that they are between strategic plans and noted that the university and the school currently lack the appropriate data needed to encourage ongoing assessment. The dean is working across the university and the school to improve access to data and transparency to implement the new strategic plan. Additionally, the school is developing a dashboard that will display milestones and successes. The dashboard will be available to the school's internal community as well as external stakeholders as a commitment to increased transparency.	1. An external web page has been created sharing milestones for the current academic year. (Milestones for future years will be added as SPH progresses through and reassesses the plan each year.) The page is updated regularly noting those milestones that are in progress or completed. 2. Dean Godwin will conduct a School-wide academic-year-end town hall to review the status of year one activities and current draft plans for implementing year two milestones. This event will occur in May 2021 and is open to all SPH faculty, staff, and students. 3. A survey has been distributed to all SPH faculty, staff, and students at the time of this report's submission. The survey will establish baseline data of each strategic plan outcome, and collect information on how the plan is currently perceived. These initial data will help inform the May town hall, noted above, as well as planning for year two and beyond. The same survey will be conducted again in years three and five, as one of the quantitative methods used to measure progress. Establishing sources of data continues. With the addition of an associate dean	The Council appreciates the school's efforts to date on improving data collection throughout the school and looks forward to reviewing future submissions to demonstrate full compliance with this criterion by addressing the second concern identified in the team's report.

		A second concern is the structure and execution of data collection and analysis. Reviewers identified multiple surveys with low student response rates in areas including class size perception, advising, and diversity and climate. As mentioned in Criterion B3, the school also has experienced challenges in tracking post-graduation outcomes. The site visit team understands that these issues arise from an older evaluation plan and dispersed and diffuse data collection and maintenance. The school acknowledges these deficits and has already made improvements such as creating the position of associate dean for evaluation and improvement and implementing plans to centralize data collection. The goal is to increase meaningful data collection for the future to help make evidence-based decisions.	for evaluation and improvement in October 2020, the School is already making good progress. Working with SPH-IT, a data flow chart was created to assist understanding of where data live and how data intersect between UW and SPH. This new flow chart is included with this report's materials, see: CriterionB5_DataArchitecture_UW_SPH. The associate dean has met with UCLA-Fielding SPH staff to gain insights into best practices for data monitoring and management at a peer institution. The associate dean has also met with each UW SPH department chair to understand their data priorities. Additionally, in November 2020, the associate dean and the director of student and academic services convened SPH staff who collect and track student data to centralize the conversation around student data needs. The associate dean is establishing a data management committee that can assist in tracking data kept within departments and programs. These types of activities ensure the Office of the Dean has a better understanding of data needs of the departments and programs. The associate dean, with support from the manager of strategic initiatives, is	

			working to establish better data management for School leadership as well to support data-driven decision making; e.g., what reports to provide and when, what decision making can be made with specific data, etc. The plan is to have this implemented by early in the next academic year, in collaboration with the Dean, department chairs, and department administrators.	

B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The school regularly reviews evaluation findings and translates findings into programmatic plans and changes. One example, highlighted in Criterion B5, is the recognition that scattered data collection sources has led to inefficient evaluation practices. The associate dean for evaluation and improvement is charged with centralizing data collection and sources and improving the school's evidence-based decision making. Another example is the inclusion of anti-racism in the school's new strategic plan. Based on climate surveys conducted in 2018, students and faculty identified opportunities for improvement around diversity initiatives at the school level. This led to the anti-racism competency and developing more effective leaders through sponsored	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)				

		trainings and workshops aimed at creating a more positive climate. Lastly, confidential reporting of behavior that contributes to an unsafe climate is now guided by a school-wide policy. Reviewers heard numerous examples of the school using evaluation findings to improve leadership, school-level resources, curriculum, student opportunities, faculty support, and many other areas. The site visit team finds that the school effectively translates evaluation findings into substantive changes that are important for all stakeholders.		

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The school has adequate financial resources to fulfill its mission and goals. The school's total resources and expenditures have increased by 23% from FY2016 through FY2020. The largest sources of revenue, grants and contracts, and tuition and fees, make up 86% of the revenue (73% in contracts and grants, 13% in tuition and fees). For FY2020 total revenues were $172.2 million and total expenditures were $172.4 million. Revenues and expenditures may not always match at the end of the fiscal year, but the school has a large reserve to use if there is a deficit. School leaders explained to the site visit team that any deficit at year's end is likely due to extraneous factors such as making a purchase before year end. This most often occurs with grant funds, but it not a cause for concern.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit				

		Approximately 54% of faculty salaries are covered by grants, 40% are paid for by tuition and fees, and the remaining amount is covered through supplementary funds, gift endowments, and self-sustaining program funds. Operational costs include school and departmental administration costs, such as salaries for faculty in administrative positions and administrative staff, and faculty development expenses. Tuition, state supplementary funds, directed state funds, and indirect cost recovery funds these costs. Students are financially well supported. Student support comes from mixture of student employment, research and training grants, and tuition waivers. The school employs approximately 450 students as research assistants, teaching assistants, or graduate assistants. Students who are employed are eligible for partial or full tuition waivers. A HRSA training grant also provides 23 post-doctoral and 26 pre-doctoral fellowships. Out of operating funds, the school dedicates $200,000 a year in scholarships for master's students. Gifts and endowment funds provide $50,000 in student scholarships, and the school receives $200,000 a year from the university for PhD scholarships. Faculty development is covered by operational costs and indirect cost recovery. Faculty receive financial support that includes faculty conference travel. Course development funds are available through department or university fund sources. Departments have various mechanisms to support faculty development and advancement. Department chairs indicated that they		

		focus largely on the development and support of early career faculty members. Faculty can buy out a portion of their teaching responsibilities and recover a portion of grant or contract dollars that go into an account for their own use. The Office of the Provost allocates tuition funds. This office keeps 30% for graduate programs and 35% for undergraduate programs. Of this pool, 80% are dispersed to the schools based on student credit hours and 20% of funds are dispersed to schools based on their share of student enrollment. The Office of the Provost retains 65% of indirect costs and returns 35% to the school. The school distributes indirect costs to departments based on the proportion that they generated. The departments return a small proportion to individual faculty members.		

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The school employed 130 primary instructional faculty (PIF) and 93 non-PIF at the time of the site visit. The review team validated that at least three faculty members are assigned per concentration, with additional PIFs for concentrations with multiple degree levels. The school appropriately double-counts primary instructional faculty when needed.	In response to concerns noted regarding data collection for faculty advising and mentoring load ratios, SPH developed and implemented a new process to obtain these data.	The Council reviewed the self-study, team's report, and school's response. Based on the totality of the evidence, the Council concludes that the school has demonstrated compliance with this criterion. Therefore, the
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				

Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		The concern relates to the school's inability to document adequate faculty resources to meet student needs in advising and mentoring. The ratios provided to the site visit team appear sufficient, e.g., average advising for bachelor's is one, and average advising is two for master's and doctoral degrees. However, the site visit team learned during the visit that these ratios do not reflect the reality of faculty advising and mentoring loads. The school reports that the ratios presented in the self-study document are anecdotal and acknowledge this is a gap in current data tracking processes. School leaders also shared with the team that even though the school has a large faculty complement, there are lower numbers of faculty who identify as BIPOC. There is a perception among students that advising and mentoring of students who also identify as BIPOC fall disproportionately to this handful of faculty members. From the Quality of Learning Survey, students are given a chance to provide comments related to class size. Both graduate and undergraduate students enrolled in the Introduction to Public Health and respective core courses indicate that these are overcrowded and tend to be large lectures. However, it does seem that students' perceptions of class size improve in concentration-specific courses. Students who met with visitors had mixed feedback regarding class size. Undergraduate students said that their core series classes were large, upwards of 100 students; however, the instructors did a good job breaking students into smaller groups for activities and	Faculty identified in the Criterion E Primary Instructional Faculty (PIF) and Non-Primary Instructional Faculty (Non-PIF) data templates (submitted with the September 2020 Self-Study Report) were contacted and completed a spreadsheet to indicate student mentees. These data have been included with this report's materials: CriterionC2_Ratios_UpdatedData_Mar2021. Based on these new data, the data template has also been revised. Please see tab: C2-2 2021 in the file: DataTemplates_ResponseReport_2021. The data were separated out for PIF and Non-PIF (staff are noted below). These data demonstrate that 108 PIF (and 10 Non-PIF) are regularly engaged in mentoring students; indicating that a significant number of SPH faculty are actively involved in mentoring students at all times. While the ratios are appropriate, SPH does have continuing concerns that advising loads are not balanced across all faculty. The new faculty compensation plan has brought some attention to this issue and departments are working to make the distribution of mentoring responsibilities more equitable. **General advising, career counseling** Master's degree general advising averages just under 2 students per faculty member, with PIF at 1.9 and Non-PIF at 1.6. Because	Council acted to change the team's finding of partially met to a finding of met. As discussed in Criterion B5, the Council encourages the school to continue to monitor student data to identify potential issues in faculty access and availability and/or class size.
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable				
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

		discussion. A graduate student shared dissatisfaction with the large size of one of the core classes. She expected a doctoral-level course to be smaller for increased one-on-one time with the instructor. Another student reported satisfaction with the school's co-teaching model for large courses. This student stated that one of the large concentration courses had over 100 students, but there were three faculty teaching the course, and they were able to promptly reply to questions and provide feedback and interaction. The school acknowledges that the size of some undergraduate and graduate core courses may present challenges but has taken steps to ensure students receive a meaningful experience. It appears that faculty have taken thoughtful, appropriate actions to mitigate some challenges associated with large class sizes such as co-teaching, using extra TAs, breaking students into small groups within the large class, and using other interactive teaching techniques. Both quantitative and qualitative data presents positive perceptions of faculty availability. The majority of students report that they are satisfied or very satisfied with faculty availability. Student feedback gathered during the visit confirmed this satisfaction.	not all faculty advise students, the minimum number of students advised is zero in all categories noted in the data template. The maximum number of students advised is 25 for PIF and 7 for Non-PIF master's degrees. General advising for doctoral students is less than one per faculty member, with PIF at 0.7 and Non-PIF at 0.3. Minimums are zero (for the reasons noted above). PIF currently advise a maximum of 9 students, and Non-PIF currently advise a maximum of 2 students. The two public health undergraduate degrees are managed differently from the other public health degrees in the School in that staff on those student services teams provide all general advising and career counseling. As undergraduate students are not required to meet with advisors unless they choose to do so, advisors are not specifically assigned to students. For the six staff whose job it is to provide general advising/career counseling, it averages to 105 students per staff member. **ILE mentoring and advising** For the MPH integrative experience, PIF advise 1.6 students on average, while Non-PIF average 0.3. PIF advise an average of 1.0 (non-MPH) master's student theses/capstones. The current maximum number of students advised by PIF is 8. A few	

			Non-PIF provide additional advising, averaging 0.1 students, with a maximum of 1. PIF provide general mentoring or primary advising to an average of 3.6 doctoral students for their dissertation. Non-PIF advise and mentor an average of 2.3 students. Experiential learning advising for the public health-global health undergraduate degree is managed through their two-part capstone course; overseen by an individual faculty member, with assistance from the student services team. Experiential learning advising for the environmental health undergraduate degree is also managed within an internship course; overseen by an individual faculty member, with assistance from the student services advising team. Additional support for both degrees is also provided through the UW Career and Internship Center.	

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The school currently employs 143 administrative staff and over 400 research staff. The number of staff has increased steadily since 2015, along with the school's growing revenue. The largest groups of administrative staff roles are dedicated to finance, administrative, and operational roles (43 individuals) and to academic services staff (42 individuals). The academic services staff are housed in the Office of the Dean and throughout the school's five departments. Most research staff members are directly engaged in grant-funded research, but some perform administrative tasks or provide mentorship to graduate students associated with a specific grant. Staff are actively engaged in nearly all facets of the school's operations. Staff members were active in the Academic Preparedness Workgroup that mobilized in response to the COVID-19 crisis and the need to quickly move to online teaching. Pooled resources that drew staff from across different departments strengthened the ability of the school's academic programs to rapidly change. The self-study notes that student and academic service staffing levels vary across departments and academic programs, as do staff roles and responsibilities, resulting in sometimes uneven experiences for students in areas such as career counseling and support for practice experiences. At the time of the site visit, the school was engaged in a	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable				

		broad-ranging evaluation of its student and academic services to plan for more effective and higher-quality staff support to students. A survey is planned to establish a baseline regarding student experience with career and academic services.		

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The school's physical resources improved substantially in August/September 2020, and at the time of the site visit, the school is engaged in efforts that will continue to improve the school's physical space over the next few years. As of June 2020, the school was distributed across 20 locations in and around Seattle. In August 2020, the school moved into the new Hans Rosling Center for Population Health, in a central location on the university's main Seattle campus. The Rosling Center now houses the majority of faculty and approximately half of the school's staff. The school is working to consolidate the remaining locations from 20 to nine. School leaders hope that this consolidation will be complete by spring 2021. With the Rosling Center and planned consolidations, the school will occupy 475,000 square feet across 10 spaces, as opposed to the recently existing 375,000 square feet across 20 spaces. The Rosling Center has ample shared student space, and the school currently maintains dedicated lounges in another building on the main Seattle campus. Each department maintains shared student space for lounges and workstations, but these vary widely. The school's	Click here to enter text.	
Physical resources appear sufficiently stable				

		primary wet lab is in the Roosevelt Building on the west campus, and other lab spaces will consolidate into this building after upgrade work is completed in spring 2021. The school has other wet lab space throughout Seattle and maintains clinical lab space with partner units throughout the university and with external allied institutions, such as the Fred Hutchinson Cancer Research Center. The Rosling Center has three active learning classrooms managed through a central health sciences office, but the school receives some priority in requests for use. Other classrooms are booked throughout the health sciences campus. The self-study notes that larger classrooms and active learning classrooms are at a premium, and much of the existing classroom space is outdated. The university broke ground on a new building in summer 2020 that will contain nine new classrooms designed for current needs. The classrooms should become available in the 2023-24 academic year.		

C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The school adequately addresses its information and technology needs through a combination of centralized university resources and locally supported resources housed in departments or programs. Faculty, staff, and students have access to all resources in university libraries, a network of 25 facilities with	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty				

Library & IT resources appear sufficiently stable		electronic resources, and reference services available on a 24/7 basis. The system has liaison librarians who serve school departments and programs and has an extensive set of databases, journals, textbooks, and reference materials. UW Information Technology supports information and technology resources including classroom technology, instructional technology, servers and data centers, email, and others. Many departments and programs use specialized software and hardware that are not available from the central university office, so these units support the resources through their own faculty and staff. For instance, the departments of biostatistics and environmental and occupational health provide specific hardware and software as well as departmental computing labs.		

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		The school maps MPH foundational knowledge areas to three separate course clusters. Most MPH students are grounded in the foundational knowledge areas by taking Foundations of Public Health, Analytic Skills for Public Health I & II, and Determinants of Health. Students enrolled in the MPH in community-oriented public health practice are grounded in the foundational knowledge areas through courses in Population Health and Community Development, Quantitative Methods, Evaluation Design and Community Organizing, Health Behavior and Health	The School's Online Master of Public Health is adopting the new MPH Common Core curriculum, in an online version, effective Autumn Quarter 2021. See updates to the DataTemplates_ResponseReport_2021 tab: D1-1 OMPH 2021. These new syllabi have also been provided: • CriterionD1_PHI511_OnlineMPH • CriterionD1_PHI512_OnlineMPH • CriterionD1_PHI513_OnlineMPH	The Council reviewed the updated materials provided with the school's response and concluded that the school has addressed the issues identified by the site visit team. Therefore, the Council acted to change the finding of partially met to a finding of met.

		Promotion and Environmental Health, and Health Policy. The online MPH grounds students in the foundational knowledge areas through the following courses: Introduction to Health Services, Introduction to Epidemiology, Qualitative Research Methods, Social Determinants of Population Health and Health Disparities, Health Promotion and Behavior Change Communication, and Environmental and Occupational Health for Public Health Practitioners. The concern relates to the lack of grounding in certain foundational knowledge areas for students enrolled in the MPH community-oriented public health practice concentration and the online MPH. Upon review of syllabi and through discussions with the school, reviewers can validate most of the foundational knowledge areas, but a few gaps remain. The D1 worksheet provides reviewers' findings.	• CriterionD1_PHI514_OnlineMPH • CriterionD1_PHI515_OnlineMPH • CriterionD1_PHI516_OnlineMPH These course changes to the Online MPH degree are effective as of the upcoming academic year, 2021-22. The substantive change form reflecting these changes has been included with this report's materials: CriterionD1_D2__SubChg_OnlineMPH. The School believes this addresses the concerns raised regarding this degree by providing appropriate grounding for all 12 foundational knowledge areas. The Community-Oriented Public Health Practice MPH has addressed the concerns noted for the foundational knowledge areas: 1, 2, 4, 5, and 11. Updated syllabi, with additional materials (e.g., case studies included in the syllabi documents), have been included as part of this report's submission. These updates demonstrate grounding for the noted foundational knowledge areas. See: • CriterionD1_HSERV531_FirstBlock_Case0 • CriterionD1_HSERV531_FirstBlock_Case1 • CriterionD1_HSERV534_FirstBlock_Case1 • CriterionD1_HSERV537_Case1 No changes have been made to the corresponding data template tabs.	

D1 Worksheet

Foundational Knowledge	**MPH Yes/CNV**	**Online MPH Yes/CNV**	**Health Services: Community-oriented Public Health Practice MPH Yes/CNV**
1. Explain public health history, philosophy & values	Yes	Yes	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes	Yes	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes	Yes	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes	Yes	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes	Yes	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes	Yes	Yes
7. Explain effects of environmental factors on a population's health	Yes	Yes	Yes
8. Explain biological & genetic factors that affect a population's health	Yes	Yes	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes	Yes	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes	Yes	Yes
11. Explain how globalization affects global burdens of disease	Yes	Yes	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes	Yes	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		MPH students are taught and assessed on the foundational competencies in three separate course clusters, like the foundational knowledge areas. All MPH students in the state-supported MPH degrees (all concentrations other than community-oriented public health practice and the online MPH) take the following common core courses: Analytic Skills for Public Health I & II, Implementing Public Health Interventions, Public Health Practice, Determinants of Health, and Foundations of Public Health. MPH students in the community-oriented public health practice program take the courses mentioned in Criterion D1 including Management and Leadership and two program seminars that cover concepts like stakeholder analyses, community-based participatory research, communication, political activism in public health, anti-racism, incarceration and public health, and COVID-19. Online MPH students take the courses listed in Criterion D1 along with courses in Applications in Statistics to Health Sciences, Health Program Evaluation, Problems in Global Health, Methods in Applied Community Research, Management Practice in Healthcare and Public Health Organizations, Strategic Leadership of Public Health Systems, and Financial Management for Health Professionals.	As noted above, the School's Online Master of Public Health is moving to the new MPH Common Core curriculum, in an online version, effective Autumn Quarter 2021. Revisions are reflected in the DataTemplates_ResponseReport_2021 tabs: D2-1 OMPH 2021 and D2-2 OMPH 2021. These new syllabi have also been provided: • CriterionD2_PHI511_OnlineMPH • CriterionD2_PHI512_OnlineMPH • CriterionD2_PHI513_OnlineMPH • CriterionD2_PHI514_OnlineMPH • CriterionD2_PHI515_OnlineMPH • CriterionD2_PHI516_OnlineMPH These course changes to the Online MPH degree are effective as of the upcoming academic year, 2021-22. The substantive change form reflecting these changes has also been included in this report's materials: CriterionD1_D2_SubChg_OnlineMPH. The School believes this addresses the concerns raised regarding this degree which now provides appropriate	The Council reviewed the updated materials provided with the school's response and concluded that the school has addressed the issues identified by the site visit team. Therefore, the Council acted to change the finding of partially met to a finding of met.

		The concern relates to the online MPH, due to reviewers' inability to validate didactic coverage and an appropriate assessment for foundational competencies 5 and 17. The D2 worksheet provides reviewers' findings.	didactic coverage and assessments for all 22 foundational competencies.	

D2 Worksheet

MPH Foundational Competencies	MPH Yes/CNV	Online MPH Yes/CNV	Health Services: Community-oriented Public Health Practice MPH Yes/CNV
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes	Yes	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes	Yes	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes	Yes	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes	Yes	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes	Yes	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes	Yes	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes	Yes	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes	Yes	Yes
9. Design a population-based policy, program, project or intervention	Yes	Yes	Yes
10. Explain basic principles & tools of budget & resource management	Yes	Yes	Yes
11. Select methods to evaluate public health programs	Yes	Yes	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes	Yes	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes	Yes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes	Yes	Yes
15. Evaluate policies for their impact on public health & health equity	Yes	Yes	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes	Yes	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes	Yes	Yes
18. Select communication strategies for different audiences & sectors	Yes	Yes	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes	Yes	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes	Yes	Yes
21. Perform effectively on interprofessional teams	Yes	Yes	Yes
22. Apply systems thinking tools to a public health issue	Yes	Yes	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The site visit team reviewed concentration competencies for the 15 MPH concentrations. At least five distinct competencies are appropriately taught and assessed for most of the concentrations, however the team identified four concentrations that do not meet this criterion's requirements, including community-oriented public health practice; environmental and occupational health: one health; global health: health metrics and evaluation; and health services: health systems and policy. Students enrolled in the MPH in health services: general can tailor their concentration competencies to be specific to their professional goals. Students build a plan of study and with guidance from academic and program advisors, select their competencies. The site visit team reviewed sample sets of competencies from this concentration and found them acceptable and appropriate. Even though students tailor their competencies, they select from other concentration's competencies and therefore are not writing their own.	The Health Services: Health Systems and Policy MPH has addressed concerns raised for unique competencies 1 and 3. The language in the competencies have been updated as has the assessment for competency 3. Please see the updated tab: D4-1 HSERV 2021, in the DataTemplates_ResponseReport_2021. An updated HSERV552 syllabus has been provided as well (CriterionD4_HSERV552). The Health Services: Community-Oriented Public Health Practice MPH has addressed concerns raised for unique competencies 2, 4, and 5. The language for both the competencies and the corresponding assessments have been revised to show the distinction in competencies and clearer didactic and assessment coverage for each. Please see the tab: D4-1 COPHP	The Council reviewed the school's response, including attached documentation. The Council concluded that the school has addressed the concerns identified in the team's report and acted to change the team's finding of partially met to a finding of met.
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A			

		The first concern relates to the lack of at least five distinct competencies for each MPH concentration and/or lack of appropriate didactic preparation and assessment. This affects the concentrations of community-oriented public health practice, environmental and occupational health: one health, global health: health metrics and evaluation, and health services: health systems and policy. The second concern relates to the MPH in environmental and occupational health and the MPH in epidemiology: global health. While reviewers found the set of concentration competencies appropriately written for both concentrations, each concentration maps all competencies to only one, three quarter-credit course even though students take a handful of concentration-specific courses. Environmental and occupational health maps all competencies to a course titled Environmental Health Policy and Practice. Furthermore, this is not listed as a required course in the concentration's plan of study. Epidemiology: global health maps all competencies to a course titled Problems in Global Health. The site visit team finds that that one, three-credit course does not provide sufficient depth to warrant a concentration in a specialized area of study. The D4 worksheets provide the complete list of concentration competencies and reviewers' findings.	2021, in the file DataTemplates_ResponseReport_2021. Updated syllabi and additional materials (e.g., case studies, included with syllabi files) have also been provided, please see: • CriterionD4_HSERV534_SecondBlock • CriterionD4_HSERV538 • CriterionD4_HSERV540 The Global Health: Health Metrics and Evaluation MPH has addressed concerns raised for unique competencies 2, 4, and 5. Each competency has been updated to clarify how didactic and assessment components are covered. Please see tab: D4-1 GH 2021, in the DataTemplates_ResponseReport_2021. The two corresponding syllabi have also been updated; please see GH539 and GH592 (CriterionD4_GH539 and CriterionD4_GH592). The Environmental and Occupational Health Sciences: Environmental and Occupational Health MPH has addressed concerns raised with its single course for the five unique competencies. A second course has been added with new didactic and assessment opportunities for competencies 4 and 5.	

			Please see tab: D4-1 EOHS 2021, in the file: DataTemplates_ResponseReport_2021. The syllabus and example quiz for the ENVH501 course have been provided (CriterionD4_ENVH501 and CriterionD4_ENVH501_Quiz). Finally, the course missing from the list of required courses, ENV H 584, has been added to the tab D2-1 EOHS 2021, in the DataTemplates_ResponseReport_2021 file. Overall, the School is making an effort to decrease the total number of MPH degrees offered. At the time of this writing, SPH has made the decision to discontinue the Environmental and Occupational Health: One Health MPH, as well as the Epidemiology: Global Health MPH. Substantive change forms for both degrees have been submitted with this report. Please see: • CriterionD4_SubChg_MPH_OneHealth • CriterionD4_SubChg_MPH_EPI_GH Once students currently in these two degrees graduate, the UW SPH will have a total of 11 MPH degrees in the School; nine that are state-supported and two that are fee-based degrees.	

D4 Worksheets

MPH – Environmental and Occupational Health Concentration Competencies	**Comp statement acceptable as written? Yes/No***	**Comp taught and assessed? Yes/CNV***
1. Assess and contrast the roles and responsibilities of state and federal governments in environmental health policy development and implementation	Yes	Yes
2. Describe the roles of politics, public opinion, and economics in environmental health policy development	Yes	Yes
3. Develop and evaluate strategies and approaches to address environmental health issues	Yes	Yes
4. Assess the magnitude, determinants, and impacts of a community-level environmental health issue	Yes	Yes
5. Develop strategies to communicate about environmental health policy issues for different audiences or sectors, using different media	Yes	Yes

MPH – Public Health Genetics Concentration Competencies	**Comp statement acceptable as written? Yes/No***	**Comp taught and assessed? Yes/CNV***
1.Evaluate evidence for interactions among genes, environmental factors, and behaviors, and their roles in health and disease.	Yes	Yes
2.Compute statistical analyses investigating the association between genetic variation and health outcomes.	Yes	Yes
3.Apply a public health policy framework to evaluate policy options in application of genomic knowledge and technologies for disease prevention, screening, diagnosis, and/or treatment.	Yes	Yes
4.Apply quantitative methods to assess ethical questions.	Yes	Yes
5.Formulate a legal question and conduct legal research and analysis related to an issue arising in genetics or genomics.	Yes	Yes

MPH – Health Services: Community-Oriented Public Health Practice Concentration Competencies	**Comp statement acceptable as written? Yes/No***	**Comp taught and assessed? Yes/CNV***
1. Mobilize communities to challenge health inequities and make effective systems change by catalyzing grass roots public health initiatives.	Yes	Yes
2. Apply systematic problem-solving approaches to resolve complex public health challenges.	Yes	Yes
3. Design, facilitate and mediate group processes, especially in settings of competing views, to make sound and considered team-based decisions in public health, drawing out diverse perspectives to ensure all voices are heard.	Yes	Yes
4. Synthesize research findings and other non-traditional sources of information to understand emerging public health issues.	Yes	Yes
5. Synthesize evidence for developing and evaluating public health programs.	Yes	Yes

MPH – Global Health: General Concentration Competencies	**Comp statement acceptable as written? Yes/No***	**Comp taught and assessed? Yes/CNV***
1.Review and report the most common causes of morbidity and mortality globally; how they are measured; how they differ by age, sex, race, social class, and geography; and how they have evolved over the past century in different social, political, and economic settings.	Yes	Yes
2.Summarize and reflect on the major social determinants of health that affect social well-being, poverty, and health, globally, including the relative roles of education, family income, nutrition, housing, water, sanitation, health care, colonialism, neoliberalism, conflict, racism, and inequality.	Yes	Yes
3.Analyze the role of health institutions, including government agencies, non-governmental organizations, and global donors; their ideologies, agenda, power dynamics, and policy frameworks; and the evolution of their responses to global health issues since the mid-20th century.	Yes	Yes
4.Design and present a comprehensive proposal to address the major health issues in selected countries, including gap analyses, logical frameworks, budgets, and evaluation frameworks.	Yes	Yes
5. Describe a global health research project or program evaluation, and present the rationale, goals, and appropriate methods for its successful implementation.	Yes	Yes

MPH – Environmental and Occupational Health: Occupational Medicine Residency Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Evaluate injuries and illnesses that are occupationally or environmentally related within the occupational and environmental health regulatory environment and systems	Yes	Yes
2. Apply evidence based approach to managing occupational and environmental injuries and diseases	Yes	Yes
3. Recognize, evaluate, and treat human exposures to physical, chemical, or biological hazards at work or in the general environment	Yes	Yes
4. Integrate aspects of surveillance and principles of exposure assessment into primary and secondary prevention of occupational and environmental disease	Yes	Yes
5. Describe occupational health disparities and formulate a plan to mitigate individual and organizational factors in the workplace in order to optimize the health of the worker.	Yes	Yes

MPH – Epidemiology: General Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Identify datasets and data management needs for a public health problem that can be addressed through an epidemiologic approach. Use statistical code or other programming software to prepare a data file for analyses.	Yes	Yes
2. Define and calculate measures of occurrence and association for exposures and health outcomes and evaluate modification of associations between exposures and health outcomes by other factors.	Yes	Yes
3.Present results from an epidemiologic analysis addressing a public health problem that is appropriate to an audience of public health professionals.	Yes	Yes
4.Interpret results of multiple types of epidemiologic studies, in terms of how they inform public health practice, and identify potential sources of bias and how they can affect the interpretation of epidemiologic findings.	Yes	Yes
5. Describe role of quantitative epidemiologic methods in an outbreak investigation.	Yes	Yes

MPH – Epidemiology: Global Health Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Critically analyze a leading global health challenge for which there are multiple perspectives on how it should be addressed. Provide background on the health challenge and present arguments for and against multiple approaches for how the challenge could be addressed.	Yes	Yes
2.Present an argument supporting a specific approach to address an important global health topic that is directed towards key decision-makers.	Yes	Yes
3.Identify and critically evaluate specific gaps in the response to a global health challenge.	Yes	Yes
4.Develop and justify a functional budget for a health system response to a global health need.	Yes	Yes
5. Develop a proposal for implementation of a specific policy or health system approach to address a leading global health challenge.	Yes	Yes

MPH – Epidemiology: Maternal and Child Health Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Describe maternal and child public health problems using epidemiological data and rigorous epidemiologic analytic methods applicable to maternal and child health research.	Yes	Yes
2. Identify and evaluate the relative contribution of biologic, lifestyle, socio-demographic, and environmental factors associated with maternal and child health problems.	Yes	Yes
3. Apply evidence-based knowledge to the design and evaluation of preventive programs and policies that impact Maternal and Child Health.	Yes	Yes
4.Interpret results of epidemiologic studies of maternal and child health problems and synthesize published epidemiological literature in order to summarize current knowledge and make recommendations to improve maternal and child health.	Yes	Yes
5. Acquire maternal and child health (MCH) leadership-related knowledge and skill sets, including MCH knowledge base/context, self-reflection, ethics, critical thinking, communication, negotiation and conflict resolution, cultural competency, family-professional partnerships, developing others through teaching, coaching, and mentoring. Interdisciplinary/interprofessional team building, working with communities and systems, and policy.	Yes	Yes

MPH – Global Health: Health Metrics and Evaluation Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Describe the rationale and the conceptual and historical basis of population health measurement.	Yes	Yes
2.Compare the main sources of data on population health and health systems performance, and discuss their strengths and weaknesses.	Yes	Yes
3.Define and discuss key metrics from the Global Burden of Disease project, including years of life lost, years lived with disability, disability-adjusted life years, and health care utilization measures.	Yes	Yes
4.Analyze the gaps in our empirical understanding of a given driver of health and propose an evidence-based and innovative solution to reduce its impact.	Yes	Yes
5. Explain and critique the complex quantitative methods used in the assessment of burden of disease, disease trends, and disparities across different groups, times, and locations.	Yes	Yes

MPH – Health Services: Health Systems and Policy Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Develop a persuasive communications approach to support a public health policy position.	Yes	Yes
2. Apply health services research methods to a health policy issue.	Yes	Yes
3. Propose policy recommendations to address a health policy issue.	Yes	Yes
4. Analyze how different stakeholders contribute to the cost of the U.S. Health care sector and describe how the costs associated/experienced by specific stakeholders will be impacted by health policy.	Yes	Yes
5. Apply basic principles of economics, law, and ethics to analyze a complex health policy question.	Yes	Yes

MPH – Health Services: Social and Behavioral Sciences Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice	Yes	Yes
2.Describe and critically evaluate health communication campaigns, including campaign goals, theoretical foundation, formative research, message strategies, and evaluation.	Yes	Yes
3.Identify, describe, and apply theories across the levels of the socioecological model.	Yes	Yes
4.Apply evidence-based evaluation frameworks with qualitative, quantitative, and mixed-methods approaches in the evaluation of social and behavioral science interventions.	Yes	Yes
5. Apply insights from community needs and strengths, evidence-based interventions, and relevant theories to the design of health promotion interventions.	Yes	Yes

MPH – Online Master of Public Health Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Apply quality and performance improvement concepts to analyze human resource management practices in an organization, and recommend specific actions for improvement.	Yes	Yes
2.Design and conduct a community outreach even to raise greater public awareness of the societal determinants of health by delivering persuasive, evidence-based arguments.	Yes	Yes
3.Apply equity impact tools to the design of community-level public health interventions.	Yes	Yes
4. Translate research findings into a proposal and presentation for a legislative audience	Yes	Yes
5.Apply feedback from leadership self-assessment instruments and leadership style theory to create a personal Leadership Development Plan, with clear objectives for improving leadership traits and characteristics.	Yes	Yes

MPH – Public Health Nutrition Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Apply knowledge of human nutrient requirements in relation to genetics, metabolic pathways, and physiological function across the life course	Yes	Yes
2. Assess nutritional status of individuals and groups.	Yes	Yes
3. Appraise how nutritional factors across the lifespan are linked to non-communicable diseases (NCD) and quality of life.	Yes	Yes
4. Explain, critique, and apply the process of public health practice and nutrition policy development.	Yes	Yes
5. Describe the basic components and determinants of the US food and nutrition systems.	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		The school has a clearly structured and well documented process for MPH student practice. All MPH students complete a practicum that involves at least 160 hours of work at an approved practice site with an approved preceptor. Specific requirements are centrally managed within the Office of the Dean for practice experiences; the school maintains centralized practicum resources through experiential learning staff, including an experiential learning manager. Schoolwide experiential learning staff operate a tracking system and offer student practicum orientation sessions and other resources. The schoolwide website lists the requirements for students, site supervisors, and faculty advisors; provides all relevant forms; and allows all parties to upload documents to Dropbox for shared reference. Students work with a faculty advisor for the practicum experience. This may be the student's regular advisor or a different SPH member of faculty. Typically, the practicum advisor is selected based on the topic selected. Students complete the practicum learning contract, which lists the site and supervisor, intended competencies, and intended deliverables. All students must identify five foundational competencies and at least two work products that are useful to the practice partner, and the faculty advisor is responsible for working with the student and site supervisor to ensure that the student identifies appropriate competencies and an appropriate scope of	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least 5 competencies, at least 3 of which are foundational				

		work. Faculty advisors are available to the student and supervisor as a resource throughout the experience. Site supervisors and the student complete midpoint and final evaluations (or self-evaluations, for the student). At the experience's end, students submit at least one written deliverable and at least one visual deliverable, which is typically a poster summarizing the major project(s) completed for the practice site. The written deliverable describes the organization, summarizes the experience, presents excerpts from the deliverables produced for the site, and contains a detailed self-analysis of the experience in terms of achievement of each of the five competencies defined on the practicum learning contract. Faculty advisors review and approve the written and visual final assignments. They must sign a form affirming that they have reviewed the deliverables and verified that the student has demonstrated the competencies. After faculty advisor review, the manager of experiential learning signs a practicum final checklist that verifies the submission of all required forms (including the learning contract and mid-point and final reviews) and deliverables. Finally, the departmental student adviser assigns a "pass" credit to the student and provides the final signature on the checklist. Maintaining documents on Dropbox allows all relevant parties to access materials and check on their status. Dual degree students (MD/MPH and MSW/MPH) and MPH students concurrently completing some medical residency programs may apply to complete an experience through the practice requirements established for the external program of study (medicine or social work). They complete the practicum learning contract just as all other MPH		

		students do and must receive approval from the public health faculty advisor, who verifies that the work plan, supervision, competencies, and intended deliverables are appropriate and meet all requirements. These students submit the same work products at the conclusion of the experience, and public health faculty assess the work products. The school provided sample deliverables from 18 different students across 13 of the school's MPH programs of study. This represents all students who had completed a practice experience using current procedures and guidance. Nearly all samples included both the written and visual deliverables, and several contained a third item, which was typically a product produced directly for the practice partner (e.g., an infographic or technical report). Site visitors reviewed the samples and noted that they describe appropriate and high-quality practice experiences. Examples include a project to consolidate data sources, create a database, analyze causes of death among homeless individuals, and present graphs and maps summarizing the analysis; constructing a county-level disaster recovery plan; assessing barriers to including registered dieticians on interdisciplinary teams that address feeding disorders in children; and evaluating a communication campaign for safety in heat emergencies. The reflections on competency attainment are specific and descriptive. Nearly all written deliverables and some of the visual deliverables present elements that were likely included in the work products produced for the practicum site. For instance, the posters or slideshows that serve as the visual deliverables present findings that were shared		

		with the practice site. Nearly all written reports summarize the process of completing the work for the practice site, as well as the major findings or results that were shared with the practice partner. The evidence clearly indicates that students are completing applied public health experiences, demonstrating at least five competencies, and producing at least two work products that are useful to the practice sites.		

D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		Eleven of the 15 MPH concentrations require students to complete a thesis for the integrative learning experience (ILE). The remaining four concentrations are offered the choice of either a thesis or capstone project. The MPH Steering Committee is currently working with additional concentrations to add a capstone option within the next two years. The option is already being expanded for the incoming MPH cohort.	SPH has finalized the thesis and capstone guidelines to indicate the requirement of a CEPH competency and a unique degree competency as part of a student's ILE for each of the MPH degrees. The updated guidelines and department/program student handbooks have been provided as part of this report's submission materials. Please see: • CriterionD7_Guidelines_Capstone_SPH • CriterionD7_Guidelines_Thesis_SPH	The Council reviewed the updated materials provided with the school's response and concluded that the school has addressed the issues identified by the site visit team. Therefore, the Council acted to change the finding of partially met to a finding of met.
Project occurs at or near end of program of study				
Students produce a high-quality written product				

Faculty reviews student project & validates demonstration & synthesis of specific competencies		For both the thesis and the capstone, students meet initially with faculty advisors and other appropriate staff to learn about opportunities. Once students identify a project, they submit a proposal for project approval. Each student has a committee of two faculty members to guide and review their work. Students meet regularly with the committee for guidance. Students register for either thesis credit or a capstone course. Faculty evaluate student progress and conduct a final assessment at the completion of the project to determine the student's grade. Policies for the thesis and capstone experiences are clearly stated in student handbooks/and or specific guideline documents. Twelve MPH concentrations allow students to select their own competencies for synthesis with guidance from their committee chairs. School guidelines require students to select at least two foundational competencies for their ILE. Students enrolled in one of the three epidemiology concentrations must include pre-selected competencies for their ILE, which are all foundational competencies. Students who choose to complete a capstone project in concentrations that provide that option, i.e., health services: health systems and policy, public health nutrition, health services: community-oriented public health practice, and the online MPH, must select competencies that involve analytical thinking and leadership skills.	• CriterionD7_MPH_Handbook_EOHS • CriterionD7_MPH_Handbook_EPI • CriterionD7_MPH_Handbook_GH • CriterionD7_MPH_Handbook_HSERV_COPHP • CriterionD7_MPH_Handbook_HSERV_OMPH • CriterionD7_MPH_Handbook_HSERV_StateSupported • CriterionD7_MPH_Handbook_NUTR • CriterionD7_MPH_Handbook_NUTR_Capstone • CriterionD7_MPH_Handbook_NUTR_Thesis • CriterionD7_MPH_Handbook_PHG The tabs: D7-1 ILE state-supported 2021 and D7-1 ILE fee-based 2021 have also been updated, to reflect the final guidelines, in the file: DataTemplates_ResponseReport_2021. Finally, the system to track ILE competencies and assessments is nearing completion at the time of this report submission. The guidelines document for uploading and tracking assigned student competencies has been provided, as has an example screenshot of the system. Please see: • CriterionD7_CompetencyTrackingProtocol_SPH • CriterionD7_CompetencyDB_Screenshots	

		The concern pertains to the absence of required concentration competencies for synthesis in the ILE. Currently, students are required to only select and synthesize foundational competencies, which does not capture the entirety of their program of study. A review of concentration handbooks and capstone guidelines could not identify instructions that both foundational and concentration competencies must be included. The site visit review team confirmed that systems have not been in place to comprehensively track and assess competencies, assuring that students meet both foundational and concentration competencies in the integrative learning experience. By January of 2021, new systems will be used to track competencies identified in the ILE, and faculty assured the site visit team that both foundational and concentration competencies will be required. The ILE is well organized and clearly defined in policies. Students benefit from faculty mentorship throughout the process. A review of the sample theses and capstone projects confirmed their high quality. Thesis projects followed a standard research manuscript format. Capstone projects also were rigorous, data driven projects that focused on applied settings and local impact. For example, one capstone project involved an evaluation report on a local non-profit initiative regarding deportation, return migration, and mental health.		

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students introduced to all domains: 1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease 2. Foundations of social & behavioral sciences 3. Basic statistics 4. Humanities / fine arts		The school offers a BA/BS in public health-global health and a BS in environmental health. Students are introduced to all domains through a combination of general education and public health course requirements. Students in the BS in environmental health must take one year of general biology with a lab, one year of general and organic chemistry with a lab, and one quarter of microbiology with a lab. Global health students in the BS pathway complete yearlong sequences of biology and chemistry; students in the BA pathway complete one term of biology and one term of chemistry. All students must also take two quarters of "I&S" courses, which focus on the experimental study of human behavior both individually and socially. Samples courses from this designated area are psychology and sociology. Both biostatistics and calculus are required courses for undergraduate students. Finally, students must take two quarters of "VLPA" courses. VLPA courses focus on	Click here to enter text.	

		meaning and value in human life, as well as effective expression of the human experience. Sample courses include music and classic literature.		

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The public health-global health (PH-GH) includes BA and BS options, which have the same core courses and elective options but different selective requirements and focus areas. One of the focus area options for the BA degree is in health education and promotion, which aligns with competencies required for the Certified Health Education Specialist (CHES) certification. Students in this focus area must complete three health services courses that count toward their degree elective requirements. These three courses were designed to cover any CHES competencies that were not already covered in the PH-GH required curriculum. No students have applied for the CHES examination since this option was established. For PH-GH students, the public health foundational domains are mapped to required courses including the integrated core (a four-course sequence), Public Health Foundations (Biostatistics and Epidemiology), a Diversity Seminar, and a two-part public health capstone sequence. The curriculum is designed so that as students move sequentially through the required sequence, content is scaffolded with intentional progression toward higher Bloom's Taxonomy levels.	Click here to enter text.	
If curriculum intends to prepare students for a specific credential (eg, CHES), curriculum addresses the areas of instruction required for credential eligibility				

		The BS environmental health degree includes the environmental health core, physical science courses, selectives, and electives. The environmental health major is accredited through the National Environmental Health Science & Protection Accreditation Council (EHAC), and all public health foundational domains are mapped to the environmental health core courses. For domain and course mapping, the school defines introduction as didactic preparation, but no assignment and coverage as involving both didactic preparation and a gradable assignment. Through a combination of syllabi review and discussion with faculty during the visit, the site visit team was able to validate that all undergraduate public health students receive coverage of all foundational domains and their subsequent elements. See the D10 worksheet for reviewers' findings.		

D10 Worksheet

Public Health Domains	Public Health – Global Health Yes/CNV	Environmental Health Yes/CNV
1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	Yes	Yes
2. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes	Yes
3. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes	Yes
4. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes	Yes
5. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes	Yes
6. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes	Yes
7. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes	Yes
8. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes	Yes
9. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes	Yes

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		Both public health undergraduate degrees teach and assess students in the foundational competency areas of communication and public health information. The degree programs map the competencies to concentration specific courses. The environmental health major includes Introduction to Technical Communication in Environmental Health, which	Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences				

2. ability to locate, use, evaluate & synthesize public health information		provides instruction on communication and assesses student competencies. Course assignments include developing a press release and giving two presentations, one for a technical audience and the other to a general audience. The course also focuses on information literacy. The PH-GH bachelor's degree has a 'writing-across-the-curriculum' approach, with many of the required core courses mapped to the communication and information literacy competencies. A review of course syllabi and discussions with concentration faculty validate that all aspects of the communication competencies are covered. Reviewers were also able to validate coverage and assessment of information literacy. The material is covered in many of the required core courses with clear assessment strategies including a literature review, service-learning assignments, and homework assignments. The D11 worksheet provides reviewers' findings.		

D11 Worksheet

Competency Elements	Public Health – Global Health Yes/CNV	Environmental Health Yes/CNV
Public Health Communication		
Oral communication	Yes	Yes
Written communication	Yes	Yes
Communicate with diverse audiences	Yes	Yes
Communicate through variety of media	Yes	Yes
Information Literacy		
Locate information	Yes	Yes
Use information	Yes	Yes
Evaluation information	Yes	Yes
Synthesize information	Yes	Yes

D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		Both undergraduate degrees have strong structures in place to ensure that students complete strong cumulative and experiential activities. For both degrees, students complete a course that structures assignments to help students integrate, synthesize, and apply knowledge from their course of study. For PH-GH, this is Capstone I and Capstone II. Students use a service-learning approach by completing a series of activities including preparation for field work, 50 hours of community service, and culminating academic work in	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies				

		their final two quarters. There are class discussions and group assignments linked to the service site. Students complete reflective writing and identify public health theories and frameworks that support learning during class discussions. Students also complete a final culminating paper that includes the following: a literature review focused a public health issue facing the community served by their service-learning site; an easy to understand information graphic using data visualization software; and a program or advocacy intervention proposal that addresses the identified issue. Materials reviewed during the site visit demonstrate that students undertake important work at a broad range of sites. Examples encompass the American Cancer Society, New Horizon Ministries homeless shelter, and the English as a Second Language Tutoring Program at Seattle Central. Students who choose to take courses in the health education and promotion focus area complete the Public Health Internship. The internship requires at least 150 hours, and students earn five credits. In preparation for the internship, students participate in a resume workshop, leadership events, diversity training, and/or other cultural events. Students in the environmental health degree program complete the Environmental Health Internship. The internship includes a minimum of 400 hours in a practice experience with a local, state, federal, or private agency. During the experience, students submit journal entries each week that include a summary of work for the week,		

		challenges faced and the student's response, questions that arise, and any interesting experiences that promote student growth. Students also complete a final report. The site visit team reviewed examples that demonstrate that students complete quality experiences in a range of internship settings. Internship examples include a mosquito control program, the Seattle King County's environmental health department, and the Department of Occupational Safety and Health. During the site visit, alumni described how well prepared they were for their internships or service learning. Preceptors confirmed this and were complimentary about the quality of work, noting how well students are prepared for public health tasks.		

D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		The school ensures that all undergraduate students have access and opportunities in the 12 cross-cutting concepts and experiences. While students from both concentrations receive opportunities in different ways, reviewers were able to validate all concepts and experiences. PH-GH maps all cross-cutting concepts and experiences to courses. For example, in Ethics, Social Justice, and Policy in Public Health, students receive exposure to cultural contexts in which public health professional work through guest lectures and a stakeholder interview.	Click here to enter text.	

		Environmental health bachelor's students are exposed to the concept of organizational dynamics through their internships. Students are required to identify their site's organizational chart, mission, and other guiding statements and provide a written analysis on how their internship contributes to the organization. The D13 worksheet provides reviewers' findings.		

D13 Worksheet

Cross-cutting Concepts & Experiences	**Public Health – Global Health Yes/CNV**	**Environmental Health Yes/CNV**
1. advocacy for protection & promotion of the public's health at all levels of society	Yes	Yes
2. community dynamics	Yes	Yes
3. critical thinking & creativity	Yes	Yes
4. cultural contexts in which public health professionals work	Yes	Yes
5. ethical decision making as related to self & society	Yes	Yes
6. independent work & a personal work ethic	Yes	Yes
7. networking	Yes	Yes
8. organizational dynamics	Yes	Yes
9. professionalism	Yes	Yes
10. research methods	Yes	Yes
11. systems thinking	Yes	Yes
12. teamwork & leadership	Yes	Yes

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		All MPH concentrations exceed the required credit load. Twelve of the 15 MPH concentrations require at least 63 quarter credits for degree completion. One MPH concentration requires 68 quarter credits, one concentration requires 64 quarter credits, and one concentration requires 75 quarter credits. The school follows the university's policy regarding the definition of classroom and contact hours. The general guideline is one credit equals one hour of weekly instruction and two hours of outside contact with the material. Course credits range from one credit hour to seven credit hours.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D16. BACHELOR'S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		All university bachelor's degrees require at least 180 academic credits, and the school's degrees follow this policy. The structure of the degrees, in terms of coursework in the major, is comparable to university programs including the major in anthropology with medical anthropology and global health options. The school follows the same definition of academic credit mentioned in Criterion D14. University policies also govern the school's approach to accepting coursework completed at other institutions and articulation with community colleges. The university Office of Admission awards transfer credit according to published guidelines and subscribes to the state-wide policy on transfer and articulation between public colleges and universities, including community colleges.	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges				

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers 14 academic master's degree concentrations. Concentrations include biostatistics, biostatistics: capstone, environmental and occupational health, environmental toxicology, epidemiology, genetic	Click here to enter text.	

Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		epidemiology, health services, and nutritional sciences. During the site visit, the team learned that based on internal university recommendations, the Department of Environmental and Occupational Health Sciences has plans to begin to consolidate concentrations. Reviewers were able to validate appropriate coverage of the 12 public health learning objectives for each academic master's degree. Most of the learning objectives are mapped to existing concentration courses. The D17-1 worksheet provides reviewers' full findings. Each concentration lists three unique competencies that appear to be appropriate for the degree level and degree type. All students are assessed on the ability to demonstrate the concentration competencies in a variety of ways including exam questions, discussions, and completion of written assignments. The MS in health services: general is like its MPH counterpart where students can tailor their concentration competencies to reflect their professional goals. The D17-2 worksheet lists all concentration competencies and reviewers' findings. The academic master's curriculum, while it varies among concentrations, appropriately addresses scientific and analytical approaches to discovery and translation of knowledge in the context of a population framework. Each degree program requires courses in biostatistics or biometry and a foundation in biostatistics/epidemiology course. For example, MS in biostatistics students take a course in biostatistics and a course titled Foundations of Public Health for Biostatistics. Students in the MS in nutritional science take Medical Biometry and a course titled Introduction to Epidemiology.		
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately rigorous discovery-based paper or project at or near end of program				
Students have opportunities to engage in research at level appropriate to program's objectives				

		All MS students have opportunities for research and are required to engage in research, as evidenced by the thesis examples for most of the degree programs. Eleven of the 14 MS degrees require a thesis. The MS in biostatistics: capstone option requires a scientific analysis of a project the student has completed. The MS in applied occupational hygiene requires an internship and portfolio, and the MS in applied toxicology, which is an accelerated degree, requires a project/portfolio. The student's advisor and one or several additional faculty review the thesis, capstone paper, and/or portfolio. Student handbooks accurately describe the degree requirements. The site visit team reviewed 19 examples of master's theses and found them to be of high quality and appropriate for MS degrees. Several examples of thesis topics are as follow: a theoretic framework for hypothesis and significance testing; characterization of occupational exposure to airborne contaminants in an indoor cannabis production facility; characteristics of bariatric patients on home parenteral nutrition; and exploring the state of U.S. soil health legislation: a qualitative policy analysis. Faculty expect that some of these theses will yield publishable results. The team also reviewed six examples of capstone papers. The capstone papers represent student-involved research projects and appear well prepared in a format that will allow for publication, if appropriate. The site visit team did not have access to any portfolios to review.		

D17-1 Worksheet

Foundational Knowledge	**Biostatistics Biostatistics: Capstone Genetic Epidemiology Yes/CNV**	**EOH: Applied Occupational Hygiene EOH: Applied Toxicology EOH: Exposure Sciences EOH: Occupational Hygiene Environmental Health Environmental Toxicology Yes/CNV**	**Epidemiology: General Epidemiology: Clinical & Translational Research Yes/CNV**	**Health Services: General Health Services: Clinical & Translational Research Yes/CNV**	**Nutritional Sciences Yes/CNV**
1. Explain public health history, philosophy & values	Yes	Yes	Yes	Yes	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes	Yes	Yes	Yes	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes	Yes	Yes	Yes	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes	Yes	Yes	Yes	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes	Yes	Yes	Yes	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes	Yes	Yes	Yes	Yes
7. Explain effects of environmental factors on a population's health	Yes	Yes	Yes	Yes	Yes
8. Explain biological & genetic factors that affect a population's health	Yes	Yes	Yes	Yes	Yes

9. Explain behavioral & psychological factors that affect a population's health	Yes	Yes	Yes	Yes	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes	Yes	Yes	Yes	Yes
11. Explain how globalization affects global burdens of disease	Yes	Yes	Yes	Yes	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes	Yes	Yes	Yes	Yes

D17-2 Worksheets

MS-Epidemiology, Clinical and Translational Research Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Characterize the measurement properties of biomarkers.	Yes	Yes
2. Evaluate the properties of screening and diagnostic tests that inform the use of these measures in different clinical and population settings.	Yes	Yes
3.Critically evaluate and interpret clinical trials and non-randomized evidence for the efficacy and generalizability of therapeutic treatments.	Yes	Yes

MS-Biostatistics Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Analyze data from a case-control study using logistic regression, interpret and make inference on model parameters.	Yes	Yes
2.Determin the power/sample size for a study.	Yes	Yes
3.Communicate the results of a regression analysis of continuous, binary, and time to event outcomes to an audience of non-statisticians, including an interpretation of parameter estimates.	Yes	Yes

MS-Biostatistics: Capstone Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Develop a Statistical Analysis Plan to address a research problem presented by a project sponsor.	Yes	Yes
2.Develop a Project Management Plan for an applied statistics research project.	Yes	Yes
3.Collaborate effectively as a member of a team of applied statisticians in solving a real-world problem.	Yes	Yes

MS-Environmental Health Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Describe the sources, pathways, and routes of exposure of microbial and chemical hazards in the environment.	Yes	Yes
2.Apply measurement and/or modeling methods to microbial and chemical hazards.	Yes	Yes
3.Recognize and explain personal, administrative/regulatory, and engineering controls for environmental hazards.	Yes	Yes

MS-Environmental & Occupational Health, Exposure Sciences Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Identify and characterize hazardous environmental exposures.	Yes	Yes
2.Describe the use and limitations of accepted sampling and analysis methods for chemical hazards and quality control measures for environmental exposure assessments.	Yes	Yes
3.Identify and characterize hazardous environmental exposures.	Yes	Yes

MS-Environmental & Occupational Health, Occupational Health Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Propose comprehensive solutions to control health hazards associated with workplace exposures.	Yes	Yes
2.Describe the use and limitations of accepted sampling and analysis methods for chemical, physical, and microbiological workplace hazards, and use of quality control measures for exposure assessments in the workplace.	Yes	Yes
3.Explain the effects on the human body of inorganic dusts, musculoskeletal hazards, and chemicals, including solvents, metals (including lead), and noise from an occupational health perspective.	Yes	Yes

MS-Environmental & Occupational Health, Applied Occupational Hygiene Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Identify and characterize health hazards associated with exposures in the workplace.	Yes	Yes
2.Demonstrate the application of accepted sampling and analysis methods to the assessment of exposures to chemical, physical, and microbiological hazards in the workplace.	Yes	Yes
3.Apply industrial hygiene technical knowledge and training in a workplace environment.	Yes	Yes

MS-Environmental & Occupational Health, Applied Toxicology Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Apply toxicology principles and methods in planning work in a professional setting (public or private sector)	Yes	Yes
2.Analyze project that uses toxicology principles and methods in a professional setting (public or private sector)	Yes	Yes
3.Developing professional communication tools for a career in applied toxicology	Yes	Yes

MS-Environmental Toxicology Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Define the major classes of toxicants present in the environment and the workplace, and describe their sources, pathways, and routes of exposure.	Yes	Yes
2.Describe and analyze how toxicants interact with biological systems and the mechanisms by which they elicit adverse effects in humans and other organisms.	Yes	Yes
3.Explain the core principles of research ethics and apply these principles to specific research projects.	Yes	Yes

MS-Epidemiology, General Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Select appropriate statistics for an epidemiologic study that addressees a specific research question, calculate the statistical power/sample size, and present this information in a manner appropriate for a grant proposal.	Yes	Yes
2.Identify major epidemiologic research study designs, and their strengths and limitations, and identify major sources of bias in epidemiologic research and approaches to mitigate them.	Yes	Yes
3.Write scientific descriptions of the rationale, methods, results, and interpretation of epidemiologic studies suitable for publication in peer-reviewed journals.	Yes	Yes

MS-Health Services, Clinical and Translational Research Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Describe the major sources of measurement error in observational and clinical research, and approaches to reducing it or mitigating the impact.	Yes	Yes
2.Select, perform, and interpret appropriate analytic methods for right-censored survival data, including the log-rank test for differences between survival curves.	Yes	Yes
3.Identify strategies for collaboration and change management in team science.	Yes	Yes

MS-Nutritional Sciences Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1. Apply appropriate methodologies to a human nutrition research question.	Yes	Yes
2. Translate knowledge and skills from Nutritional Sciences competencies to nutrition research or evidence-based clinical practice (when combined with dietetics training).	Yes	Yes
3.Develop a presentation of a specific nutrition-related topic that integrates novel and/or recent findings with existing knowledge.	Yes	Yes

MS-Genetic Epidemiology Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Illustrate theoretical knowledge of Linkage Disequilibrium, a fundamental population genetics property.	Yes	Yes
2.Design genetic epidemiology studies to identify novel genetic associations.	Yes	Yes
3.Apply an ethics framework to evaluate ethical implications of application of genomic knowledge and technologies for disease prevention, screening, diagnosis, and/or treatment.	Yes	Yes

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers academic doctoral degrees in 10 concentrations. Similar to the MS degrees, the 12 public health learning objectives are addressed in a variety of ways. Currently, each department determines how the learning objectives are taught and assessed. Five concentrations use a variety of concentration-specific courses to map to the learning objectives. Five concentrations map the learning objective to a single concentration-specific course. All courses have sufficient depth, and each course is equivalent to a three-credit course. Reviewers were able to validate appropriate coverage for nine of the 10 PhD concentrations. The first concern is that the PhD in epidemiology lacks complete coverage of the 12 learning objectives. Specifically, reviewers could not validate an appropriate assessment for learning objectives 2, 5, 6, 7, 8, 9, 10, and 12. During the site visit, faculty explained that there were additional assessments that cover these learning objectives and that these assessments would be provided at a later date, but reviewers were not able to review these assignments before the end of the site visit. Faculty also	The PhD in Epidemiology data template and corresponding syllabus have been updated for learning objectives 2, 5, 6, 7, 8, 9, 10, and 12 to clarify assessments. Please see tab: D18-1 EPI 2021, in the file: DataTemplates_ResponseReport_2021, as well as the revised EPI583 syllabus (CriterionD18_EPI583). In response to the concerns noted for two of the ten doctoral degrees that do not offer specific doctoral-level coursework, the School's Curriculum and Education Policy Committee (CEPC) took up this issue in February 2021. The CEPC will continue to discuss what changes should be made to address the lack of specific doctoral-level coursework and the needs of the students. CEPC meets monthly; minutes for the February and March meetings, reflecting the discussions thus far, are included with this report. • CriterionD18_CEPC_MtgMinutes_20210225 • CriterionD18_CEPC_MtgMinutes_20210318	The Council reviewed the school's response to the team's report and concluded that the school has addressed the first concern identified by the team. The Council appreciates the school's efforts to date relating to the team's second concern and looks forward to reviewing future information documenting compliance.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
Instruction in scientific & analytic approaches is at least				

equivalent to a 3-semester-credit course		mentioned that an online course is being developed to cover and assess all public health learning objectives. This course will be available to all departments. The D18-1 worksheet provides reviewers' findings. Each PhD concentration has three competencies, except for the PhD in statistical genetics, which has four concentration competencies. The site visit team found that all competency statements are sufficiently rigorous at the doctoral level. Through a review of syllabi and discussions with faculty, all concentrations are found to contain appropriate assessment opportunities. The D18-2 worksheets provide the full list of findings. The academic doctoral curriculum addresses scientific and analytic approaches to public health. Depending on the concentration, examples include advanced coursework in statistical inference and research seminars, scientific or research proposal preparation courses, a course on critiquing the scientific literature, advanced research methods, critical thinking and research design in pathobiology, and a course in understanding the scientific literature as well as analytical approaches. The site visit team deemed the amount of doctoral-specific coursework appropriate for eight of the doctoral concentrations. The second concern pertains to the lack of doctoral-specific coursework for the PhD in Environmental Toxicology and the PhD in Environmental and		
Students produce an appropriately advanced research project at or near end of program				
Students have opportunities to engage in research at appropriate level				
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study				

		Occupational Hygiene. Students in these two concentrations take the same courses as master's students and complete the same assignments as master's students. The six to nine hours of research rotation is the only course that is required above and beyond what master's students are required to take. There are no documented expectations that doctoral students must submit assignments at a quality higher than the master's students. Faculty described to the team that there is an inherent expectation that PhD students will submit greater quality work and be graded against this expectation, but reviewers could not locate any documentation to validate that doctoral students complete more advanced coursework than master's students in the discipline. PhD students conduct an independent, original written research dissertation that must make a significant contribution to public health. Doctoral students work with their advisors and doctoral supervisory committees. All committees include a graduate school representative from a department or discipline outside that of the student, to uphold doctoral-level standards across disciplines. The committee must approve the student's research proposal before dissertation work begins. The final product must be suitable for publication as three papers in peer-reviewed journals, which advance the field of knowledge in their discipline. Students defend their dissertation work in a public seminar. The site visit team reviewed sample dissertations completed over the past three years. Papers consisted of both primary data collection and		

		secondary data analysis that used a range of statistical and methodological approaches. During the site visit, faculty explained that students are expected to conduct rigorous research projects suitable for publication in the scientific literature. Student dissertation samples meet the expectation and rigor for an academic doctoral degree. During the site visit, faculty explained that students have many opportunities to participate in research outside of the dissertation through paid research assistantships, stipends, and volunteer opportunities. Students who met with site visitors said that once they enter the program, they are regularly informed of research opportunities and can secure opportunities.		

D18-1 Worksheet

Foundational Knowledge	**Epidemiology: General Yes/CNV**	**Biostatistics Statistical Genetics Public Health Genetics Yes/CNV**	**Environmental and Occupational Hygiene Yes/CNV**	**Environmental Toxicology Yes/CNV**	**Global Health, Metrics & Implementation Science Global Health, Pathobiology Yes/CNV**	**Health Services: General Yes/CNV**	**Nutritional Sciences Yes/CNV**
1. Explain public health history, philosophy & values	Yes	Yes	Yes	Yes	Yes	Yes	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes	Yes	Yes	Yes	Yes	Yes	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes	Yes	Yes	Yes	Yes	Yes	Yes

5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes	Yes	Yes	Yes	Yes	Yes	Yes
7. Explain effects of environmental factors on a population's health	Yes	Yes	Yes	Yes	Yes	Yes	Yes
8. Explain biological & genetic factors that affect a population's health	Yes	Yes	Yes	Yes	Yes	Yes	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes	Yes	Yes	Yes	Yes	Yes	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes	Yes	Yes	Yes	Yes	Yes	Yes
11. Explain how globalization affects global burdens of disease	Yes	Yes	Yes	Yes	Yes	Yes	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes	Yes	Yes	Yes	Yes	Yes	Yes

D18-2 Worksheets

PhD-Biostatistics Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Recommend and defend appropriate choices of methods to analyzer longitudinal, clustered, and other non-independent outcome data.	Yes	Yes
2.Evaluate an area of biostatistical methodology, and propose and develop new methodology in that area.	Yes	Yes
3.Explain both orally and in writing how advanced statistical methods work, assessing their strengths and limitations, and the place of particular methods in the larger statistical literature.	Yes	Yes

PhD-Statistical Genetics Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Estimate allele frequencies and variance of the estimates from genotype count data; perform a hypothesis test for differences in allele frequencies.	Yes	Yes
2.Calculate conditional probabilities of genotypes of specific relatives. Calculate disease risk for a Mendelian disease for a known disease model, from the individual's genotype of from information about genotypes of relatives.	Yes	Yes
3.Estimate kinship and inbreeding coefficients using pedigree relationships.	Yes	Yes
4.Estimate kinship and inbreeding coefficients in the absence of pedigree information using population-level SNP data.	Yes	Yes

PhD-Environmental and Occupational Hygiene Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Critically evaluate environmental and human exposure data.	Yes	Yes
2. Conceive and develop original research that advances knowledge in the field of environmental and occupational health sciences	Yes	Yes
3.Formulate and apply appropriate techniques for collection and/or modeling of environmental or human exposure data.	Yes	Yes

PhD-Environmental Toxicology Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Conceive, develop, and conduct original research that advances knowledge in the field of environmental toxicology.	Yes	Yes
2.Apply advanced knowledge and methodologies from supporting disciplines (e.g., molecular biology, biochemistry, physiology, pathology) to original research in environmental toxicology.	Yes	Yes
3.Demonstrate the ability to effectively communicate original research findings both orally (e.g., at a scientific conference) and through preparation of an original manuscript suitable for publication in a peer reviewed journal in the field of environmental toxicology.	Yes	Yes

PhD-Epidemiology: General Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Develop research proposals that present study aims, scientific background, public health significance, and detailed methods for carrying out epidemiologic studies.	Yes	Yes
2.Describe the impact of missing data on causal inference and demonstrate how to address missing data in an epidemiologic analysis.	Yes	Yes
3.Apply model-based advanced epidemiologic approaches to address limitations of traditional epidemiologic analysis methods.	Yes	Yes

PhD-Global Health, Metrics and Implementation Science Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Apply concepts, theories, and frameworks used for implementation science in global health.	Yes	Yes
2.Select appropriate quantitative methods to evaluate the effectiveness of interventions and implementation strategies using data sources common in low-resource settings globally.	Yes	Yes
3.Design a quasi-experimental study, and select and apply analytics methods appropriate to the research question posed.	Yes	Yes

PhD-Global Health, Pathobiology Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Explain experimental approaches for elucidating mechanisms used by pathogens for subverting host responses or exploiting host processes.	Yes	Yes
2.Apply modern molecular approaches to parsing the unique cell biologies of hosts and their pathogens, and identifying potential targets for interventions for infectious disease.	Yes	Yes
3.Identify potential targets for interventions in infectious disease.	Yes	Yes

PhD-Health Services: General Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Select and apply an appropriate statistical method for a variety of health services problems pertaining to health delivery, utilization, and outcomes, including using administrative databases or surveys, and interpret the analyses appropriately.	Yes	Yes
2.Demonstrate clear, concise, and compelling grant writing skills covering each component of the NIH technical grant application.	Yes	Yes
3.Conduct health services research, including applying advanced health services methods to answer a research question, and present and interpret results.	Yes	Yes

PhD-Nutritional Sciences Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Critically evaluate the scientific literature examining associations between dietary intake of macronutrients and micronutrients with risk of chronic disease.	Yes	Yes
2.Appraise a public health and/or nutrition intervention using appropriate evaluative and analytical methodologies.	Yes	Yes
3.Develop a presentation of a specific nutrition-related topic that integrates novel and/or recent findings with existing knowledge.	Yes	Yes

PhD-Public Health Genetics Concentration Competencies	**Comp statement acceptable as written? Yes/No**	**Comp taught and assessed? Yes/CNV**
1.Analyze a current problem in genetic research using appropriate genetic epidemiology methods.	Yes	Yes
2.Investigate the ethical, financial, legal, social, and policy implications of current applications of genomic knowledge and technologies in public health.	Yes	Yes
3.Design research plans using qualitative methods to explore bioethical issues.	Yes	Yes

D19. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers five non-public health degrees at bachelor's and master's levels. Each degree teaches and assesses students differently for the 12 foundational public health learning objectives. For example, the BA in food systems, nutrition, and health is mapped to one course, Food Systems: Individual to Population Health. Students enrolled in the MHA degree take a mix of courses that include Introduction to Health Services and Public Health, Population Health Management, and Epidemiology/Critical Evidence Appraisal. The depth of instruction is equivalent to a three-credit course for all the non-public health degrees. The concern pertains to the lack of full coverage of the 12 learning objectives for the master's in health informatics and health information management, the MHA, and the eMHA. Reviewers could not validate an appropriate assessment for various learning objectives. The D19-1 worksheet provides the full list of reviewers' findings.	The relevant documentation for the degrees of concern (master's in health informatics and health information management, the master's in health administration, and the executive master's in health administration) have been updated to provide better clarity for the noted assessments. For the master's in health informatics and health information management this was competency 5, and for the master's in health administration and the executive master's in health administration it was competency 4. Please see the tabs: D19-1 MHIHIM 2021 and D19-1 MHA 2021 in the file: DataTemplates_ResponseReport_2021. As well as the revised syllabi and example quizzes: • CriterionD19_MHA_eMHA_HSMGMT501 • CriterionD19_MHA_eMHA_HSMGMT501_Quiz • CriterionD19_MHIHIM_HSMGMT501 • CriterionD19_MHIHIM_HSMGMT501_Quiz	The Council reviewed the updated materials provided with the school's response and concluded that the school has addressed the issues identified by the site visit team. Therefore, the Council acted to change the finding of partially met to a finding of met.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				

D19 Worksheet

Foundational Knowledge	**Masters-Health Informatics and Health Information Management Yes/CNV**	**Masters-Health Administration Yes/CNV**	**Masters-Health Administration, Executive Yes/CNV**	**Bachelors-Food Systems, Nutrition, and Health Yes/CNV**	**Bachelor's-Health Informatics and Health Information Management Yes/CNV**
1. Explain public health history, philosophy & values	Yes	Yes	Yes	Yes	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes	Yes	Yes	Yes	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes	Yes	Yes	Yes	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes	Yes	Yes	Yes	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes	Yes	Yes	Yes	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes	Yes	Yes	Yes	Yes
7. Explain effects of environmental factors on a population's health	Yes	Yes	Yes	Yes	Yes
8. Explain biological & genetic factors that affect a population's health	Yes	Yes	Yes	Yes	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes	Yes	Yes	Yes	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes	Yes	Yes	Yes	Yes
11. Explain how globalization affects global burdens of disease	Yes	Yes	Yes	Yes	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes	Yes	Yes	Yes	Yes

D20. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		As of fall 2020, the school offers only one public health degree in a distance-based format, the online MPH. The online MPH uses a mix of synchronous and asynchronous activities to meet the course learning objectives. Many courses for this concentration hold weekly synchronous webinars or office hours to ensure regular and substantive interaction. Additionally, students use Canvas, the learning management system to post discussions, access materials, and chat with their instructors and other students. The online MPH is like the campus-based MPH concentrations. Students complete a curriculum that grounds them in the foundational knowledge areas, teaches and assesses them on foundational and concentration competencies, requires an applied practice experience, and requires either a thesis or capstone for the integrative learning experience. Academic rigor is monitored the same way it is for the school's campus-based MPH degrees. Since this degree is technically housed in the health services department, the department's Curriculum Committee reviews the curriculum and provides recommendations that are then approved by the CEPC and the university Curriculum Committee.	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners				
Provides necessary administrative, information technology & student/faculty support services				
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification				

		Student evaluations are also used to monitor and evaluate educational outcomes, format, and methods. This is identical to the way the campus-based courses use student evaluations to drive program and curriculum changes. The department's student services team provides dedicated staff to support both students and the technology needed to administer the online MPH. The UW Continuum College also provides administrative support to this degree offering. The university and school have policies and processes in place to ensure student identity. In addition to using Canvas, which requires a unique username and password for each student and faculty member, online students complete projects that require one-on-one communication with faculty. This helps school faculty get to know the students and serves as another mechanism to validate student identity.		

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		The school employs 151 full-time faculty, 130 of whom are active in teaching in one or more of the degree programs. One hundred nineteen of the 130 primary have doctoral degrees including PhD, MD, and ScD, and many of these faculty also have relevant master's degrees, e.g., MPH and	Click here to enter text.	

Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		MS. The remaining 11 primary faculty have master's degrees such as MPH, MHA, and/or MS. Primary faculty earned degrees from a variety of institutions, including many CEPH-accredited schools and programs. They are trained and experts in numerous disciplines including biostatistics, epidemiology, toxicology, economics, health policy, nutrition, environmental science and engineering, and other areas. Based on training, current expertise, and research areas, faculty are matched to the relevant concentrations in which they provide instruction. The school also employs 93 adjunct faculty who contribute significant instructional hours. Adjunct faculty also have advanced degrees in a variety of disciplines needed to support the public health concentrations. Some faculty are drawn from other schools in the university such as the School of Medicine, the School of Business, and the School of Engineering. This list also includes individuals from the practice community working in a variety of organizations including the Seattle Children's Care Network Center, the Fred Hutchinson Cancer Research Center, and many others. Students complimented faculty expertise and experience in the courses they teach as well as in advising.		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The school has multiple methods to integrate practice perspectives in the faculty complement. First, the school employs many full-time faculty members who have extensive career experience in public health practice prior to joining the faculty. Full-time faculty have previous work experience at the Centers for Disease Control and Prevention, the World Health Organization, state and local health departments, the Food and Drug Administration, USAID, and various health care and health policy organizations. Next, the school offers clinical or affiliate faculty status to many public health practitioners who collaborate with full-time faculty on research, mentor students, and guest lecture in classes. Affiliate and clinical faculty include state health department employees, leaders from domestic non-profit and community-based organizations, and many public health leaders and workers from other nations who partner with faculty in the Department of Global Health through the department's global centers. As discussed in Criterion E5, the school expects full-time faculty to conduct service as part of their workloads, and the school has guidelines to evaluate and recognize scholarly practice activities in processes for faculty evaluation and promotion. The self-study notes that the school is engaged in ongoing discussions on how to align faculty research interests with practitioners' time-sensitive needs for data and information to support	Click here to enter text.	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		decision making and highlights some areas of successful collaboration on such initiatives with the state health department.		

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The School of Public Health has systems in place to ensure quality instruction. The school continues to explore approaches to enhancing education and has established a new position, vice dean of education, to provide schoolwide leadership. All departments host seminar series which faculty are expected to attend and occasionally present to maintain currency and expertise. Faculty across the school are also encouraged to attend national and international conferences and to participate in study sections to stay current in their fields. All faculty are reviewed annually by their colleagues of a higher rank. Faculty also undergo periodic review with their department chairs. Reviews occur for both full-time and adjunct faculty. Departmental and program curriculum committees also play a role in quality assurance through course syllabi, learning objectives, course web site, and student feedback review. In addition to student course evaluations, the school also uses a peer review system to assess	Since the time of the site visit, SPH has created draft recommendations for faculty regarding course evaluation review. The draft recommendations have been discussed and reviewed since the December 2020 School-wide Curriculum and Education Policy Committee (CEPC) meeting (this committee meets on a monthly basis). The recommendations are close to being finalized, with the current draft included with this report's materials: CriterionE3_CourseEvals_ReviewRecommendations. The recommendations are intended to guide faculty, curriculum committees, and departmental chairs on best practices for reviewing numerical scoring as well as student comments, and to provide guidance about communicating to students how evaluations are used, how to provide meaningful feedback, and what changes are being made (or not made) to courses based on student feedback. Once final, the document will be disseminated by the Office of the Dean to all teaching faculty and student services staff across the School.	
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Supports professional development & advancement in instructional effectiveness for all faculty				

		faculty effectiveness in course instruction. Peer review includes both teaching materials and course instruction observations. These reviews occur annually for assistant professors and every three years for both associate and full professors, including the year prior to promotion review. The review includes a summary of findings and ideas for improvement. The reviews are shared with department chairs who then discuss further with the faculty member. During the site visit, students expressed a perception that there is too much dependence placed on course evaluations' numerical scores and not enough attention paid to written comments. Faculty assured the site visit team that written comments are reviewed by faculty but agreed that there is room for increased transparency in highlighting changes based on student feedback. The university's Center for Teaching and Learning (CTL) offers a wide range of resources, workshops, courses, and communities of practice. Some faculty recently completed a series offered by CTL on evidence-based technology. In conjunction with the CTL, the school offers Teaching, Learning, Sharing workshops. The workshops are two to four-hour, interactive sessions that cover important and timely topics. The school has offered these workshops from 2016-2020. The school is currently reviewing a new model, as there has been uneven participation by faculty.	Applicable CEPC meeting minutes that note the discussions to date are also included in the report submission materials: • CriterionE3_CEPC_MtgMinutes_20201217 • CriterionE3_CEPC_MtgMinutes_20210128 • CriterionE3_CEPC_MtgMinutes_20210225 • CriterionE3_CEPC_MtgMinutes_20210318 In addition to discussions within the CEPC, in mid-March of this year, the CEPC chair and the vice dean for education met with teaching faculty to discuss student course evaluations, with an emphasis on using qualitative comments to inform teaching practices. Teaching faculty received evidence-based training from staff at the UW Center for Teaching and Learning, and discussed how to review, respond, and provide feedback to students about evaluations in a consistent and transparent manner across the School. These meetings are expected to occur each academic year between the vice dean, CEPC chair, and SPH teaching faculty.	

		All new teaching assistants are required to participate in an annual teaching assistant conference on teaching and learning. This training includes a range of topics such as grading, effective discussions, and active learning, as well as equity and access. There are also program-specific initiatives to foster quality instruction. For example, the PH-GH core teaching faculty meet twice a year for teaching retreats to enhance their instructional effectiveness, team-building, and collaboration. In 2019, the school requested nominations for instructors of the new MPH common core and received over 200 nominations of 60 instructors. Of this pool of 60 faculty, school leaders chose 12 faculty members based on their expertise and experience to deliver the first year of the common core that is built around student-centered pedagogy. School leaders state that faculty were chosen this way to assure the highest quality of education in the MPH programs. Teaching quality is considered in the promotion process with the expectation that the candidate should demonstrate reasonable success in student learning as indicated on student evaluation forms, peer evaluations of teaching materials, and peer observations. The school identifies three indicators that are meaningful to the school related to instructional quality. In the area of faculty currency, the school		

		has been working to enhance the faculty review process. For example, the Environmental and Occupational Health Sciences Department asked faculty to submit a prospective faculty plan in the spring, describing their plans for the coming year. The plans are reviewed by other faculty and incorporated into the annual faculty merit review meeting. Particular attention is paid to how scholarship contributes to teaching. For instructional technique, faculty teaching in the MPH common core participated in an evidence-based teaching group. For undergraduate teaching excellence, the school participates in a National Science Foundation-funded program in evidence-based teaching. For school level outcomes, the school has included a focus on co-teaching to support a multi-disciplinary approach. This includes a focus on interprofessional education. Undergraduate students who met with the site visit team stated that they liked the co-teaching model their core courses use. It allows more access to instructors and creates a more welcoming environment to seek help and clarification.		

E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		The school's guiding statements include dedication to education, research, and service. It is evident that there are policies and practices in place to support faculty involvement in scholarly activities. The school offers several categories of faculty appointments. These categories, along with the requirements for appointment and promotion, are described in the Faculty Handbook. Regular faculty include assistant, associate, and professor. Many regular faculty are appointed without tenure due to the lack of dedicated funding. Regular faculty are expected to demonstrate contributions to scholarship in teaching, research, and service. Faculty may also consider academic public health practice as an area of scholarship. Other examples of scholarship include publication in highly regarded journals, citations in publications by others, research reputation, and serving as principal investigator and/or a major scientific contributor on a funded research grant. If faculty emphasize their activities in academic public health practice by including a portfolio describing these activities, they are expected to provide examples of the impact of their research. Research faculty appointments include senior fellows, research associate, research assistant, associate, and professor. Research faculty must show similar research accomplishments as regular faculty, but greater emphasis	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		is placed on research records for evaluation and promotion. Research faculty are expected to maintain national scientific reputations. Instructional faculty include instructor, lecturer, senior lecturer, and principal lecturer. Instructional faculty are expected to demonstrate teaching scholarship. Changes are being made to provide them with greater recognition. Beginning in academic year 2020-21, lecturers will be appointed as assistant teaching professor, associate teaching professor, and teaching professor. Examples of scholarship for the teaching faculty include directing the work of advanced students and training students in advanced methods. The site visit team heard multiple examples of faculty integrating research into teaching. One faculty member's research is focused on applied epidemiology in public health practice, strategies for improving disease surveillance systems, and public health informatics. She is able to incorporate her scholarship into the instruction of students, engaging them in discussions of the complex causes of epidemics and challenges to outbreak response in courses such as Outbreak Investigation and Response and Field Epidemiology: Student Epidemic Action Leaders (SEAL) Team. Another faculty member has conducted several recent policy projects with the Centers for Disease Control, USAID, and PEPFAR that led to an analytic framework for policy development and advocacy. This is included in Policy Development and Advocacy for Global Health as its central organizing framework. Students are actively engaged in research. Beyond the master's thesis and doctoral dissertation, students		

		engage in research with faculty. One MPH student collaborated with a faculty member to lead a study evaluating how a history of incarceration or legal debt may predict homelessness. This study became the student's capstone project. A doctoral candidate joined another faculty member on a research team in food and environment-related studies. The site visit team was able to confirm student involvement with faculty research projects during the meeting with students. The school presents three outcome measures to indicate success in research and scholarly activities. They are percent of faculty participation in research activities, total research funding, and number of grant submissions. The school maintains positive performance toward meeting these targets. The faculty participation in research outcome measure has a target of 90%. In the last three years, the school has reached 87%, 89%, and 89% faculty participation in research. The school has also set a goal of $180 million in total research funding. This target has been exceeded in the last three years with the 2020-21 year bringing in a total of $224 million. Lastly, the school targets 600 grant submissions per year and exceeded this target over the last three years. During the site visit, the team learned that the school is in the process of re-evaluating these outcome measures to indicate success more appropriately in research. They are contemplating changing total research funding to a target of a 10 percent increase per year, and grant submission targets would be based on the number of faculty with a target of two per year for non-teaching faculty.		

E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The school has a robust record of community and professional service that reflects the school's many degree programs and disciplines. The school's faculty policies and procedures reflect the expectation that all faculty will serve the community beyond the university through application of professional skills. Many faculty are involved in the following types of activities: consultation and service on local or state advisory committees, study section service, service on the editorial board of a professional meeting, chairing or organization of symposia or sessions at scientific meetings, serving on policy-making committees and boards, leadership roles in professional organizations, and serving on community councils and committees. In September 2019, the school hosted a Partnership Summit with the state health department to identify shared partnership opportunities and to strengthen academic-practice partnerships. Faculty and health department staff highlighted existing partnerships and engaged in interactive sessions to develop next steps for creating new opportunities. The school and health department identified a prioritized list of overlapping needs and interests to guide and focus efforts, including health care systems transformation, informatics, community health workers, opioids, and tobacco. The self-study notes that the school received a substantial	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

		intramural grant from the campus-wide Population Health Initiative to support a joint faculty position for the school, School of Nursing, and the Department of Public Health—Seattle and King County. The self-study also notes that an explicit aim of the process that led to the re-envisioned MPH was to balance the education and training of practice-informed research with that of research-informed practitioners in an environment that, in the past, may have emphasized research over practice. The school's criteria for promotion weight activities differently by track. Tenure-track faculty and faculty appointed on a similar track with the WOTRF designation ("without tenure or reason for funding"), who constitute most of the PIF, must contribute to teaching, research, and service, and faculty appointed on a teaching track are expected to contribute to instructional scholarship. The self-study notes that the school increasingly recognizes contributions to public health practice in decisions about advancement for tenure-track and WOTRF faculty. Historically, departments have borne primary responsibility for tracking and monitoring faculty service, but efforts were underway at the time of the site visit to find more effective and consistent methods to track and monitor faculty service across the school. The school has many examples of large- and small-scale service activities that have impacted instruction and allowed for faculty-student collaborations. A faculty member in health services is a founding board member of the Washington State Budget and Policy Center, which advocates for state fiscal policies that improve residents'		

		well-being. This faculty member incorporates work on the state budget and advocacy in a course he co-teaches, Health Policy Development. Another faculty member draws on examples from his work as the chair of a federal panel that was responsible for protecting the interests of the patients in the Democratic Republic of Congo with Ebola Virus. This work has been incorporated into a biostatistics class, Design of Medical Studies. Faculty are currently incorporating lessons and examples from their work with COVID-19 throughout the curriculum. The school's centers, and faculty with service projects affiliated with those centers, provide opportunities for student internships and volunteer experiences, and one faculty member worked with a team of students to write policy statements for the American Public Health Association. The self-study describes the school's tracking of progress on its chosen indicators of success in service as "more qualitative than quantitative." Review of faculty CVs and discussions during the site visit indicate that the school has had strong and sustained levels of participation on some indicators, such as service on editorial boards and study sections, and has been making progress on others, such as serving on advisory committees at the state and local level, service on an editorial board of a professional journal, service on a policy-making committee or board, membership on a national or international board, and membership on boards and committees in the community at large. Specific examples included faculty service on a WHO or CDC committee. Department chairs include specific faculty service as part of their annual reviews and service priorities are discussed		

		in faculty meetings, but no specific priority areas are called out, as all areas are equally weighted and service depends on individual faculty members. The new faculty compensation plan and changes in faculty annual reviews, along with planned changes to data tracking, will position the school to better monitor and encourage service in future years. This plan calls out and prioritizes service as part of the annual review, and expectations are set based on specific faculty roles (e.g., methods vs. research).		

F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The school does a comprehensive job of including community groups, alumni, employers, preceptors, and other external stakeholders in evaluation and assessment. Guided by diverse perspectives, the school seeks input, and stakeholders who met with site visitors noted various ways that their feedback has been incorporated into school processes and procedures. The site visit team heard from one external partner that he suggested an easier or more direct way to reach the dean for collaboration and feedback, and the school responded by emphasizing the associate dean for public health practice position. Having this dedicated administrator as a liaison helps to increase collaboration and is evidence that the school values stakeholder input. The Office of the Dean has an SPH Advisory Board that advises the dean on strategy and advancement. Members	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: • student outcomes • curriculum • overall planning processes • self-study process				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		of this board include practitioners representing the Bill and Melinda Gates Foundation, Intellectual Ventures, Eli Lilly and Company, Seattle King County Public Health, Washington State Department of Health, Microsoft, and consulting companies. The global health, nutritional sciences, and environmental and occupational health departments all have their own external advisory boards composed of stakeholders specific to their concentration. In January 2019, the school also formed an advisory committee charged to assist with re-envisioning the MPH. Members of this advisory committee included public health practice members from the state health department, county health departments, health officers, and the private sector. This advisory committee reviewed the new MPH core and participated actively in the development stages of the re-envisioned MPH curriculum. As described in Criterion B5, the school recently completed its 2020-25 Strategic Plan. Included in the Strategic Planning Steering Committee were alumni and external partners who helped provide input into the strategic direction of the school. Faculty regularly interact with external partners, whether that is through research or invitations to guest lecture, and these interactions inform faculty and the school of changing practice and research needs. Graduates' ability to perform in employment settings is assessed at both the school and department levels		

		through alumni surveys and preceptor feedback. Also, in 2019-20, an outside consultant was hired to conduct a market research survey for the school. The consultant surveyed 12 employers of public health graduates to ascertain skills sought in new employees as well as strengths and weaknesses of preparation for graduates. Feedback from employers indicated that general skills such as leadership, communication, and administrative skills and more specific skills such as R programming and policy development present areas of needed improvement. Both employers and preceptors who met with the site visit team praised the level of professionalism of the school's students and graduates, as well as their high technical capabilities in their job responsibility areas. Similarly, alumni attributed their career success to the critical thinking and other skills they learned from the School of Public Health.		

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Students learn about community engagement and professional development through various mechanisms. The Office of the Dean has a manager of experiential learning, whose job is to link both undergraduate and graduate students with service-related activities. At the department level, students are introduced to experiential learning opportunities at student orientation and through advisors.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to				

professional advancement of the field		The school also encourages professional development activities. Public health students have applied for and been awarded numerous professional development grants offered by the university in the last few years. One student, in concert with a faculty member, applied for a grant through the university's Office of Minority Affairs and Diversity and was granted funding during the 2019-20 academic year to host a two-day workshop on the National Institutes of Health diversity supplement process. Another seed grant from the university's Resilience Lab allowed students to form a critical learning community and fund a writing retreat. These students were able to present a poster at the university Teaching and Learning symposium in April 2020. Students have also presented at the undergraduate research symposium, MPH practicum symposium, environmental and occupational health sciences research symposium, undergraduate spring celebration of service and leadership, and the Husky Leadership Initiative portfolio presentations. Public health students also present at local and national conferences. In February 2020, the school offered an APHA 101: Submitting an Abstract Poster workshop to students. Thirteen graduate students attended the workshop. Finally, students can join a student association at either the school or department level. The Student Public Health Association (SPHA) is a university-registered student organization that organizes events such as Public Health Week. Department-level student associations include the Public Health Dawgs (global health) along with associations in the epidemiology, health services,		

		nutritional sciences, and public health genetics departments. The Students of Color for Public Health organizes an annual Anti-Racism Conference. The school also organizes student participation in an annual Legislative Education Day that is organized by the Washington State Public Health Association. Reviewers confirmed that students have various opportunities to engage in both community and professional service.		

F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a professional community or communities of interest & the rationale for this choice		The school defines a wide range of public health researchers and service providers both domestically and internationally as its professional communities of interest. Examples of these professionals include research and public health practice-based epidemiologists, biostatisticians, community health workers, healthcare leaders, public health services researchers and providers, information system professionals, and others. The school uses various methods to assess its professional communities of interest. The Northwest Center for Public Health Practice (NWCPHP) regularly conducts workforce training needs assessment of HHS's Region 10 (Alaska, Idaho, Oregon, and Washington). Needs are gathered and identified through region-wide surveys every three years. The school also consults Public Health WINS data to determine additional training needs.	Click here to enter text.	
Periodically assesses the professional development needs of individuals in priority community or communities				

		In fall 2019, NWCPHP conducted interviews with small, rural local health departments to learn more about training priorities, preferred training modalities, and potential barriers to workforce development. The center found that due to public health modernization laws, a gap exists in training the small rural health departments to move beyond required training (continuing education, credentials, etc.) and a engage in capacity-building.		

F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		The NWCPHP leads the school's professional development activities. Several departments with the school also engage in workforce development activities specific to their areas, such as biostatistics, environmental and occupational health sciences, global health, health services, and nutritional sciences. One of the major areas that NWCPHP consistently identifies for training are leadership and management skills. For this reason, the NWCPHP offers both the Public Health-Primary Care Leadership Institute and the Public Health Management Certificate. The leadership institute is supported through a HRSA grant and focuses on health equity and life course approaches. Through problem-based learning techniques, practice-based leadership projects, and faculty and peer coaching, the institute served 81 professionals from 2015 to 2018. In 2019, the	Click here to enter text.	

		NWCPHP adapted the institute to focus on public health/primary care population health improvement needs. The new program launched in January 2020 with 24 participants in the first cohort. The Department of Environmental and Occupational Health has also offered trainings in the areas of Pesticide Education Recertification, Agricultural Safety, Dairy Safety Training, and a Supervisor Safety Leadership at the Washington Contract Logging Safety conference. These trainings combined have reached over 1,500 participants.		

G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The school identifies underrepresented populations as follows: • Individuals from racial and ethnic groups that are historically and currently underrepresented (Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders, Asian Americans) in public health careers and higher education • Individuals from low-income families or disadvantaged backgrounds • Religious minorities • First-generation college students • Individuals who identify as disabled • Individuals who identify as two spirit/LGBTQIA	The School has made significant advances in the area of Diversity and Cultural Competence during the current academic year. Key improvements include running regular Affinity Groups, developing and conducting universal Anti-Racist Trainings, and completing the search to hire the inaugural director for the new Center for Anti-Racism and Community Heath (ARCH). **Affinity Groups** The new SPH Affinity Groups have been created to support the objectives of an anti-racist curriculum, research, and	The Council reviewed the report and could not find information that supports a finding of met with commentary. Therefore, the Council acted to change the team's finding of met with commentary to a finding of met.
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty				

(and staff, if applicable), with attention to priority population(s)		• Veterans • Formerly incarcerated • Individuals with refugee status or who recently immigrated The school's Equity, Diversity, and Inclusion Action Plan goals are under the umbrella of organizational structure, curricula and training, recruitment practices, retention and promotion, the school's climate, and data collection/analysis. The school has had a diversity committee since 2012. In 2018, the SPH appointed an assistant dean of equity, diversity, and inclusion. The school has made cultural competence, diversity, and inclusion a top priority and has devoted substantial resources to these efforts. The school has developed strategic plans, hosted seminars, evaluated coursework, developed handbooks of best practices, developed curricula, developed toolkits, and conducted trainings. There are extensive school-wide and departmental efforts to address equity. The dean has committed to implementing a universal anti-racism training during the 2020-21 academic year for faculty, staff, and students. The school is currently searching for the inaugural faculty director for the proposed UW Center for Anti-Racism and Community Health (ARCH). The university president highlighted the school's commitment to the recruitment of diverse faculty and closing the wage gap that exists for faculty members from different populations. The school collects both quantitative and qualitative survey data on student, faculty, and staff perceptions of	practice within SPH. The goal of these groups is to build trusting relationships with each other, stay connected with allies, and find support, affirmation, and healing through these gatherings. Affinity groups help build community, increase safety in dialogue, proactively share resources, and provide moral support and positivity, as individuals experience growth in their learning and cultural proficiency. All the affinity groups take advantage of coordinated facilitation from volunteers and consultants. Groups created this academic year include: Black Affinity Group, non-Black Indigenous/People of Color Affinity Group, Queer and Trans Affinity Group, and White Caucus Group. **Anti-Racist Trainings** One of the intended outcomes within the School's new 2020-2025 strategic plan is the important and challenging goal of moving further along the journey toward becoming an anti-racist school. To that end, a year one milestone is to provide anti-racist trainings to all core SPH faculty and staff, and to begin these trainings for students (which will continue into the next academic year). A document describing these trainings (in the form of a proposal that was	
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		diversity and cultural competence. Overall, approximately 77% of students, faculty, and staff are comfortable with the campus climate, with very little variation among the various constituencies. Almost 20% of survey respondents indicated that they had experienced exclusionary behavior, intimidation or harassment in the past year, and 25% indicated that they observed this behavior. Students were split on their perceptions of the school's climate. Some students indicated that the climate at the school was very inclusive and much better than at other institutions. Other students indicated that while the school engages in activities to improve the climate, these activities did not always address root causes of discrimination and bias. Moreover, students of color indicated that they are often burdened with being asked to help fix the culture. Faculty, administrators, and the dean readily admit that the school is dedicated to improving the culture but has more work to do. Specifically, administrators identified that there is a need to better train faculty in antiracism and on micro-aggressions. External stakeholders acknowledge the school's major role in addressing racism internally and externally. Stakeholders complimented the school's efforts, particularly since the new dean's tenure. Some stakeholders indicated that the school needs to prioritize the recruitment, retention, and focus on Hispanic and Latino students and faculty as well as addressing their needs in the community. Drilling down to more specific language will assist the school in its determination of progress and help the school assess which interventions and activities are	approved by the Dean), is included with this report's materials: CriterionG_AntiRacismTrainingProposal. There were three trainings provided in Autumn quarter to 147 faculty. In Winter quarter, four trainings were provided with 50 faculty and 229 staff in attendance. There are six additional trainings being provided in Spring quarter as well. **ARCH** SPH has recently completed a search for its inaugural director for the new Center for Anti-Racism and Community Health (ARCH). There were several candidates and an offer is being developed at the time of this writing. The initial job talks announcement is included with this report's materials: CriterionG_ARCH_DirectorSearch. **Course evaluations** As noted in Criterion E3 above, the School is working to address concerns raised with student course evaluations. Part of this work includes the acknowledgement of bias in evaluations. Planning is underway to provide more information to students when completing evaluations and sharing data showing women and people of color are unfairly targeted with both lower scores	

		effective in improving cultural competence and diversity. Based on the many conversations with different stakeholder groups, reviewers note that there is room for improvement, however, all stakeholder groups recognize the school's energy and effort in areas of diversity, social justice, and creating a welcoming climate.	and harsher criticism. This information will also be provided to faculty and School leadership to assist in the review of the feedback that faculty receive. The intent is to support both students and faculty in understanding and recognizing bias in this important area. **M&E** Finally, the equity, diversity, and inclusion (EDI) team is collaborating with the associate dean for evaluation and improvement and the manager of strategic initiatives to create measurement and evaluation planning for both the EDI action plan (as noted in the *Compliance Finding* section of this report) and the new School-wide strategic plan.	

H1. ACADEMIC ADVISING

Criterion Elements	**Compliance Finding**	**Team's Evidence for Compliance Finding**	**School/Program Response**	**Council Comments**
	Met			
Students have ready access to advisors from the time of enrollment		The school offers adequate and informed academic advising services. All students are advised by both faculty and staff. At the graduate level, advising guidelines originate from the university's Graduate School, and departments and programs are responsible for following	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula				

& about specific courses & programs of study		the guidelines. Each department has a graduate program coordinator (GPC—a faculty member) and program advisors (GPAs—staff members) who provide both academic advice and managerial support. Staff advisor positions typically require at least a bachelor's degree in public health, education, psychology, or other related fields and two to three years of professional experience. At the undergraduate level, staff advisors play a more central role than faculty in supporting the academic progression of the students. The faculty coordinator for the undergraduates mainly provides program oversight. In addition to the GPC, most incoming graduate students are matched to a specific faculty advisor based on statements of interest in the student's application. However, in some cases the GPC plays this role. These advisors assist students with curricular selections, research, and other available learning opportunities. Typically, faculty advisors serve as thesis and dissertation advisors. However, if this advisor is not the most appropriate to serve in this role, students can request a change. Faculty serving on the student thesis, capstone, or the dissertation are chosen by the student and approved by the GPC. New faculty advisors learn about advising roles from their faculty mentors and from an orientation by the GPC. The orientation includes an overview of the Graduate School requirements as well as added trainings in mentorship through the Graduate School and through the Center for Teaching and Learning. Various university student affairs offices and the Association of Schools and Programs of Public Health (ASPPH) provide training and resources on		
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		students with specific disabilities as well as suicide prevention. All entering students receive orientation at both the school and department level. Orientation activities offer students opportunities to learn about resources across the university, meet members of the Office of the Dean, and to hear about major developments underway in the school. For the 2020-21 academic year, the school is including a series of learning technology workshops to introduce Zoom and Canvas learning environments. A math skills workshop is also available for entering graduate students who opt to review math skills in preparation for the more quantitatively focused courses. In addition to these school-wide orientation events, individual departments also offer tailored orientations. For example, the Department of Biostatistics hosts an orientation workshop focused on computing resources and arranges for all entering students to do a university-sponsored gender discrimination and sexual harassment training. Starting in the 2019-20 academic year, the Department of Biostatistics also offers new international students a student-designed "New International Student Orientation." The Department of Environmental and Occupational Health Services hosts an internship orientation session for students and includes an all-department kickoff event. A Graduate School exit survey along with a student experience in research survey collect data on student satisfaction with academic advising. Since 2017, data shows strong student satisfaction with advising. Response rates from master's students are 59%, 53%, and 54% over		

		the last three years. On a scale of 1.0 to 4.0 with 4.0 being highly satisfied, academic advising satisfaction rates were 3.4, 3.0, and 3.5. Doctoral students also complete the exit surveys at a high rate. With 44%, 66%, and 81% response rate, the corresponding satisfaction rates are 3.8, 3.6, and 3.5. The UW Office of Educational Assessment administers a Student Experience in Research survey on a biennial basis and collects undergraduate responses. The participation rate is not reported with the results from the 2019 survey but show positive responses from undergraduate public health students. On a scale of 1 to 5, with 5 being high satisfaction, students rated the quality of faculty and department staff advising at 4.4 for faculty and 4.3 for staff. The school admits without the participation rate, data may not be meaningful, but as stated earlier are working to centralized data collection methods and analysis. The site visit team confirmed that students are very satisfied with faculty advising. Most students work closely with a member of the faculty who are actively involved in the preparation of their thesis or capstone projects. Faculty state that they work very closely with their students and monitor student's progress through their course of study. Additionally, department staff also monitor academic progress and assist as needed.		

H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		Students and alumni have access to the university's Career and Internship Center, which employs 16 full-time staff who are fully dedicated to providing a range of job search and career support services. The school provides career advising support through the student and academic services (SAS) staff in the dean's office. SAS staff work directly with students and support student organizations in their career and professional development programming. SAS staff provide a weekly digest for all students that lists a wide range of career opportunities and produce online resources on topics like resumes, cover letters, and negotiation strategies. SAS staff also coordinate the staff employed by departments and programs who support students' professional development. The school's communication team manages student and alumni LinkedIn accounts and associated job postings. Most career advising services are provided by the departments and degree programs. The self-study presents summaries of these services, which vary based on student populations and other factors. Undergraduate students in public health-global health receive career advising through individual appointments with advising staff and have workshops in required courses. This major also has an alumni council that is active in mentoring and networking. The departments of biostatistics, global health, and environmental and occupational health	Enhancing student and alumni career services is part of a larger effort to improve student services overall at the School. Improvements are focused on providing consistent high quality career advising School-wide, as well as increasing knowledge and utilization of all services by students. Additional staffing resources are likely to be necessary to provide consistent services across the School, whether within the departments and programs or through the Office of the Dean. A systematic assessment of the quality and level of career services, and student services overall, is currently being conducted, with plans to address the most pressing gaps when the UW hiring freeze related to COVID is lifted. Planned hiring was put on hold in 2020 across the UW due to anticipated financial constraints during the ongoing global pandemic.	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		sciences have professional staff who provide individual and group counseling and services. Many of these professional staff have graduate training and/or experience relevant to providing career and professional development support. In other departments, faculty take primary responsibility for providing career guidance to students and alumni. All departments and degree programs maintain lists of opportunities and facilitate networking to develop professional connections. Examples of services provided for individual degree programs include the following: the Department of Environmental and Occupational Health Sciences requires a career exploration and internship preparation course that focuses on professional skills and runs a Graduate Professional Development Workgroup for graduate students that involves an intensive job search boot camp. The pathobiology PhD program requires a first-year survival skills for scientific research seminar that offers career panels and requires students to create an individual development plan. During the site visit, faculty described the use of job boards and newly added career advisors in several departments. Faculty also mentioned the initiation of a pilot mentoring program between graduate and undergraduate students that was shown to be successful and expanded into a second year. The first area of commentary relates to the school's self-acknowledged inconsistency in providing career advising to all students. The self-study notes that the infrastructure that supports school-wide job and opportunity postings is not as robust and comprehensive as current technology	Once the planned career services director can be hired, that individual will also be tasked to address improvements related to career services that can and should be made at the School, including within the areas of technology, data management, and student communications.	

		could allow. The self-study highlights other issues related to inconsistency: departments and degree programs may struggle when staff are new, alumni career services would benefit from strengthening, and undergraduate students would benefit from earlier intervention. The school was engaged in discussions on improved coordination and delivery of services at the time of the site visit and expect that activities will take place throughout the new strategic plan. The strategic plan seeks to amplify department best practices to be used across school and more departments. The other area of commentary relates to the absence of evidence allowing the school to demonstrate consistent student satisfaction with career advising services. There is no central or consistent method to track the success of the school's career advising efforts. As described above, approaches to career and professional development support are decentralized and vary widely across the school. Some data are available: for example, participants in SAS workshops complete evaluations of the events, and the Department of Environmental and Occupational Health collects survey data from its career exploration undergraduate class and graduate professional development workgroup. The PH-GH program conducts in-person visits to classes to capture a range of data, including information on the effectiveness of career advising. Some departments conduct student surveys to measure career advising satisfaction, but this is not done at the school level and is dependent on departmental initiative. During the site visit, reviewers heard mixed reviews about career advising. One student said that there is not a systematic way to learn about career advising services.		

		However, another student praised career services and mentioned available help with an independent development plan to track conferences, abstracts, and professional connections. A PhD student shared a wish for more exposure to non-academic career routes.		

H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		The school has clear and widely available processes for student grievances and complaints. The process encourages resolution through direct conversation with the individual, then progresses to the student's advisor or departmental/program student services staff. Additional levels include an official concern resolution process with final responsibility by the chair or program director and final review by the Office of the Dean, with a hearing committee of faculty, staff, and students. This official policy has been in place since late 2018, and the school has continued to raise awareness of the process by publishing it in student handbooks, on web pages, via social media, through student newsletters and at orientation. The self-study notes no formal complaints in recent years and highlights issues that were successfully resolved at the department or program level.	Click here to enter text.	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		Departments and degree programs establish and implement their own recruitment and admissions strategies, policies, and practices. All application and admissions review procedures align with Graduate School and/or school guidelines. The school website is the most widely used recruitment tool, and stakeholders perceive it as the most effective, as well. Additional strategies used by departments and programs include specialized web sites; outreach through faculty, alumni, and current students; group information sessions; attendance at local, regional, and national conferences; Google ads; social media; print advertisements; and direct mail or email. The Office of the Dean supports departments and programs with information gathering and dissemination about prospective applicants and creates and disseminates information sheets on degrees and programs. The dean's office also offers fellowships to admitted students nominated by their departments; these are intended to assist with recruitment of identified underrepresented populations. The school also identifies resources and supports for departments' and program's student services staff to assist them in effective recruitment. Common application requirements for most graduate programs include official transcripts, GPA (3.0 typically required), a resume, academic goals statement, personal	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers				

		history statement, letters of reference, and evidence of language proficiency. A few graduate programs and departments have specific pre-requisites. Each department or program establishes processes and designates committees and individuals to review applications and make admissions decisions. Individual degree programs have recently increased efforts to generate more diverse applicant pools and improve or expand holistic review processes that consider both academic and non-academic factors. Some programs have removed standardized test requirements and changed the nature of written application statements to minimize or remove barriers and/or bias. Undergraduate admissions also differ by department and/or program. The environmental health and food systems majors accept all students who meet minimum requirements. The PH-GH and health informatics majors are considered "capacity-constrained;" they require additional application components, such as a personal statement, and admit with an acceptance rate of 50% based on a holistic review by faculty and/or staff. Students typically apply in their sophomore year, although some students apply as part of their transfer into the university. The self-study notes that stakeholders across the school desire a more strategic approach that incorporates more sharing of best practices in recruitment and admissions across departments and programs. The school has begun to implement better efforts to coordinate, including improving communication and increasing staff stability among SAS staff in the Office of the Dean. For instance, some programs have active tracking of prospective applicant contacts to compare the effectiveness of		

		different strategies, and data indicate that in-person contact, and multiple points of contact are useful in encouraging students to enroll. Sharing strategies and implementing them more widely will improve all departments' and program's recruitment and admissions efforts. The self-study briefly discusses ongoing efforts to develop and implement a clear and well-communicated schoolwide recruitment plan. The self-study presents sample data from two programs on the percentage of applicants offered admission, the percentage offered admission who choose to enroll, and the percentage of underrepresented minority enrollees. Similar data are tracked across all departments and programs. The sample data show stability and/or positive increases. Over a three-year period, the undergraduate public health-global health major has increased the proportion of underrepresented minority students from 35% to 46%. The school has begun to establish enrollment targets for its state-supported MPH programs, a practice that it has used in the past with fee-based MPH programs to ensure that there were sufficient tuition dollars to cover the cost of education.		

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The school maintains clear and consistent public information, through its websites and handbooks, that addresses educational offerings and associated policies.	Click here to enter text.	

Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		Materials accurately present the school's degree programs and requirements.		
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

Council on Education for Public Health Virtual Site Visit
School of Public Health
University of Washington

Tuesday, October 27, 2020

2:00 pm PDT; 3:00 pm MDT; 4:00 pm CDT; 5:00 pm EDT
Site Visit Team Executive Session 1

Wednesday, October 28, 2020

8:00 am PDT; 9:00 am MDT; 10:00 am CDT; 11:00 am EDT
Site Visit Team Executive Session 2

8:15 am PDT participants sign in meeting room:
8:30 am PDT discussion begins (9:30 am MDT; 10:30 am CDT; 11:30 am EDT)
Guiding Statements and Evaluation
Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
▪ Jared Baeten, Vice Dean for Strategy, Faculty Affairs, and New Initiatives ▪ Carey Farquhar, Vice Dean for Education	*Guiding statements – process of development and review?*
▪ Stephanie Farquhar, Associate Dean for Evaluation and Improvement ▪ Hilary Godwin, Dean	*Evaluation processes – how does school collect and use input/data?*
▪ Uli Haller, Assistant Dean for Finance and Administration ▪ Jeff Harris, Chair of Health Services ▪ Lisa Manhart, Associate Dean for Research	*Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?*
▪ India Ornelas, MPH Core Director ▪ Nick Yasinski, Department Administrator, Biostatistics ▪ *Note-taker:* Shirley Beresford, Professor Emeritus, Epidemiology	*Budget – who develops and makes decisions?*
Total participants: 10	

9:45 am PDT meeting ends

9:45am PDT; 10:45am MDT; 11:45am CDT; 12:45pm EDT
Team Break

9:45 am PDT participants sign in meeting room

10:00 am PDT discussion begins (11:00 am MDT; 12:00 pm CDT; 1:00 pm EDT)

MS, PhD Curriculum

Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
▪ Daniel Enquobahrie, Associate Professor, Epidemiology ▪ Carey Farquhar, Vice Dean for Education ▪ Michelle Garrison, Associate Professor, Health Services ▪ Jessica Jones-Smith, Associate Professor, Health Services ▪ Terry Kavanagh, Professor, Environmental and Occupational Health Sciences ▪ Katie Kerr, Professor, Biostatistics ▪ Liz Kirk, Chair, Curriculum and Education Policy Committee ▪ Scott Meschke, Professor, Environmental and Occupational Health Sciences ▪ Amanda Phipps, Associate Professor, Epidemiology ▪ Lianne Sheppard, Professor, Biostatistics ▪ Kenny Sherr, Professor, Global Health ▪ Chris Simpson, Professor, Environmental and Occupational Health Sciences ▪ Olusegun Soge, Assistant Professor, Global Health ▪ Bruce Weir, Professor, Biostatistics ▪ Emily Williams, Professor, Health Services ▪ *Note-taker:* Shirley Beresford, Professor Emeritus, Epidemiology	*Academic public health degrees*
Total participants: 16	

11:00 am PDT meeting ends

11:00 am PDT; 12:00 pm MDT; 1:00 pm CDT; 2:00 pm EDT
Team Lunch Break

12:30 pm PDT participants sign in meeting room

12:45 pm PDT discussion begins (1:45 pm MDT; 2:45 pm CDT; 3:45 pm EDT)

MPH Curriculum

Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
▪ Janet Baseman, Associate Dean for Public Health Practice ▪ Carey Farquhar, Vice Dean for Education ▪ Paul Fishman, Professor, Health Services	*Foundational knowledge*
▪ Alison Fohner, Assistant Professor, Epidemiology ▪ Brandon Guthrie, Assistant Professor, Epidemiology	*Foundational competencies – didactic coverage and assessment*
▪ Amy Hagopian, Professor, Health Services ▪ Bernardo Hernandez Prado, Associate Professor, Global Health ▪ Susan Graham, Associate Professor, Global Health	*Concentration competencies – development, didactic coverage, and assessment*
▪ Liz Kirk, Chair, Curriculum and Education Policy Committee ▪ Linda Ko, Associate Professor, Health Services ▪ India Ornelas, MPH Core Director	*Applied practice experiences*
▪ Miruna Petrescu-Prahova, Associate Teaching Professor, Health Services ▪ Peter Rabinowitz, Professor, Environmental and Occupational Health Sciences ▪ Ali Rowhani-Rahbar, Associate Professor, Epidemiology	*Integrative learning experiences*
▪ June Spector, Associate Professor, Environmental and Occupational Health Sciences ▪ *Note-taker:* Kimberly Hay, Manager of Strategic Initiatives, Office of the Dean	*Distance education*
Total participants: 16	

2:15 pm PDT meeting ends

2:15 pm PDT; 3:15 pm MDT; 4:15 pm CDT; 5:15 pm EDT
Team Break

2:45 pm PDT participants sign in meeting room

3:00 pm PDT discussion begins (4:00 pm MDT; 5:00 pm CDT; 6:00 pm EDT)

Students

Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
▪ Azim Abdul Wahid, Undergraduate, Public Health-Global Health, SPR21 ▪ Ashley Bardon, Doctorate, Epidemiology, SPR23 ▪ Eric Chow, Master of Public Health, eMPH, SPR20 ▪ Awa Diallo, Undergraduate, Public Health-Global Health, SPR21 ▪ Joana Dizon, Undergraduate, Public Health-Global Health, SPR21 ▪ Anna Larsen, Doctorate, Epidemiology, SPR22 ▪ Natasha Ludwig-Barron, Doctorate, Epidemiology, AUT20 (*Note-taker*) ▪ Caitlin Moe, Doctorate, Epidemiology, SPR23 ▪ Gift Nwanne, Master of Public Health, Global Health, SPR21 ▪ Shanise Owens, Doctorate, Health Services, SPR23 ▪ Yaniv Rait, Master of Public Health, Health Systems and Policy, SPR22 ▪ Callie Rockey-Bartlett, Undergraduate, Public Health-Global Health, SPR21 ▪ Amanda Shi, Master of Public Health, Health Systems and Policy, SPR22 ▪ Jeffrey Taylor-Kantz, Master of Public Health, Epidemiology, SPR22 ▪ Diane Xue, Doctorate, Public Health Genetics, SPR24 ▪ Alex Ziontz, Undergraduate, Public Health-Global Health, SPR21	*Student engagement in school operations* *Curriculum (competencies, APE, ILE, etc.)* *Resources (physical, faculty/staff, IT)* *Involvement in scholarship and service* *Academic and career advising* *Diversity and cultural competence* *Complaint procedures*
Total participants: 16	

4:00 pm PDT meeting ends

4:00 pm PDT; 5:00 pm MDT; 6:00 pm CDT; 7:00 pm EDT

Site Visit Team Executive Session 3

Adjourn: 5:00pm PDT; 6:00pm MDT; 7:00pm CDT; 8:00pm EDT

Thursday, October 29, 2020

8:30 am PDT; 9:30 am MDT; 10:30 am CDT; 11:00 am EDT
Site Visit Team Executive Session 4

8:45 am PDT participants sign in meeting room
9:00 am PDT discussion begins (10:00 am MDT; 11:00 am CDT; 12:00 pm EDT)
Non-Public Health Curriculum
Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
▪ Sarah Cave, Associate Teaching Professor, Health Services ▪ Jim Condon, Associate Teaching Professor, Health Services ▪ Carey Farquhar, Vice Dean for Education ▪ Joel Felix, Associate Director, Curriculum Management, Health Services ▪ Victoria Gardner, Clinical Assistant Professor, Health Services ▪ Susan Inman, Manager of Student and Academic Services, Nutritional Sciences ▪ Liz Kirk, Chair, Curriculum and Education Policy Committee ▪ Kurt O'Brien, Associate Teaching Professor, Health Services ▪ Maggie Ramirez, Assistant Professor, Health Services ▪ Yona Sipos, Assistant Teaching Professor, Environmental and Occupational Health Sciences ▪ Carolin Spice, Associate Teaching Professor, Health Services ▪ Clarence Spigner, Professor, Health Services ▪ Suzanne Yates, Manager of Program Operations, Health Services ▪ *Note-taker:* Shirley Beresford, Professor Emeritus, Epidemiology	*Non-public health degrees*
Total participants: 14	

9:30 am PDT meeting ends

9:30am PDT; 10:30am MDT; 11:30am CDT; 12:30pm EDT
Team Break

9:45 am PDT participant sign in meeting room
10:00 am PDT discussion begins (11:00 am MDT; 12:00 pm CDT; 1:00 pm EDT)

Bachelor's Curriculum
Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
▪ Marissa Baker, Assistant Professor, Environmental and Occupational Health Sciences ▪ Tania Busch Isaksen, Associate Teaching Professor, Environmental and Occupational Health Sciences ▪ Carey Farquhar, Vice Dean for Education ▪ Stephanie Farquhar, Clinical Professor, Health Services ▪ Anjulie Ganti, Associate Teaching Professor, Health Services ▪ Joe Harper Kowalczyk, Academic Services Director, Public Health-Global Health ▪ Susan Inman, Manager of Student and Academic Services, Nutritional Sciences ▪ Liz Kirk, Chair, Curriculum and Education Policy Committee ▪ Hayley Leventhal, Manager of Academic Internship and Career Services, Environmental and Occupational Health Sciences ▪ Jennifer Slyker, Associate Professor, Global Health ▪ Trina Sterry, Manager of Student and Academic Services, Environmental and Occupational Health Sciences ▪ *Note-taker:* Kimberly Hay, Manager of Strategic Initiatives, Office of the Dean	*Public health bachelor's degrees*
Total participants: 12	
10:45 am PDT meeting ends	

10:45 am PDT; 11:45 am MDT; 12:45 pm CDT; 1:45 pm EDT
Team Break

10:45 am PDT participants sign in meeting room
<u>11:00 am PDT discussion begins</u> (12:00 pm MDT; 1:00 pm CDT; 2:00 pm EDT)
Instructional Effectiveness
Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
▪ Michelle Arambula, Curriculum and Accreditation Specialist, Office of the Dean ▪ Jared Baeten, Vice Dean for Strategy, Faculty Affairs, and New Initiatives	*Currency in areas of instruction & pedagogical methods*
▪ Janet Baseman, Associate Dean for Public Health Practice ▪ Carey Farquhar, Vice Dean for Education	*Scholarship and integration in instruction*

▪ Liz Kirk, Chair, Curriculum and Education Policy Committee ▪ Lisa Manhart, Associate Dean for Research ▪ Barbara Rose, Outreach and Training Manager, Northwest Center for Public Health Practice ▪ Nick Smith, Professor, Epidemiology ▪ *Note-taker:* Shirley Beresford, Professor Emeritus, Epidemiology ▪ Stephanie Farquhar, Associate Dean for Evaluation and Improvement	*Extramural service and integration in instruction* *Integration of practice perspectives* *Professional development of community*
Total participants: 10	
12:00 pm PDT meeting ends	

12:00pm PDT; 1:00pm MDT; 2:00pm CDT; 3:00pm EDT
Team Lunch Break

1:45 pm PDT participants sign in meeting room
2:00 pm PDT discussion begins (3:00 pm MDT; 4:00 pm CDT; 5:00 pm EDT)
Strategies & Operations
Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
▪ Jared Baeten, Vice Dean for Strategy, Faculty Affairs, and New Initiatives ▪ Carey Farquhar, Vice Dean for Education ▪ Victoria Gardner, Assistant Dean for Equity, Diversity, and Inclusion ▪ Hilary Godwin, Dean ▪ Uli Haller, Assistant Dean for Finance and Administration ▪ Joe Harper Kowalczyk, Academic Services Director, Public Health-Global Health ▪ Susan Inman, Manager of Student and Academic Services, Nutritional Sciences ▪ Julie Nevins, Systems Analyst, Epidemiology ▪ Juanita Ricks, Assistant Dean for Student and Academic Services, Office of the Dean ▪ Jalen Smith, Manager of Outreach and Scholarships, Office of the Dean ▪ Suzanne Yates, Manager of Program Operations, Health Services ▪ *Note-taker:* Kimberly Hay, Manager of Strategic Initiatives, Office of the Dean	*Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?* *Recruiting and admissions, including who chose the measures and why did they choose them* *Advising and career counseling, including who collects and reviews the data* *Staff operations* *Complaint procedures*
Total participants: 12	
3:00 pm PDT meeting ends	

3:00pm PDT; 4:00pm MDT; 5:00pm CDT; 6:00pm EDT
Team Break

3:00 pm PDT participants sign in meeting room
3:15 pm PDT discussion begins (4:15 pm MDT; 5:15 pm CDT; 6:15 pm EDT)
Stakeholder Feedback/Input
Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
▪ Roxana Chen, Social Research Scientist, Public Health-Seattle & King County ▪ Sanjay Chheda, Chair, SPH Advisory Board ▪ Adrian Dominguez, Director of Informatics and Epidemiology, Urban Indian Health Institute ▪ Chris Elias, President of Global Development, Bill & Melinda Gates Foundation ▪ David Fleming, Vice President, Global Health Programs, PATH ▪ Kat Gregersen, Master of Public Health, Environmental and Occupational Health, 2015 ▪ M. Ragan Hart, Doctorate, Public Health Genetics, 2018 ▪ Alexandra Montano, Director of Policy and Legislative Relations, Division of Disease Control and Health Statistics, Washington State Department of Health; Undergraduate, Public Health-Global Health, 2014 ▪ Paj Nandi, Community Relations and Equity Director, Washington State Department of Health ▪ Nicholas Reul, Associate Medical Director for Occupational Disease, Washington State Department of Labor and Industries ▪ Sydney Russell, Undergraduate, Public Health-Global Health, 2018 (Public Health Analyst, Health Resources and Services Administration, Department of Health & Human Services) ▪ Emily Zamzow, Master of Science, Exposure Science, 2017 ▪ Nadine Chan, Assistant Chief, Public Health-Seattle & King County	*Involvement in school evaluation & assessment* *Perceptions of current students & school graduates* *Perceptions of curricular effectiveness* *Applied practice experiences* *Integration of practice perspectives* *School delivery of professional development opportunities*
Total participants: 13	

4:15 pm PDT meeting ends

4:15 pm PDT; 5:15 pm MDT; 6:15 pm CDT; 7:15 pm EDT
Site Visit Team Executive Session 5

Adjourn: 5:15pm PDT; 6:15pm MDT; 7:15pm CDT; 8:15pm EDT

Friday, October 30, 2020

9:15 am PDT; 10:15 am MDT; 11:15 am CDT; 12:15 pm EDT
Site Visit Team Executive Session 6

9:20 am PDT participants sign in meeting room
9:30 am PDT discussion begins (10:30 am MDT; 11:30 am CDT; 12:30 pm EDT)
University Leaders
Zoom Meeting

Participants	Topics on which participants are prepared to answer team questions
▪ Ana Mari Cauce, President ▪ Mark Richards, Provost ▪ Joy Williamson-Lott, Dean, Graduate School ▪ Joseph Janes, Associate Professor, Information School	*School's position within larger institution* *Provision of school-level resources* *Institutional priorities*
Total participants: 4	

1:05 pm PDT participants sign in meeting room

1:15 pm PDT exit briefing begins (2:15 pm MDT; 3:15 pm CDT; 4:15 pm EDT)

Exit Briefing

Zoom Meeting

- Michelle Arambula, Curriculum and Accreditation Specialist, Office of the Dean
- Janet Baseman, Associate Dean for Public Health Practice
- Shirley Beresford, Professor Emeritus, Epidemiology
- Carey Farquhar, Vice Dean of Education
- Stephanie Farquhar, Associate Dean for Evaluation and Improvement
- Victoria Gardner, Assistant Dean for Equity, Diversity, and Inclusion
- Hilary Godwin, Dean
- Uli Haller, Assistant Dean for Finance and Administration
- Jeff Harris, Chair, Health Services
- Steve Hawes, Chair, Epidemiology
- Kimberly Hay, Manager of Strategic Initiatives, Office of the Dean
- Lurdes Inoue, Chair, Biostatistics
- Liz Kirk, Chair, Curriculum and Education Policy Committee
- Lisa Manhart, Associate Dean for Research
- Juanita Ricks, Assistant Dean of Student and Academic Services
- Judy Wasserheit, Chair, Global Health
- Mike Yost, Chair, Environmental and Occupational Health Sciences