



**ST. GEORGE'S UNIVERSITY
MASTER OF PUBLIC HEALTH PROGRAM**



**FINAL SELF-STUDY
OCTOBER 2022**

**PREPARED FOR
THE COUNCIL ON EDUCATION FOR PUBLIC HEALTH**

ST. GEORGE'S UNIVERSITY



SCHOOL OF MEDICINE

DEPARTMENT OF PUBLIC HEALTH AND PREVENTIVE MEDICINE

MASTER OF PUBLIC HEALTH PROGRAM

FINAL SELF-STUDY FOR
CEPH ACCREDITATION

OCTOBER, 2022

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LIST OF ABBREVIATIONS

| | |
|---------|------------------------------------------------------------|
| ADHD | Attention Deficit Hyperactive Disorder |
| AGC | Admissions and Graduation Committee |
| ASPPH | Association of Schools & Programs of Public Health |
| AV | Audio Visual |
| AY | Annual Year |
| BA | Bachelor of Arts |
| BGS | Board of Graduate Studies |
| BSC | Bachelor of Science |
| CAB | Community Advisory Board |
| CAPPS | Committee for Academic Performance & Professional Standing |
| CARICOM | Caribbean Community Secretariat |
| CAS | Caribbean Academy of Sciences |
| CBPR | Community Based Participatory Research |
| CEPH | Council on Education for Public Health |
| CFPA | Caribbean Family Planning Affiliation |
| CILE | Capstone Integrative Learning Experience |
| CFO | Chief Financial Officer |
| COA | Committee on Admission |
| CPH | Certified in Public Health |
| CTTL | Committee on Technology-Based Teaching and Learning |
| CV | Curriculum Vitae |
| DPHPM | Department of Public Health and Preventive Medicine |
| DES | Department of Education Services |
| DOBS | Dean of Basic Sciences |
| EOH | Environmental & Occupational Health |
| DES | Department of Educational Services |
| DEI | Diversity, Equity and Inclusion |
| DOS | Dean of Students |
| FAC | Faculty Affairs Committee |
| FAO | Food and Agriculture Organization |
| FRRC | Faculty Recruitment Review Committee |
| FSMB | Federation of State Medical Boards |
| FTE | Full Time Equivalent |
| GAC | Graduate Affairs Committee |
| GH | Global Health |
| GVH | Global Veterinary Health |
| GPA | Grade Point Average |
| GPPA | Grenada Planned Parenthood |
| GRC | Graduate Review Committee |
| GRE | Graduate Record Examination |
| GSP | Graduate Studies Program |
| GWP | Global Water Partnership |
| HPA | Health Policy & Administration |
| IACUC | Institutional Animal Care and Use Committee |
| ISO | International Students Office |

| | |
|---------|------------------------------------------------------|
| ISVP | Island Veterinary scholars Program |
| IPHP | Integrated Public Health Project |
| IRB | Institutional Review Board |
| IT | Information Technology |
| LMS | Learning Management System |
| MCAT | Medical College Admission Test |
| MCQ | Multiple Choice Questions |
| MD | Doctor of Medicine |
| MOH | Ministry of Health |
| MOU | Memorandum of Understanding |
| MPH | Master of Public Health |
| MSC | Master of Science |
| MSPH | Master of Science in Public Health |
| MTTG | Maximum Time to Graduate |
| NIH | National Institute of Health |
| NBPHE | National Board of Public Health Examiners |
| OCG | Office of Career Guidance |
| OES | Office of Enrollment Strategy |
| OIA | Office of Institutional Advancement |
| OII | Office of Instructional Innovation |
| OIT | Office of Information Technology |
| PAHO | Pan American Health Organization |
| PAPH | Panel on Admission for Public Health |
| PEC | Program Evaluation Committee |
| PHD | Doctor of Philosophy |
| PHSA | Public Health Student Association |
| PSC | Psychological Services Center |
| RCC | Regional Collaborating Center |
| ROC | Research Oversight Committee |
| RSSC | Research Service & Scholarly Committee |
| SAS | School of Arts and Sciences |
| SGS | School of Graduate Studies |
| SGA | Student Government Association |
| SGU | St. George's University |
| SOM | School of Medicine |
| SOPHAS | Schools of Public Health Application System |
| SVM | School of Veterinary Medicine |
| SWOT | Strengths, Weaknesses, Opportunities and Threats |
| UCD | University Council of Deans |
| USA | United States of America |
| USDA | United States Department of Agriculture |
| USDE | United States Department of Education |
| USLME | United States Medical Licensing Examination |
| UNFCCC | United Nation Framework Convention on Climate Change |
| WHO | World Health Organization |
| WHOCC | World Health Organization Collaborating Center |
| WINDREF | Windward Islands Research & Education Foundation |

INTRODUCTION

1. Describe the institutional environment, which includes the following:

a. year institution was established and its type (eg, private, public, land-grant, etc.).

St. George's University (SGU) was established by an act of Grenada's parliament on July 23, 1976. SGU is a private international institution located on the island of Grenada in the Caribbean.

b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral and professional preparation degrees)

SGU has 4 schools: School of Medicine (SOM), School of Veterinary Medicine (SVM), School of Arts and Sciences (SAS) and School of Graduate Studies (SGS). The university offers 9 degree options at the Bachelor's level, 22 options at the Master's level and 12 options at the Doctoral level.

c. number of university faculty, staff and students.

The university's employee complement is captured under 3 categories: Administration, Faculty, and Staff. The total number of administrators is 30 with a total faculty headcount of over 2,300 across all SGU international locations. The total faculty headcount at the university center/campus in Grenada is 614 and the total staff headcount is 791. At present, the total student enrolment is 8617 with representation across 102 countries.

d. brief statement of distinguishing university facts and characteristics.

In 1993, SGU launched its research institute the Windward Islands Research and Education Foundation (WINDREF) as a 501(c)3 in New York. This not-for-profit research institute was also established as an NGO at SGU's True Blue Campus in Grenada and as a charitable trust in the UK. WINDREF has helped facilitate research endeavors for both faculty and students throughout the university by coordinating the application and administration of external funding as well as practicum placements for the students in the MPH program and employment opportunities for MPH graduates.

The MPH degree program which first received CEPH accreditation in 2010 and was renewed in 2015 represents the first and only CEPH accredited program for the English-speaking Caribbean region. The MPH program is therefore recognized and serves the region as a leader in public health education.

In 2012, the DPHPM established the Gamma Kappa Chapter of Delta Omega Honors Society. As the only chapter for the Delta Omega Honors Society in the Caribbean, faculty, students, and alumni are focused on recognizing public health practitioners. In 2012, the DPHPM was designated a World Health Organization (WHO) Collaborating Centre on Environmental and Occupational Health, the first of its kind in the Caribbean region. The WHO CC, which seeks to support WHO's programs, undertakes activities which include the assessment and management of occupational safety and hazards and provision of expertise aimed at capacity building (see <http://www.sgu.edu/news-events/news-archives12-sgudepartment-public-health-who-collaborating.html>).

Additionally, having been selected by the United Nations Framework Convention on Climate Change (UNFCCC), WINDREF and the Department of Public Health and Preventive Medicine (DPHPM) at St George's University, established a Regional Collaborating Centre in 2013. This centre, the first and only for the Caribbean region and third of its kind in the world, is focused on continuing the UNFCCC's implementation of the 1997 Kyoto Protocol and is aimed at enhancing the implementation of clean technology activities through the Clean Development Mechanism (CDM) framework; an initiative to achieve carbon reduction targets (See <http://www.sgu.edu/news-events/news-archives13-sgu-un-framework-convention.html>).

The university, with its 4 schools located on the same campus, together with its faculty and students, benefit from an interprofessional and multidisciplinary learning environment which facilitates collaboration and partnership across complementary disciplines in teaching, research, service, and scholarship. Additionally, through its extensive international network of partners, the teaching, research, service, and scholarship assumes a local to global reach.

e. names of all accrediting bodies (other than CEPH) to which the institution reports. The list must include the institutional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational unit at the university responds (list may be placed in the electronic resource file).

St. George's University had successfully secured accreditation from several countries, organizations, and agencies. The list of accrediting bodies is presented in Accrediting Bodies in Intro-1e in the ERF.

Additionally, in 1996, the United States Department of Education (USDoE) reviewed the standards of medical education in 30 countries for the purpose of conferring student loans. Grenada was and continues to be among countries that have been approved for such a facility. SGU's School of Medicine is additionally listed with the World Health Organization (WHO). SGU graduates have also gained registration with medical licensing authorities in several countries around the world and its medical education affiliations is an extensive network of local, regional, and international organizations. A list of these entities is presented in Academic Partnerships in Intro-1e in the ERF.

f. brief history and evolution of the school of public health (SPH) or public health program (PHP) and related organizational elements, if applicable

In relation to its history and evolution, the MPH program wishes to highlight the following milestones:

1999: DPHPM was established to deliver the MPH program. Charter class began with MD students to pursue an MD/MPH dual degree in Spring 1999. By the Fall of 1999, stand-alone MPH students were enrolled.

2004: Hurricane Ivan impacted Grenada and affected the operations at SGU. The DPHPM-MPH program continued to deliver the program and was actively involved in the post-disaster response efforts.

2006: DPHPM conducted a consultation site visit with CEPH and began its self-study process towards application for accreditation.

2010: SGU MPH program received full 5-year accreditation as a first-time applicant. At that time, it became the 4th program outside of North America to be accredited. The program offers the MPH program as a stand-alone MPH degree as well as dual degree options in MD/MPH and DVM/MPH.

2012: SGU DPHPM-MPH was selected to serve as the first and only WHO CC for the English-speaking Caribbean in Environmental and Occupational Health. The DPHPM was further redesignated as a WHO CC in 2015 and again in 2019 to continue to serve as a regional center.

2012: SGU approved as an examination site for pencil-paper Certified by Public Health (CPH) exam offered by NBPHE.

2013: SGU DPHPM-MPH was selected to host the Gamma Kappa chapter of the Delta Omega Honors Society, the oldest professional public health society in the world and the first for the Caribbean region. Since that time, the MPH program continues to induct the top 10% of its graduating class as well as alumni with distinguished careers in public health practice.

2013: SGU DPHPM in partnership with WINDREF approved as the first and only UNFCCC RCC for the English-speaking Caribbean to focus on mitigating the effects of climate change in small island states.

2013: DPHPM-MPH began its open access online course series with a focus on One Health. Since then, over 25,000 participants from over 150 countries have completed courses in its open access online series.

2014: SGU MPH became a member of ASPPH joining other MPH programs as part of the professional network towards developing graduate public health program competencies and practical skills as well as inform practices and procedures for the MPH program consistent with other MPH degree programs.

2014: SGU MPH hosted a SOPHAS site visit and subsequently to its administrative office in New York and have since joined the centralized application process as well as frequent participant in the SOPHAS Career Fairs.

2015: SGU MPH program was re-accredited by CEPH for a full seven-year period into 2022. SGU MPH program remains the only CEPH accredited program in the English-speaking Caribbean and remains one of the few accredited programs outside North America.

2016: MPH program began to pilot online MPH course delivery as part of its efforts towards building and examining online technology and capacity for its students and program.

2018: SGU MPH upgraded to a dual delivery program with both onsite and online options for students.

2018: SGU MPH program launched a Global Health track as a fully online track option for students to pursue.

2020: In response to COVID-19, SGU MPH program maintained a fully online option during the period of the pandemic with onsite program option suspended. In Fall 2021, the dual delivery method of onsite and online program delivery was resumed.

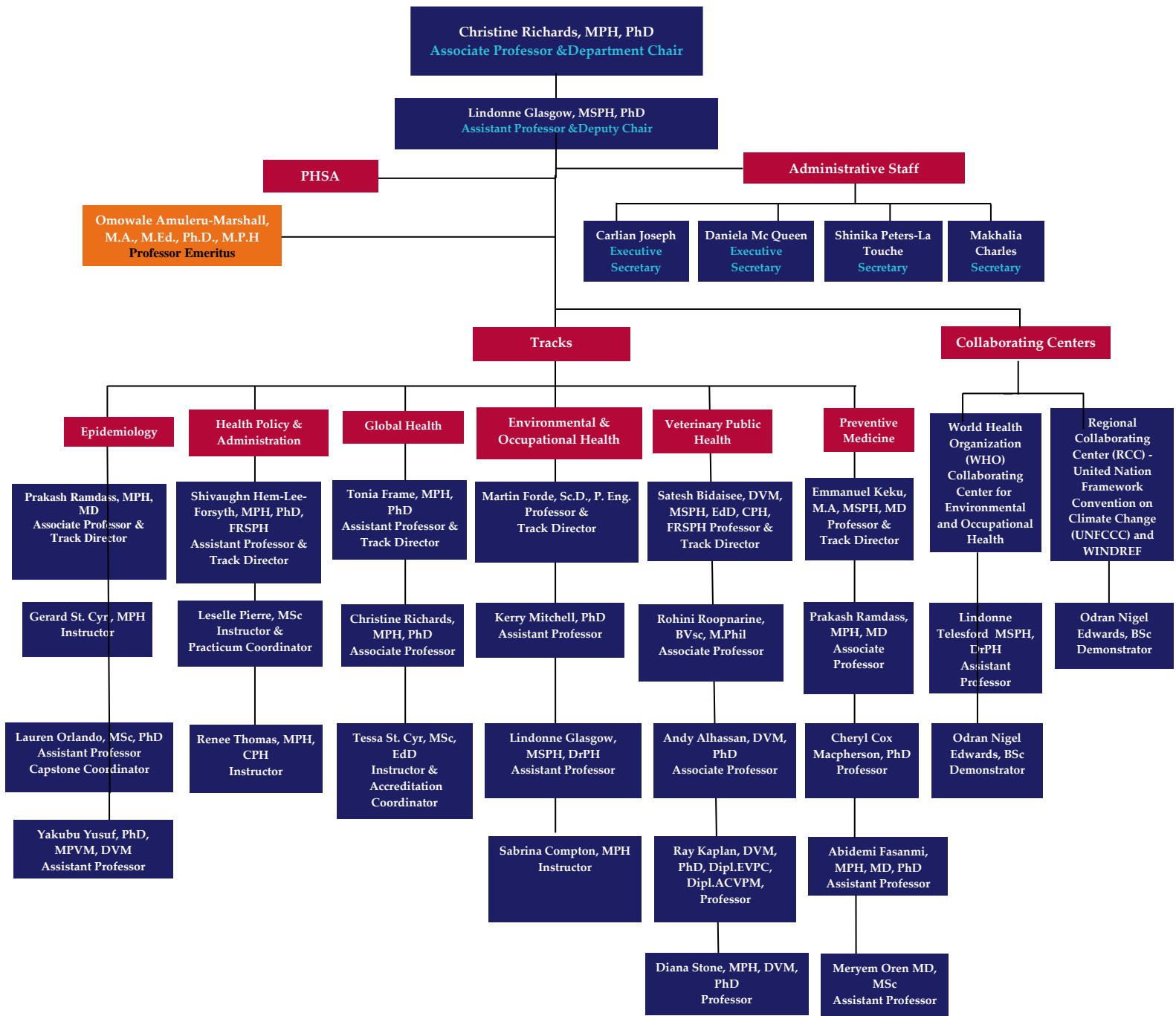
2022: SGU MPH completing self-study towards re-accreditation by CEPH. The program enrollment has increased with both onsite and online options. The students of the program continue to include stand-alone MPH students, MD/MPH and DVM/MPH students as well as a focus on providing MPH as a post-graduate option for MD graduates and physicians from SGU SOM. The program also offers specializations in Global Health, Epidemiology, Environmental and Occupational Health, Health Policy and Administration, Preventive Medicine, and Veterinary Public Health.

2. Organizational charts that clearly depict the following related to the school or program:

a. the school or program's internal organization, including the reporting lines to the dean/ director

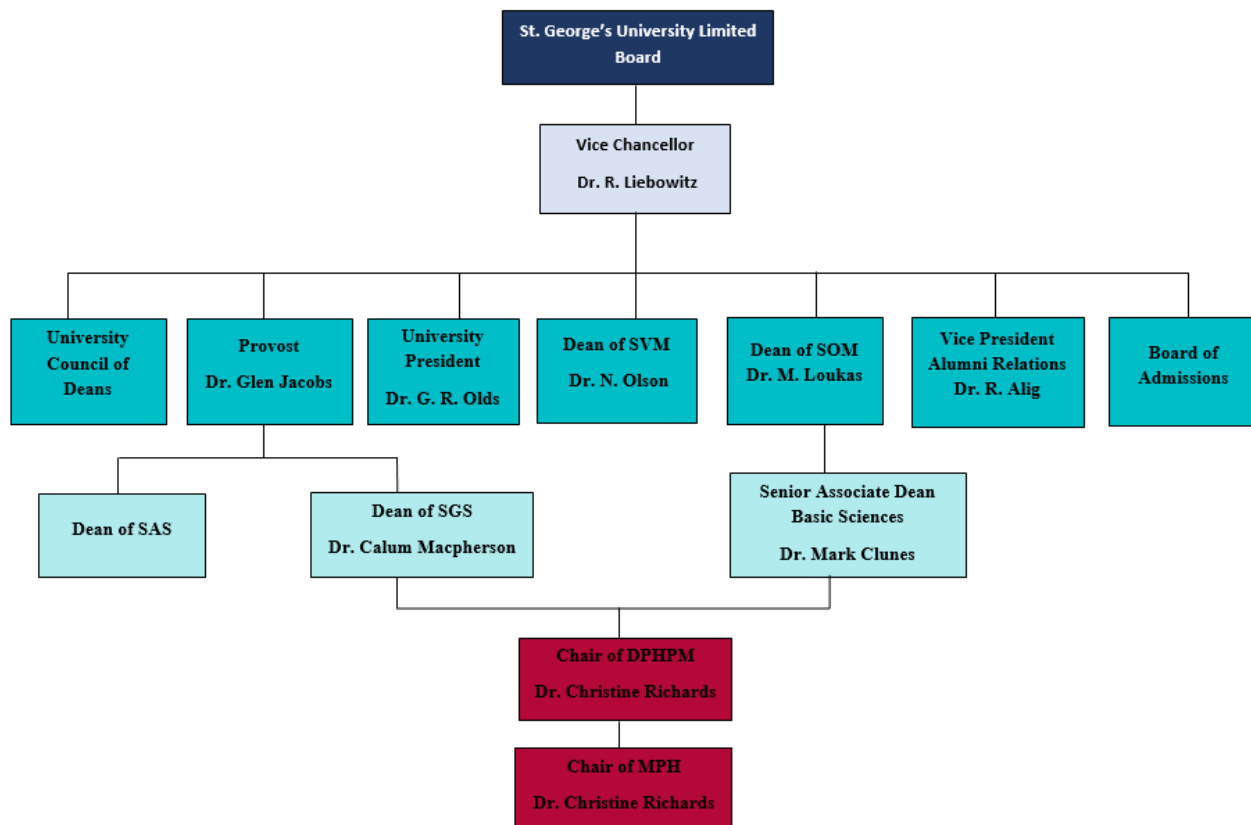
Figure 2a below presents the program's internal organization showing reporting lines.

Figure 2.a: MPH's Internal Organizational Chart



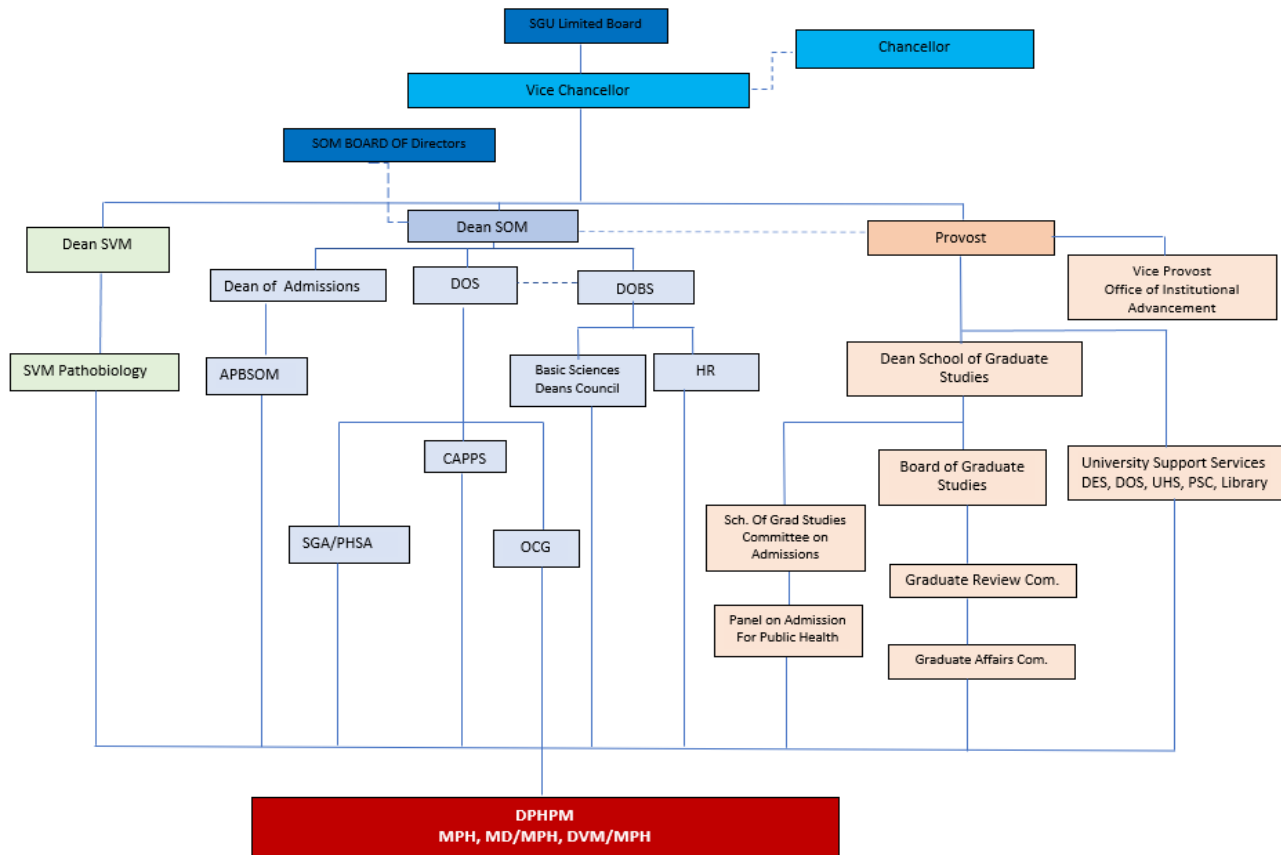
b. the relationship between the school or program and other academic units within the institution. For programs, ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program. Organizational charts may include committee structure organization and reporting lines.

Figure 2.b: MPH's Relationship to Other Academic Units in SGU



c. the lines of authority from the school or program's leader to the institution's chief executive officer (president, chancellor, etc), including intermediate levels (e.g, reporting to the president through the provost)

Figure 2.c: Lines of authority from MPH to SGU's administration



d. for multi-partner schools and programs (as defined in Criterion A2), organizational charts must depict all participating institutions.

This criterion is not applicable.

3. An instructional matrix presenting all the school or program's degree programs and concentrations including bachelor's, master's, and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.

The DPHPM offers solely MPH degrees with different areas of specialization. These options include Standalone MPH with track specializations as well as dual degrees in collaboration with the SGU's MD and DVM programs.

Table Intro-2: Instructional Matrix of the Program's Degree programs and Concentrations

| | | | | Campus based | Distance based |
|-----------------------------------------------------------------|-----------------------------------|----------------|----------------|--------------|----------------|
| Master's Degrees | | Academic | Professional | | |
| <i>Concentration</i> | | <i>Degree</i> | <i>Degree</i> | | |
| Epidemiology | | - | MPH | MPH | MPH |
| Health Policy & Administration | | - | MPH | MPH | MPH |
| Environmental & Occupational Health | | - | MPH | MPH | MPH |
| Global Health | | - | MPH | | MPH |
| Preventive Medicine* | | - | MPH | MPH | - |
| Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees) | | Academic | Professional | | |
| 2nd Degree Area | Public Health Concentration | | | | |
| <i>Degree area earned in conjunction</i> | <i>Existing or joint-specific</i> | <i>Degrees</i> | <i>Degrees</i> | | |
| MD | Preventive Medicine* | - | MD/MPH | MPH | - |
| DVM | Veterinary Public Health* | - | DVM/MPH | MPH | - |

* Degree options are only offered to SGU MD or DVM graduates, respectively.

4. Enrollment data for all of the school or program's degree programs, including bachelor's, master's and doctoral degrees, in the format of Template Intro-2.

The program has two intake points. Previously, MPH students enrolled in either the Fall semester or the Spring semester. However, as the university evolved, there was a concerted effort to strengthen the public health and medical education partnership. The program continuously engaged in self-review and undertook initiatives to better meet the needs of the student community. One such change was to discontinue the Spring intake and to create a summer intake to allow for increasing medical

students and graduates to pursue the MPH program. The MPH program had its first summer intake in 2019. Due to a phased-in approach, the academic year 2018-2019 had three intake points: Fall 2018, Spring 2019 and Summer 2019. The following academic year, enrollment returned to two points of entry, one in Fall and the other in Summer. This has been consistent up to the point of this self-study. Table Intro-3 below indicates the current student enrollment in the program by track/specialization.

Table Intro-3: Enrollment Data by MPH Degree Type

| Degree | | Current Enrollment |
|---------------------|-------------------------------------------|--------------------|
| Master's | Concentration/ specialization | *at Fall 2022 |
| | MPH - Epidemiology | 16 |
| | MPH – Environmental & Occupational Health | 6 |
| | MPH – Health Policy & Administration | 6 |
| | MPH – Global Health | 17 |
| | MPH – Preventive Medicine | 367 |
| Dual/ joint degrees | | |
| | MD/MPH | 29 |
| | DVM/MPH | 15 |



CRITERIA A

A1: ORGANIZATION AND ADMINISTRATIVE PROCESSES

The program demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.

The program establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision making and implementation.

The program ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional program (e.g., participating in instructional workshops, engaging in program specific curriculum development and oversight).

1. List the program's standing and significant ad hoc committees. For each, indicate the formula for membership (e.g., two appointed faculty members from each concentration) and list the current members.

The program's standard operating procedures include a mechanism of program committees. Committees comprise of a committee chair, faculty members, student representatives and an administrative staff representative who are all distributed in Table A1-1 below. Committee chair, staff and students are identified; all other members are faculty. The Program/Department Chair appoints faculty and staff to serve on the various committees based on their expertise and interests and representation from each track.

Table A1-1: List of current committees, their composition and membership

| Standing Committees | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Committee | Members |
| Faculty Recruitment Review Committee (<i>meets as needs be</i>) | |
| Roles: | |
| <ul style="list-style-type: none">• Develop job description• Review applications for vacant faculty positions.• Select candidates for interviews• Interview selected candidates• Evaluate oral presentation of selected candidates• Participate in and evaluate the selected candidate's ability to work in a team.• Make hiring recommendations. | |

Graduate Affairs Committee *(required to meet at least once per semester)*

*Chair to be elected

Roles:

- Review and develop the MPH program curriculum.
- Review and develop academic requirements for admission, consistent with the established policies of SGU's School of Graduate Studies (SGS).
- Review and develop all graduate courses offered by the department.
- Review for approval all departmental proposals relating to the graduate program and make recommendations to the Department Chair.
- Review for approval, any interdepartmental course/proposal involving a departmental faculty member and make recommendations to the Chair of the department.
- Make recommendations on changes necessary for approval of any course/proposal.
- Submit all approved courses/proposals to the Graduate Review Committee (GRC). This is to be undertaken by the Chair of the GAC.
- Conduct its business openly and in a fair manner, with all members voting on all issues.
- Ensure that the graduate students of the department are fulfilling the academic requirements of their degree program. This is achieved, in part, by continuous liaison with

MEMBERS**Chair**

Track Directors

Dr. Emmanuel Keku

Dr. Martin Forde

Dr. Satesh Bidaisee

Dr. Shivaughn Hem-Lee-Forsyth

Dr. Prakash Ramdass

Dr. Tonia Frame

Administrative Staff

Mrs. Carlian Joseph

Program Evaluation Committee *(required to meet at least once per term)*

Roles:

- Evaluate the MPH program, specifically
 - Course Objectives
 - Competencies
- Analyze student and alumni surveys
- Evaluate workforce and community needs
- Evaluate and monitor student proficiency level of competencies
- Provide a basis for decision-making on the Department's vision, mission, goals, objectives, policies, and procedure changes
- Promote accountability for resource use to meet our objectives
- Develop appropriate links between program planning and resource planning
- Develop a strategic plan for graduate public health program

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MEMBERS</p> <p>Chair Faculty</p> <p>Administrative Staff</p> <p>Student representatives</p> | <p>Dr. Tessa St. Cyr Dr. Kerry Mitchell Dr. Martin Forde Dr. Shivaughn Hem-Lee-Forsyth Dr. Andy Alhassan</p> <p>Dr. Tonia Frame Mrs. Leselle Pierre-Romain Dr. Lindonne Glasgow Dr. Satesh Bidaisee</p> <p>Mrs. Shinika Peters-La Touche</p> <p>Nicollete Chiem, Marquesa Moore</p> |
| <p>Research, Service & Scholarly Activities (<i>required to meet at least once per term</i>)</p> <p>Roles:</p> <ul style="list-style-type: none"> • Evaluate faculty research, service and scholarly activities and outcomes • To review and assist in the development of an overall research program for the Department • To help develop and cultivate research networks both within and outside of SGU • To provide resources and training to Department faculty and students to facilitate their individual research programs • To help review and manage all service-related activities undertaken by the Department's faculty and students. | |
| <p>MEMBERS</p> <p>Chair Faculty</p> <p>Administrative Staff</p> <p>Student representatives</p> | <p>Dr. Martin Forde Mr. Gerard St. Cyr Dr Emmanuel Keku Dr. Kerry Mitchell Dr. Shivaughn Hem-Lee-Forsyth Dr. Damion Greaves</p> <p>Dr. Lauren Orlando Dr. Tonia Frame Dr. Lindonne Glasgow Ms. Renee Thomas Ms. Sabrina Compton</p> <p>Ms. Daniela McQueen</p> <p>Rowan Graham, Benjamin Ridgeway</p> |

Admissions and Graduation *(required to meet at least once per term)*

Roles:

- Participate in decisions regarding the acceptance of all students entering the graduate programs in public health that are offered by this Department.
- Certify the readiness of relevant graduate students to graduate, including their eligibility to participate in the appropriate Commencement Ceremony.
- Supervise all matters related to the Department's role in commencement activities.
- Liaise, on behalf of the Department, with the Office of the Registrar, the Grenada Commencement Certification Committee, and the University's Graduation Ceremony Committee.

MEMBERS

Chair

Faculty

Dr. Emmanuel Keku

Ms. Renee Thomas
 Mrs. Leselle Pierre-Romain
 Ms. Sabrina Compton
 Dr. Prakash Ramdass
 Dr. Diana Stone

Dr. Kerry Mitchell
 Dr. Tessa St. Cyr
 Dr. Abidemi Fasanmi

Administrative Staff

Mrs. Carlian Joseph (Staff)

Student Representatives

*TO BE INCLUDED

Panel on Admissions for Public Health-a subgroup of Admissions & Graduation Committee
(Meets as needs be) Faculty & Staff membership only

This sub-committee was created because of the confidential information that is submitted to AGC committee to facilitate the admission process; student representatives are not involved in the review process.

MEMBERS

Panel Chair

Faculty

Dr. Emmanuel Keku

Dr. Kerry Mitchell
 Dr. Prakash Ramdass
 Mrs. Leselle Pierre-Romain
 Dr. Abidemi Fasanmi
 Mrs. Carlian Joseph (Staff)

Dr. Tessa St. Cyr
 Ms. Sabrina Compton
 Mrs. Renee Thomas
 Dr. Diana Stone

Online Committee *(required to meet at least once per term)*Duties:

Advise on online tools and technology solutions for online delivery
 Recommend innovative strategies for implementation in program delivery
 Evaluate online course delivery

| | | |
|-------------------------|----------------------------------------------------------------------------------------------|----------------------------------------|
| Chair Faculty | Mr. John Swope Dr. Christine Richards Dr. Kerry Mitchell Dr. Satesh Bidaisee | Dr. Lindonne Glasgow Mr. Jon Modica |
|-------------------------|----------------------------------------------------------------------------------------------|----------------------------------------|

Both public health and its educational landscapes are dynamic. As a result, to keep abreast with emerging trends and issues, the program engages in ongoing reviews and improvement initiatives. Therefore, to consistently ensure its effective functioning, from time to time, the program establishes ad hoc committees to address specific needs. Table A1-2 and Table A1-3 below present the current list of ad hoc committees and their membership.

Table A1-2: Accreditation Self-study Review Committees

| Accreditation Self Study Review Committees | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Criteria & Committee Composition | Tasks |
| <i>Criteria: A, C, H</i> Administrative Team Dr. Christine Richards, Dr. Lindonne Glasgow, Dr. Tessa St. Cyr, Dr. Satesh Bidaisee, Dr. Calum Macpherson, Dr. Mark Clunes, CAB member, Karl Theodore (student rep), Myanna Charles (alumni), Carlian Joseph (Administrative staff) | Organization & Administrative Process, Student Engagement, Degree Offerings Resources (fiscal, faculty, staff, physical, information, technology) Academic Advising, Career Advising, Recruitment & Admissions |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Criteria B, G</i> Admission & Graduation Committee</p> <p>Dr. Emmanuel Keku, Mrs. Renee Thomas, Ms. Sabrina Compton, Mrs. Leselle Pierre Romain, Dr. Tessa St. Cyr, Dr. Abidemi Fasanmi, Dr. Prakash Ramdass, Mr. Colin Dowe, Ms. Latoya Reason, Mrs. Lydia Browne (CAB), Ms. Jacqueline Pascal (CAB), Brackets Kaplan (student rep), Ms. Sherry Ann Joseph(alumni), Makhalia Charles (Administrative Staff)</p> | <p>Diversity and Cultural Competence, Vision, Mission, Goals & Objectives, Graduation Rates, Post-Graduation Outcomes, Alumni Perceptions</p> |
| <p><i>Criteria E, F</i> Research, Service & Scholarly Activities Committee</p> <p>Dr. Martin Forde, Mr. Gerard St. Cyr, Dr. Emmanuel Keku, Dr. Tonia Frame, Dr. Lauren Orlando, Dr. Kerry Mitchell, Dr. Lindonne Glasgow, Dr. Prakash Ramdass, Dr. Shivaughn Hem-Lee-Forsyth, Ms. Sabrina Compton, Dr. Michael Montalbano, Dr. Brian Butler, Dr. Damion Greaves, Mrs. Chrissie Worme-Charles (CAB) Dr. Joy St. John (CAB), Mrs. Eunice Sandy-David (CAB), Mr. Nicolas Snagg (CAB), Dr. Carlene Radix (CAB), Mr. Benedict Peters (CAB), Ms. Kerlin Charles, Nicollete Chiem (student rep), Benjamin Ridgeway (student rep), Kinda Francis (Alumni), Daniela McQueen (Administrative Staff)</p> | <p>Faculty Alignment with degrees offered, Integration of Faculty with Practice Experience, Faculty Instructional Effectiveness, Faculty Scholarship & Extramural Service Community Involvement in the Program, Student Involvement in Community, Workforce Development</p> |
| <p><i>Criteria D, B5, B6</i> Program Evaluation Committee</p> <p>Dr. Tessa St. Cyr, Dr. Kerry Mitchell, Dr. Satesh Bidaisee, Dr. Tonia Frame, Dr. Martin Forde, Dr. Lauren Orlando, Dr. Lindonne Glasgow, Dr. Shivaughn Hem-Lee-Forsyth, Dr. Andy Alhassan, Mrs. Leselle Romain-Pierre, Dr. Joy St. John (CAB), Dr. Shawn Charles (CAB), Ms. Adriana Thomas, Rowan Graham (student rep), Marquesa</p> | <p>Competencies-Foundational & Specialization/ Concentration, Applied Practice Experience, CILE Defining Evaluation Practices, Use of Evaluation Data</p> |

| | |
|----------------------------------------------------------------------------------------------|--|
| Moore (student rep), Michael Montelbano (Alumni), Mrs. Shinika Peters-LaTouche (Admin Staff) | |
|----------------------------------------------------------------------------------------------|--|

2. Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:

a. Degree Requirements

Degree requirements for the MPH program are based on criteria established for the School of Graduate Studies (SGS). The Dean for SGS together with the Board of Graduate Studies, in consultation with the respective graduate program and their GAC, reviews proposals from programs on the requirements for the respective degree programs. The Dean for SGS ensures alignment of the degree programs with established policies for all programs in the SGS. The SGS policies include timeline for degree completion as well as the credits for the successful completion of the respective degree program.

The Committees for Academic Progress and Professional Standards (CAPPS) additionally is chaired by the Dean for SGS which reviews all student performances across all graduate programs each term. At the CAPPS meetings, SGS policies are applied to ensure satisfactory academic progress, successful completion of respective degree requirements and articulate informed decisions when degree requirements are not met.

b. Curriculum Design:

Within the MPH program, academic curriculum, policies, and procedures are developed through a compartmentalized structure of mounting the MPH program's competencies across the various courses and academic experiences of the MPH program. Competency coverage and curriculum content is connected to the course directors and track directors of the relevant courses who have academic responsibility for course and curriculum delivery. The Program Evaluation Committee coordinates the curriculum competency coverage as it includes faculty, staff and students who prepare the academic content and policies for the MPH program. The program's academic curriculum is also linked to Association of Schools and Programs of Public Health (ASPPH) list of competencies and annual alumni and employer surveys to ensure the alignment of the MPH program competencies with current requirements for public health practice. All MPH program content and changes are also reviewed through a bi-annual meeting of the Community Advisory Board (CAB) which makes recommendations on all education, research, and service activities for the MPH program. Finally, as a CEPH accredited program, all academic curriculum and policies that are changed and/or updated are communicated with CEPH as part of a systematic annual reporting mechanism for review as well as through the notification of a substantial change for CEPH review and feedback.

The Dean for SGS has oversight of the academic standards and policies including curricula for the MPH program through an iterative process of stakeholder consultation and review. The Dean of SGS office through the Board of Graduate Studies (BGS) receives and reviews submissions from the Graduate Review Committee (GRC) which would have reviewed submissions from the MPH program Graduate Affairs Committee (GAC). The MPH program has a GAC which has the direct responsibility of developing policies and procedures for the MPH program. The GAC membership includes Track Directors from the different MPH program specializations. The GAC receives curriculum proposals and makes recommendations to the Department Chair for review and approvals which is subsequently sent for further review to the Graduate Review Committee. This process identifies the iterative academic and administrative review of the curriculum, policies, and procedures for the MPH program.

c. Student Assessment Policies & Processes

Student assessment policies and procedures are documented at the level of the SGS, MPH program policies and procedures manual and individual course syllabi. The policies and procedures are consistent from the course to the program to the school level.

Each course, when proposed, is reviewed by the respective program GAC and responsible GRC before final review by the Dean for SGS and BGS. This multi-stage process allows for alignment of the overall school policies with the specific policies for the academic program and respective course.

d. Admissions Policies and/or Decisions:

The program coordinates with the Dean for Enrolment Strategy who chairs the SGS Admissions Panel Board (APB), through Admissions and Graduation Committee (see details in section 1 above), to recruit and select qualified applicants. The Office of Enrolment Strategy engages recruitment efforts through information sessions, school visits, school/educational expos, student organizations with counselling, presentations, and career advisement worldwide. The MPH program also participates in career days offered in Grenada and the Caribbean region as well as online through the regularly scheduled virtual fairs organized by SOPHAS and other public health agencies including ASPPH and Delta Omega. For students at SGU in the Schools of Arts and Sciences, Medicine and Veterinary Medicine, presentations are conducted by MPH program faculty on public health topics and career opportunities as part of presenting the graduate public health option available.

Additionally, the MPH program collaborates with the Office of Admissions for presentations to prospective student groups as well as the Office of Career Guidance (OCG) on the MPH program option for graduates at SGU. If students express interest in SGU, they receive all the relevant information, and are placed in contact with the program-assigned admissions advisor to make an informed decision. Students are offered the opportunity to select from several

options to pursue a public health degree independently or in collaboration with MD or DVM programs.

The MPH program currently uses the Schools of Public Health Application Service (SOPHAS) centralized application system for all its standalone/ free standing concentrations/ track specializations. SGU MD and DVM graduates applying to the MPH program apply via SOPHAS Express. Dual/ joint degree (MD/MPH and DVM/MPH) students, who are not coming into the program as SGU graduates, complete the regular SOPHAS application process. These applications are then received by the Office of Admission at University Support Services in New York, an affiliate of St. George's University. Complete applications are collated and shared with the program's Panel on Admission for Public Health-PAPH (see section 1 above for details) for review. Each member of the PAPH reviews all applications and individually records a summary of the review on the application review form (see Electronic Resource Folder). All reviews are received by the Chair of the Admissions and Graduation Committee and, based on the reviews submitted, a decision is made. As a general procedure, applicants receive a decision within 2 weeks of the receipt of their complete application including all required documents.

e. Faculty Recruitment & Promotion:

Recruitment

Human resource needs for faculty and staff for the MPH program are determined jointly by the department chair, track directors and the Senior Associate Dean of Basic Sciences. The program initiates the process of recruitment for faculty internally with the program's tracks where the need to replace or add faculty is identified and advanced to the department chair. The chair proceeds with the request for faculty through a formal faculty/staff request to the Dean of Basic Sciences Office (DOBS). If the requested faculty/staff positions are budgeted for, the Department of Human Resources, through Talent Acquisition, begins the process.

Vacant employment positions are advertised under the Employment Opportunities link in the My Account tab of the SGU homepage. Additional external advertising is arranged by Talent Acquisition within the Office of Human Resources. The procedure for recruitment of faculty in the basic sciences is as per the policies listed on the Human Resources Portal. At the department level, as highlighted in Table A1-1 above, there is a ***Faculty Recruitment Review Committee (FRRC)***. The FRRC is composed of an 8/9-member faculty team. The Department Chair and Deputy Department Chair remain constant for each review process. The Accreditation Coordinator's involvement is requested as the need arises. The remaining members are all Track Directors and, as such, would change to reflect changes in track directorship. Additionally, not all Track Directors would be involved in every review. The FRRC is responsible for reviewing

applications for vacant faculty positions, for short listing applicants through an interview process and for making recommendations to the DOBS office for faculty appointments.

Regardless of rank, as part of the recruitment process, applicants are required to deliver an oral presentation on an assigned topic or one of their choosing. Faculty and staff across the university are invited to attend the presentation and, at the end, are asked to complete an anonymous evaluation of the applicants on a set of predetermined criteria. A final decision is made in consultation with DOBS and the candidates receive notice of the decision.

Promotion

The university has a performance management cycle that works synergistically with its procedure for promotion. The program uses this cycle which is detailed in the SOM Faculty Handbook. This process is centered around the SOM Faculty Affairs Committee Call for Promotions. The process includes submission of a letter of intent from Department Chair nominating a faculty for promotion, faculty professional portfolio and letters of recommendations. Additionally, an Annual Performance Evaluation occurs (see E4.6 in the ERF). This process begins with an interim evaluation at the beginning of the performance year (Spring term), followed by a final evaluation in the Fall term. Both interim and final evaluations involve faculty submission of performance information and data as well as a meeting to discuss the performance, promotion projections and evaluation.

SGU has set criteria and procedures for faculty promotion (See Faculty Handbook in A1.3 in the ERF). Annually, the Chair of the Faculty Affairs Committee (FAC) invites applications for promotion. Faculty members submit the required promotion portfolio, inclusive of a copy of their performance evaluation, to the FAC. As part of the process, support letters from the Department/ Program Chair, 2 additional faculty members and external colleagues and collaborators are needed. An ad hoc subcommittee for promotion is convened. The committee reviews the applications and makes recommendations for promotion to the DOBS and Dean of SOM and then to the Vice Chancellor who informs applicants of the promotion decision.

f. Research and Service Activities:

The Research, Service and Scholarly Committee (RSSC) has the responsibility of monitoring and evaluating the program's research, service and scholarly performances against its goals and objectives as laid out in the strategic plan and the CEPH criteria. The RSSC annually, at the beginning of the calendar year, collects the previous year's outcomes data on faculty and students' research, service, and scholarly activities. The Chair of the RSSC collates the data, the RSSC discusses the findings, and proposes solutions/recommendations at department meetings. The committee identifies and tracks/monitors research and service opportunities, inclusive of funding. Unless specifically requested by the Department Chair, faculty members determine if and on which research, service, and

scholarly activities they engage. Track faculty members also collaborate on themed research activities together with track specific students. Faculty advisors who also serve as CILE supervisors further provide opportunities for students to pursue scholarly work. The DPHPM, which hosts the UNFCCC, RCC and WHO CC conducts research as part of the CC's workplans which includes faculty and students research work. Additionally, a list of faculty research projects is shared with students via select sites on the program's LMS. Research and service opportunities are also shared with the PHSA, and students are invited to collaborate with faculty. Students, based on interest, assigned faculty advisor, research activities available and career ambitions determine which activities they get involved.

3. A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty, and students in governance of the program.

The rights and obligations of administrators, faculty, and students in the governance of the MPH program are clearly outlined in both university and program documentations. Administrators and faculty rights and responsibilities are presented in SGU's Faculty Handbook, SOM Faculty Handbook (see A1.3 in the ERF), which can also be found within the secure online network and in the MPH Program Policies and Procedures Manual (see A1.3 in the ERF). Students' rights and obligations are found in the SGU's Student Handbook (A1.3 in the ERF) as well as in the MPH Program Policies and Procedures Manual. The University also applies both through awareness and training, rights and obligations including HIPPA, Policies against sexual harassment, discrimination. SGU specifically through the UNITED initiative focuses on Diversity, Equity, and Inclusion (DEI) which guides the rights and obligations as well as the values for all members of the university community.

4. Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.

The faculty senate of each of the schools and the overall university senate are the organizations through which the respective faculty members participate in the governance of the University. The structure and operating procedures of the senates are described in their Bylaws and Standing Rules published on the university's senate web site. Faculty members are all members of the senate while some are elected to decision-making roles and responsibilities within their schools and across the university. Additionally, program faculty also have administrative positions in various schools and student support services which places them centrally in decision making activities on matters that are academic, research and student related.

Table A1-4: Faculty Membership on University Committees

| Faculty | Committees |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Christine Richards | <p><i>Faculty Judiciary Board of the SOM</i> Member (2016 – Present)</p> <p><i>Admissions Policy Board SOM</i> Member (2019 – Present)</p> <p><i>School of Graduate Studies Admissions Policy Board</i> Member (2020 – Present)</p> |
| Lindonne Telesford | <p><i>Judiciary Board of the SOM</i> Member (2017 – Present)</p> <p><i>Faculty Affairs Committee</i> Member (2019 – Present)</p> <p><i>Public Health Student Association</i> Faculty Advisor (2019 – present)</p> |
| Satesh Bidaisee | <p><i>Institutional Animal Care and Use Committee (IACUC)</i> Member (2014-Present), Chair (2018-Present)</p> <p><i>Committee of Technology for Teaching and Learning (CTTL)</i> Member (2012-Present), Vice Chair (2018-Present)</p> <p><i>Board of Graduate Studies</i> Member (2015-Present)</p> <p><i>SGU Wellness Consortium</i> Member (2016-Present)</p> <p><i>Faculty Professional Development Committee</i> Member (2018-Present)</p> <p><i>University Senate Faculty Affairs Promotions sub-committee</i> Member (2016-Present)</p> <p><i>SGU One Health Committee</i> Member (2010-Present), Chair (2014-Present)</p> <p><i>SGU COVID Testing and Contact Tracing Committee</i> Member (2020-Present)</p> <p><i>SGU Values Committee</i> Member (2019-Present)</p> |

| | |
|---------------------------|----------------------------------------------------------------------|
| Kerry Mitchell | <i>SGU IRB</i> Secretary & Member of the Application Review Panel |
| Tessa St. Cyr | <i>Graduate Assessment Board</i> Member (2022-present) |
| Shivaughn Hem-Lee-Forsyth | <i>SOM Promotions Committee</i> Member |

Additionally, MPH faculty members can serve in administrative positions in the university. Table A1-5 below highlights MPH faculty members who serve in administrative positions in SGU.

Table A1-5: List of MPH Faculty in SGU Administrative Roles

| Faculty Member | Administrative Position |
|-----------------|-----------------------------------------------|
| Martin Forde | Assistant Dean for Research, SOM |
| Kerry Mitchell | Assistant Dean of Students |
| Satesh Bidaisee | Associate Dean for School of Graduate Studies |

5. Describe how full-time and part-time faculty regularly interact with their colleagues (self-study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc (electronic resource file)

The program's full-time faculty regularly interact with each other within the DPHPM and, in the case of joint faculty, between schools and programs. Full-time faculty attend the program's orientation session that are held twice per year. The orientation sessions are recorded and made available to all faculty. Additionally, MPH faculty interact with each other during department meetings which occur 2 to 3 times per term. Joint degree faculty also attend these meetings. Department meetings are recorded and shared with all faculty. All issues related to the functioning of the program, its faculty, staff, and students and its relationship to all other units in the university are discussed at those meetings. Moreover, MPH faculty regularly interact with each other during track/concentration meetings as well as the various committee meetings which occur at least once per semester. The program does not have any part-time faculty. Its guest and visiting lecturers do not attend these meetings. See Faculty Interactions in A1.5 in the ERF for examples of regular faculty interactions along with agendas and minutes.

6. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has standing and significant ad hoc committees and both administrative and academic oversight and support to ensure its effective functioning.

- The program has standard operating procedures for determining committee membership.
- The program's committees have clearly defined roles and responsibilities.
- The program has functional committees for making decisions on degree requirements, curriculum design, student assessment policies and procedures, admissions policies and decisions, faculty recruitment and promotion, and research & service activities.
- The program has several easily accessible policy documents that outline the rights and obligations of administration, faculty, and students in the governance of the program.
- The MPH faculty serves in several administrative roles and positions on committees external to the program.
- Faculty have regular interactions with each other and those are documented.

Weaknesses

- The program acknowledges there is limited representation of its junior faculty on university committees.

Plans for Improvement

- The program is pursuing training and mentorship for junior faculty to gain experience and develop leadership competences towards assuming lead roles in committees, the department and across the university in the future.

A2: MULTI-PARTNER SCHOOLS AND PROGRAMS

Not Applicable

A3: STUDENT ENGAGEMENT

Students have formal methods to participate in policy making and decision making within the program, and the program engages students as members on decision-making bodies whenever appropriate.

1. Describe student participation in policy making and decision making at the program level, including identification of all student members of program committees over the last three years, and student organizations involved in program governance.

Public health students, through the Public Health Student Association (PHSA), play an integral role in the governance of the MPH program. PHSA is a formal student organization as part of the Student Government Association (SGA) which represents students interests at the senior university administration level.

The program's standard operating procedures for PHSA include providing PHSA with a link to directly communicate with the program's administration on matters that are relevant to students. PHSA is invited and contributes to Department meetings on a consistent basis to engage MPH program issues from the student perspectives. PHSA's faculty advisor, although an elected position, since 2009 has been a faculty member who serve as Deputy Chair of DPHPM. This allows student issues to be represented at the dept administrative levels. This operating procedure also allows for the program's administration to address the needs and concerns of the student body in an effective and timely manner.

Additionally, students have membership on each of the program's standing committees (apart from the GAC), PAPH, as well as on some ad hoc committees. There are 2 students on each of the relevant committees. Committee members serve for a period of 2 years. Table A3-1 below highlights student membership on committees for the last 3 years. The PHSA is responsible for selecting/electing members for the various committees. Being members on these committees guarantees voting rights. As such, students have an active and integral role in the administrative and policy decision making process of the program and the department. In relation to this, the DPHPM, in response to students' feedback, the program implemented its dual delivery modality for offering courses.

Table A3-1: Student Membership on Committees for the last 3 Academic Years

| Period | Committee | Students |
|-----------|----------------------------------|----------------|
| 2017-2019 | Program Evaluation Committee | Lucinda Dass |
| | | Ibraheem Alimi |
| | Admission & Graduation Committee | Ibraheem Alimi |
| | Research & Service Committee | Maghol Hamidi |
| | | Ibraheem Alimi |
| 2019-2021 | Program Evaluation Committee | Lucinda Dass |

| | | |
|-----------|----------------------------------|---------------------------------------|
| | | Ibraheem Alimi |
| | Admission & Graduation Committee | Ibraheem Alimi |
| | Research and Service | Ibraheem Alimi |
| | | Maghol Hamidi |
| 2021-2023 | Program Evaluation | Aleeka Roberts Marquesa Moore |
| | Admission and Graduation | <i>No student representation</i> |
| | Research and Service | Monuka Chilikuru Benjamin Ridgeway |

Moreover, the PHSA Executive has representation at each program/departmental meeting. They also participate in ad hoc reporting which is shared with the program/department administration for its attention. Furthermore, the PHSA participates as a member of the Student Government Association (SGA) for student services and support.

2. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- Students through an active PHSA is consistently represented at the DPHPM meetings and serves as a representation for MPH students at the university level (SGA).
- The program's standing operating procedures allow for student involvement in the MPH program at all levels of interaction and decision making.
- Students hold membership on all but one committee and have direct input in the functioning of the program.

Weaknesses

- While there is student representation on each committee, the program acknowledges that most of these students on the PHSA executive and who attend meetings are not MPH students. The PHSA constitution makes allowance for this situation.

Plans for Improvement

- The program is currently reviewing the sections on the membership of the PHSA constitution to address the issue.
- The program is exploring various options to address this issue. Among those is the creation of a representation plan/ structure for involvement, based on year groups, term cohorts and track specializations.

A4: AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Not applicable.

A5: DEGREE OFFERING IN SCHOOLS OF PUBLIC HEALTH

Not applicable.



CRITERIA B

B1: GUIDING STATEMENTS

The program defines a *vision* that describes how the community/world will be different if the program achieves its aims.

The program defines a *mission statement* that identifies what the program will accomplish operationally in its instructional, community engagement and scholarly activities. The mission may also define the program's setting or community and priority population(s).

The program defines *goals* that describe strategies to accomplish the defined mission.

The program defines a statement of *values* that informs stakeholders about its core principles, beliefs, and priorities.

1. The program's vision, mission, goals, and values.

The Program's Vision Statement

The vision of SGU's Master of Public Health (MPH) program is a "Competent public health workforce, building healthy communities".

The Program's Mission Statement

A revised mission was adopted in the Fall 2019. It reads:

To cultivate and disseminate public health knowledge and practice through an integration of education, service, and research for students in collaboration with communities and partners.

The Program's Goals

The MPH program has a number of distinct and clearly delineated goals. These goals are informed by the strategic focus areas. They zero in on the general functioning of the program as well as specific areas. The following are the program's goals:

Program-wide

Focus Area 1.1: Further develop and promote the field and practice of public health.

Goals

1.1.1: Increase the number of organizations with which the department collaborates in research and service by 20%.

1.1.2: Offer career, service and research support and opportunities to at least 95% of students.

Focus Area 1.2: Attract students and faculty from the local, regional, and global community.

Goals

1.2.1: Maintain professional diversity of the faculty to reflect the program objectives each semester from January, 2020.

1.2.2: Increase faculty with joint degree qualifications by 20%.

1.2.3: Increase faculty from non-Caribbean regions by 20%.

1.2.4: Increase enrollment of local and regional students by 20%.

1.2.5: Maintain a graduation rate of 85% per intake cohort from May, 2020.

1.2.6: Increase enrollment of freestanding students by 20%.

1.2.7: Increase enrollments of non-degree mid-career professionals by 10%.

Focus Area 1.3: To continue to attract partners from the local, regional, and global communities.

Goals

1.3.1: Maintain professional diversity of partners to reflect the program objectives each semester from January, 2020.

1.3.2: Increase the number of formal agreements with partner organizations by 20%.

Education

Focus Area 2: Provide a curriculum that prepares students to become proficient in the practice of public health.

Goals

2.1: Utilize diverse modalities to deliver education in a way that is effective for 75% of reporting students

2.2: Assess 95% of graduating students as proficient across curriculum evaluations.

2.3: Conduct biennial curriculum reviews from 2020.

2.4: Remedy issues in course and instructor evaluations from May, 2020.

Service

Focus Area 3.1: Facilitate participation in public health service activities that translate knowledge into practice.

Goals

3.1.1: Provide service to a minimum of five local, regional, and global communities.

3.1.2: Facilitate Public Health Student Association members' participation in a minimum of seven community-based public health activities.

Focus Area 3.2: Support communities through education and training that strengthens the public health workforce.

Goals

3.2.1: Incorporate two areas of public health workforce needs into the program

3.2.2. Maintain two education and training programs offered to regional and international communities from January, 2020.

3.2.3: Increase the number of public health workforce development training to diverse professionals in the Caribbean and globally by 10%.

Research

Focus Area 4: Conduct research which produces outcomes to respond to public health challenges.

Goals

4.1: Increase the number of faculty involved in public health research by 30% by December, 2024.

4.2: Increase faculty public health conference oral and poster presentation by 10%.

4.3: Increase student public health conference oral and poster presentations by 10%.

4.4: Increase student collaboration with faculty to conduct public health research by 10%.

4.5: Increase the number of faculty-community collaborative public health research by 10%.

The Program's Values

The program has a set of core values which guides its functioning. These are:

One health– we believe in the interdependence of humans and animals in the life system.

Human rights – we believe health is a fundamental right of every human being.

Health equity – all individuals have a right to the opportunity for a healthy life.

Responsibility – we strive to improve and protect the health of all populations.

Integrity – we believe in personal and organizational integrity and a collective commitment to ethical behavior in personal and scientific endeavors.

Respect – we believe in mutual respect and personal trustworthiness.

Teamwork – we are committed to fostering productive partnerships with all stakeholders who share the vision of protecting and improving the public's health.

Excellence – we strive to excel and grow as we work together to support SGU DPHPM's diverse responsibilities for teaching, research, service, and scholarly activity.

Public service – we exist to serve the Caribbean region and the world, through efforts to protect and improve public health.

2. If applicable, a program-specific strategic plan or other comparable document.

The program recognizes its value and impact to the various stakeholders and communities which it serves. The program provides academic and professional experiences to build students' capacity for integrative public health practice in local, regional, and international communities. Strategically, the program is poised and flexible to adapt to emerging trends in the delivery of public health education, conduct of research and engagement in service. Moreover, in 2015, the program submitted an interim report to CEPH which responded to the following areas:

1. Increase research and service activities
2. Better maximize personnel resources to adequately fulfill the mission, goals, instructional, research and service objectives
3. Improve the financial viability of the department
4. Demonstrate concrete procedures for assessing and documenting the extent to which students demonstrated achievement of competencies in the respective areas of concentration.

The aforementioned areas were featured in the strategic planning for the program and were reviewed at the departmental retreat held in October 2019. The outcomes of 2019 retreat were used to further guide the development of the MPH strategic plan. program's functioning on its strategic pillars.

3. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has an established vision and mission that are consistent with the vision and strategic goals of SGU.
- The program has goals that are built on strategic pillars that reflect the vision of SGU and address established/ anticipated activities of higher education institutions (HEIs).
- The vision, mission, core values, focus areas and goals are strategically placed and published in various locations.
- The program has clear measurable goals linked to outcome measures, and a systematic process to measure its success based on analyses and feedback from a variety of stakeholders.
- The program has a strategic plan that was developed with the input of administrators, faculty, students, alumni, and community members and which guides the program's functioning.

Weaknesses

- Not applicable.

Plans for Improvement

- Not applicable.

B2: EVALUATION AND QUALITY IMPROVEMENT

The program defines and consistently implements an evaluation plan that fulfills the following functions:

- includes all measures listed in Appendix 1 in these Accreditation Criteria
- provides information that allows the program to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)
 - Measures must capture all aspects of the unit's mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit's unique context.
- defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications
- allows the program to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate

1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:

- a. the specific data source(s) for each listed element (e.g., alumni survey, student database)*
- b. a brief summary of the method of compiling or extracting information from the data source*
- c. the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable*
- d. the timeline for review (e.g., monthly, at each semester's end, annually in September)*

Table B2.1: Measures, Data Sources, Responsible Entity and Timeline for Review

| Measures | Criteria or Template | Data source & method of analysis | Who has review & decision-making responsibility? | Does it measure Goal 1? | Does it measure Goal 2? | Does it measure Goal 3? | Does it measure Goal 4? |
|--------------------|----------------------|----------------------------------|--------------------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Student enrollment | <i>Intro-2</i> | DPHPM Administration | Registrar Department Administration: | 1.2 | | | |

| | | | | | | | | |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|--|--|--|--|
| | | <p>The program updates registrar provided records of students every term to ensure accuracy of student activity. The Enrollment numbers are tracked, trends are discussed at Department Meetings and strategies to address gaps planned and implemented.</p> <p>Dean, School of Graduate Studies include process of managing students' academic status including the academic review and students' status.</p> | <p>Program Chair, Deputy Chair and Track Chairs, Dean, SGS Registrar</p> <p>Dean of Students</p> | | | | | |
|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--|--|--|--|--|

| | | | | | | | |
|------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----|--|--|--|
| | | Office of Enrollment Strategy/Registrar: Banner database Dean of Students office maintains records on all students including their enrollment status provided by the Registrar administered banner system. | | | | | |
| <i>Unit-defined measure 1</i> Diversity in faculty recruitment | <i>B2-1</i> | Vacancies advertised internationally including employment website, professional organizations, and public health career platforms. Applicants are screened by HR and DPHPM search committee. | Office of Human Resources; Department Chair | 1.2 | | | |

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| | | Selected candidates are interviewed, deliver presentations which are all evaluated. Search committee evaluates and selects best candidate. Focus is placed on Track related-professional backgrounds. | | | | | |
| <i>Unit-defined measure 2</i> Research collaborations with local and regional organizations | B2-1 | Signed Memoranda of Understanding with organizations Formal research collaborations established based on mutual agreements on organizations needs and the capacity of the department to meet those needs. | Department Administration – Chair, Deputy Chair and Track Directors CAB | 1.1 | | | |

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| | | Identified organizations are reported to the DPHPM by CAB members with a mandate to connect with community research needs | | | | | |
| <i>Unit-defined measure 3</i> Service collaborations with local and regional organizations | B2-1 | Signed Memoranda of Understanding Formal service collaborations established based on mutual agreements on organizations needs and the capacity of the department to meet those needs. Identified organizations are reported to the DPHPM by CAB members with a mandate to connect with | Department Administration – Chair, Deputy Chair and Track Directors CAB | | | 3.2 | |

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| | | community service needs | | | | | |
| <i>Unit-defined measure 4</i> Service provision to local and regional communities | B2-1 | Faculty Research, Service & Scholarly (RSS) activity reporting forms. Faculty based on areas of expertise and identified needs of organizations and communities, provide service such as on advisory boards, policy development, creating of training manuals, provision of training etc. | Department Administration – Chair, Deputy Chair and Track Directors Research and Service Committee | | | 3.1 | |
| <i>Unit-defined measure 5+</i> Diversity in student recruitment | B2-1 | Strategies used to recruit students of all backgrounds and nationalities are connected with SGU global | Office of Enrollment Strategy - Marketing and Recruitment Department Administration – Chair, Deputy Chair and Track Directors | 1.2 | | | |

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| | | <p>marketing and recruitment. Presentations and discussions on the program are delivered at Schools, Onsite and Virtual Recruitment Fairs, Open House events, Massive Online Open Access Courses as available across Africa, Asia, Europe, the Americas and the Caribbean.</p> <p>Needs-based scholarships are also available to underserved populations and government workers. Different scales of tuition costs are also applied to students locally, regionally, and</p> | Office of Admissions | | | | |
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| | | globally based on different income levels and socio-economic status. | | | | | |
| At least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum | B2-2 | <p>Research collaborations with local and regional organizations: RSS form and MOUs. Number of faculty and students undertaking research projects</p> <p><u>Diversity in student recruitment:</u> Admissions registers and Track enrollment</p> <p>Service provision to local and regional</p> | <p>Department administration & Research and Service Committee</p> <p>Department administration, admission and graduation committee, SOM recruitment</p> <p>Department administration & Research and Service Committee</p> | <p>1.1</p> <p>1.2</p> | | - | - |
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| | | communities: RSS form and MOUs. Number of faculty and students undertaking service projects | | | | | |
| Graduation rates | <i>B3-1</i> | Registrar's Office Dean, SGS – CAPPS end of term review reports on students that meet the program requirements for graduation. DPHPM reviews and updates a registrar- provided list of graduands each term to ensure accuracy in program completion. List verified at CAPPS meeting. Final | Registrar Dean, SGS Program Evaluation Committee | | 2.1 | | |

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| | | numbers reported at department meeting and submitted to Chair of evaluation committee who calculates the graduation rates using enrollment by cohorts | | | | | |
| Post-graduation outcomes (e.g., employment, enrollment in further education) | <i>B4-1</i> | <p>Alumni survey/Employer survey. Faculty and Advisory outreach to maintain relations with alumni and track professional development.</p> <p>The university's alumni office surveys alumni each year and sends data to the</p> | <p>Alumni Office, DPHPM Alumni Relations Coordinator</p> <p>Evaluation Committee Accreditation Coordinator</p> | - | 2.1 | - | - |

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| | | <p>department's administration.</p> <p>Faculty advisors survey non-responsive advisees and submit data to evaluation committee.</p> <p>Evaluation Chair collates data and reports at department meetings.</p> | | | | | |
| Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations | B5 | <p>Alumni Survey E*VALUE</p> <p>Alumni complete a self-assessment on degree of attainment of competencies. Data is analyzed by the evaluation committee and reported at department meetings. Strategies for addressing</p> | Program Evaluation Committee | - | 2.1 | - | - |

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| | | weaknesses are also discussed. | | | | | |
| Budget table | <i>CI-1</i> | The MPH program's budget is aligned to the university budget cycle from July in a given year to the follow June of the next year. DPHPM Chair requests for budget items in February of each year from faculty, Track Directors, reviews current budget and prepares its projected budget including recurrent expenditure, forecasted expenditure. DPHPM Chair submits budget in March of each year and | Chief Financial Officer Senior Associate Dean, DOBS Office DPHPM Chair | | | | |

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| | | meets with the Senior Associate Dean of Basic Sciences to discuss the budget. The DPHPM budget is then reviewed at the level of the SOM budget. Decisions regarding the budget are received in May of the given year. | | | | | |
| Student perceptions of faculty availability | C2 | The Office of Institutional Advancement (OIA) collects and reports data at the end of each course. The end of course evaluation includes quantitative and qualitative measures on students' | Course Directors/Track Directors DPHPM Chair Faculty Advisors PHSA Executive Program Evaluation Committee | | 2.1 | | |

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| | | <p>experiences including availability that is shared with the respective course instructors and the department chair. Track directors meet with track faculty to discuss evaluations and create an improvement plan. Department chair discusses with faculty at interim and final performance evaluation meetings each year.</p> <p>Advisor and Advisee meetings is an avenue for students to share concerns</p> | | | | | |
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| | | <p>regarding availability of faculty.</p> <p>Students indicate their satisfaction during the Exit Interview.</p> <p>Students with any grievance regarding faculty availability can progress their concerns with their PHSA representatives who can represent their queries with the PHSA Faculty Advisor and DPHPM Chair.</p> | | | | | |
| Student perceptions of class size & relationship to learning | C2 | <p>The Office of Institutional Advancement (OIA) collects and reports data at the end of each course.</p> <p>The end of</p> | Track Chairs Department Chair Evaluation Committee | | 2.1 | | |

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| | | <p>course evaluation includes quantitative and qualitative measures on students' experiences including availability that is shared with the respective course instructors and the department chair. Track directors meet with track faculty to discuss evaluations and create an improvement plan. Department chair discusses with faculty at interim and final performance evaluation meetings each year.</p> | | | | | |
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| | | <p>Exit Interviews</p> <p>Advisor and Advisee meetings is an avenue for students to share concerns regarding availability of faculty.</p> <p>Students with any grievance regarding faculty availability can progress their concerns with their PHSA representatives who can represent their queries with the PHSA Faculty Advisor and DPHPM Chair.</p> | | | | | |
| List of all faculty, which concentrations they support & their | <i>C2-1, E1-1, E1-2</i> | Program organizational chart which distributes | Department Chair Track Chairs | 1.2 | | | |

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| FTE allocation to the unit as a whole | | <p>faculty within respective tracks.</p> <p>Course schedule and assigned faculty each term which is prepared by DPHPM Chair in consultation with Track Directors.</p> <p>University reporting system for FTE completely annually.</p> <p>Interim and Final Performance Review for each faculty with DPHPM Chair.</p> | Assistant Dean Curriculum Management | | | | |
| Ratios for student academic advising (all degree levels) | C2-2 | <p>Advisor Advisee Rosters</p> <p>All enrolled students are assigned a faculty advisor matched based</p> | <p>Department Chair</p> <p>All faculty</p> | | | | |

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| | | on an equitable allocation of advisees to faculty and matching of declared track interested and respective track faculty. Students maintain their faculty advisor throughout the program. | | | | | |
| Ratios for supervision of MPH CILE | C2-2 | CILE advisement is done primarily by faculty advisors, so the Advisor Advisee Roster guides this process. When needed, a second CILE advisor may be included depending on area of expertise that may be needed as part of the | Department Chair All faculty | | | | |

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| | | CILE advisement | | | | | |
| Count, FTE (if applicable), and type/categories of staff resources | C3-1 | The Dean of Basic Sciences Office, Office of Human Resources Department Chair distributes workload and breakdown into the FTE categories of teaching, research, and service. Full time faculty commit 100% of their work to their academic position an FTE of 1.00. Faculty self-report their amount of time dedicated to teaching, research and service in an Excel workbook or online form distributed by the Assistant | Assistant Dean, Curriculum Management Senior Associate DOBS Department Chair | - | - | - | - |

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| | | Dean of Curriculum Management. The cumulative percentages of their 1.0 FTE are calculated and shared with the department Chair. Any workload modifications are discussed with the department chair. | | | | | |
| Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars) | E3 | <p>Faculty Annual Interim and Final Performance Evaluation reviews.</p> <p>Faculty Professional Development /DES/LEAD include certificate programs and ongoing workshops</p> | <p>Department Administration</p> <p>DES</p> <p>Dean, SGS</p> <p>DPHPM Chair</p> | - | 2.1 | - | - |

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| | | <p>available to all faculty</p> <p>SGS Lunchtime Seminar Series are weekly sessions where research and scholarship are presented and serves as a resource for the teaching and instruction.</p> <p>DPHPM hosts training programs conducted by faculty each term on topics or areas identified as needs.</p> <p>OII/IT departments hosts training courses and workshops to build capacity for faculty to develop</p> | <p>OII/IT</p> <p>Program Research and Service Committee</p> | | | | |
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| | | <p>competence in the use of technology and educational tools as part of their course delivery.</p> <p>Chair of the RSS committee collects data on individual faculty each year. Data is summarized and stored, by year, in an excel folder.</p> | | | | | |
| <p>Faculty currency</p> <ul style="list-style-type: none"> • Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc. | E3 | <p>Track directors convene meetings with track faculty at least once per term to review course evaluations, review syllabi, and discuss updates to course content. Meetings are recorded and</p> | <p>Track Directors; Department Chair</p> <p>Dean, SGS</p> | - | 2.1 | - | - |

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| | | <p>actionable items tracked.</p> <p>DPHPM program and its courses are also reviewed at the program and course proposal stages as well as any revisions that are made by the DPHPM GAC, GRC, BGS and Dean, SGS.</p> | | | | | |
| <p>Faculty instructional technique</p> <ul style="list-style-type: none"> • Student satisfaction with instructional quality | E3 | <p>The Office of Institutional Advancement (OIA) collects and reports data at the end of each course. The end of course evaluation includes quantitative and qualitative measures on students' experiences</p> | <p>Track Directors; Department Chair</p> <p>Faculty Advisor</p> | - | 2.1 | - | - |

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| | | <p>including availability that is shared with the respective course instructors and the department chair. Track directors meet with track faculty to discuss evaluations and create an improvement plan. Department chair discusses with faculty at interim and final performance evaluation meetings each year.</p> <p>Advisor and Advisee meetings is an avenue for students to share concerns regarding</p> | PHSA Executive | | | | |
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| | | <p>availability of faculty.</p> <p>Students with any grievance regarding faculty availability can progress their concerns with their PHSA representatives who can represent their queries with the PHSA Faculty Advisor and DPHPM Chair.</p> | | | | | |
| <p>School- or program-level outcomes</p> <p>• Implementation of grading rubrics</p> | E3 | <p>Course Syllabi, SAKAI LMS</p> <p>Course directors design and use rubrics to guide the grading of assessments. Track directors review syllabi and course for completion of and use of rubrics</p> | Course Directors/Track Directors | - | 2.1 | - | - |

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| Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars) | E4 | Faculty Research, Service and Scholarly activity reporting forms. Track Meeting Minutes Department Meeting Updates At the end of each term, faculty complete reports on whether and how they integrated their current research activities into courses they taught. Data is summarized by RSS committee and stored in a OneDrive folder. | Research Service & Scholarly Activities (RSS) Committee | - | - | - | 4.1 |
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| <ul style="list-style-type: none"> • Percent of faculty (specify primary instructional or total faculty) participating in research activities • Number of articles published in peer-reviewed journals | <i>E4-1</i> | Faculty RSS reporting Forms RSS committee chair administers annual forms and compiles results. Results discussed at department meetings. Interim and Final Performance Evaluation Reports. | RSS Committee DHPM Chair | - | - | - | 4.1 |
| Presentations at professional meetings | <i>E4-1</i> | Faculty RSS reporting Forms RSS committee chair administers annual forms and compiles results. Results discussed at department meetings. Interim and Final Performance | RSS Committee DHPM Chair | - | - | - | 4.1 |

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| | | Evaluation Reports. | | | | | |
| Number of grant submissions | <i>E4-1</i> | Faculty RSS reporting Forms RSS committee chair administers annual forms and compiles results. Results discussed at department meetings. Interim and Final Performance Evaluation Reports. Office of Research | RSS Committee DHPM Chair SGU, Director for Research | - | - | - | 4.1 |
| Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars) | E5 | Faculty Research, Service and Scholarly (RSS) activity reporting forms. At the end of each term, faculty complete reports on | RSS Committee Department Chair | - | - | 3.1, 3.2 | - |

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| | | <p>whether and how they integrated their current extramural service activities into courses they taught. Data is summarized by RSS committee and stored in a OneDrive folder.</p> <p>Interim and Final Performance Evaluation Reports.</p> | | | | | |
| <p>• Percent of faculty (specify primary instructional or total faculty) participating in extramural service activities</p> | E5 | <p>Faculty RSS reporting Forms RSS committee chair administers annual forms and compiles results. Results discussed at department meetings.</p> <p>Interim and Final</p> | <p>RSS Committee</p> <p>DPHPM Chair</p> | - | - | 3.1 | - |

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| | | Performance Evaluation Reports. | | | | | |
| Number of faculty-student service collaborations | E5 | Faculty RSS reporting Forms RSS committee chair administers annual forms and compiles results. Results discussed at department meetings and strategies discussed to address gaps. Interim and Final Performance Evaluation Reports. | RSS Committee DHPM Chair | - | - | 3.1 | - |
| Number of community-based service projects | E5 | RSS committee chair administers annual forms and compiles results. PHSA together with Faculty Advisor submits | RSS Committee PHSA DHPM Chair | - | - | 3.2 | - |

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| | | <p>end of term reports on community-based projects in any given term.</p> <p>Interim and Final Performance Evaluation Reports.</p> <p>Results discussed at department meetings and strategies discussed to address gaps.</p> | | | | | |
| Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations | F1 | <p>Alumni survey identifies workplaces of graduates. Employers identified are surveyed to determine relevance of the program's curriculum competencies to the workplace.</p> | <p>Alumni Relations Coordinator</p> <p>Program Evaluation Committee</p> | - | - | 3.2 | - |

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| | | <p>Noted employers are further interviewed to receive their feedback to the program.</p> <p>Data is compiled and used to highlight degree of attainment of competency and relevance in workplace</p> | | | | | |
| Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula | F1 | <p>Employers' survey</p> <p>Practicum preceptors' evaluation</p> <p>CAB represents public health professional/ practicing organizations. CAB members are invited to develop and revise a matrix/listing of</p> | Department Administration | - | - | 3.2 | - |

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| | | <p>research and service needs and opportunities for collaboration with the DPHPM students and faculty. The matrix is reviewed by the Chair and shared with course and track directors and the practicum coordinator for consideration to incorporate in curricular and service/practicum activities. At its meetings, CAB members evaluate (qualitatively/quant.) incorporation of the proposed activities and provide feedback to the</p> | | | | | |
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| | | MPH program to strengthen collaboration and relevance of the program to the needs of practicing organizations | | | | | |
| Feedback from stakeholders on guiding statements and ongoing self-evaluation data | F1 | <p>Students Alumni/ Employers University Administrators The CAB All stakeholders are invited to make inputs into the program measures in its strategic plan as well as indicators of performances in the program's objectives.</p> <p>DPHPM retreat engages a cross sectional stakeholder consultation to</p> | Department Administration | 1.1 | | | |

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| | | <p>review and assess the program's assessment.</p> <p>Self-study process for CEPH accreditation</p> <p>All feedback is shared and discussed at Department meetings where decisions are made, committees formed to develop recommendations and strategic plans and performance measures updated.</p> | | | | | |
| Professional AND community service activities that students participate in (maintain ongoing list of exemplars) | F2 | <p>Public Health Students Association (PHSA)</p> <p>The PHSA maintains a</p> | SGA/PHSA Executive and Faculty Advisor | | | 3.1 | |

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| | | <p>diverse e-board constitution with delegated responsibility for planning community-based activities (including campus-based). During Spring and Fall terms, planned activities are implemented and the number and type of activities reported to the DOS/SGA/dept. meetings, and faculty advisor. For professional development of students, the PHSA hosts special presentations by public health practicing experts and disseminates information on conferences and</p> | | | | | |
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| | | other professional opportunities for career development and practice. The PHSA performance is also evaluated against quantitative targets in the strategic plan. RSS form PHSA End of Term Reports | | | | | |
| Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs) | F3 | The faculty is very diverse in research and service interests and also engages with various informal/ community-based groups (agri. workers, orphans, planned parenthood, HIV/AIDS, dog owners) locally | Department Chair | - | - | 3.2 | - |

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| | | <p>and internationally.</p> <p>These engagements are captured in a listing, produced by faculty, on community projects. The descriptive information indicates the needs of the entity by the type of activity to be/currently undertaken. The updated list is provided to the Chair during Spring, Summer and Fall terms for review and disseminated to faculty and students to mobilize participation and support.</p> | <p>CAB</p> <p>DPHPM Chair and Institutions with MOUs.</p> | | | | | |
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| | | <p>CAB members connects communities they represent as well as work to the DPHPM together with identified needs</p> <p>MOUs established with the DPHPM provides mandates for educational and professional development needs for communities covered within the framework of agreements.</p> | | | | | |
| Continuing education events presented for the external community, with number of non-student, non-faculty attendees per event (maintain ongoing list) | <i>F3-1</i> | Faculty and the PHSA (students) report qualitative and quantitative information regarding all types of services performed, | RSS Committee | - | - | 3.2 | - |

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| | | including with non-SGU communities (e.g. MOOC, WHOCC), on a biennial basis. The data is collated by the RSS committee and assessed against internal targets in the strategic plan. Event attendance is not recorded in RSS but attendance is recorded in reports shared with the department chair and at department meetings. | | | | | |
| <i>Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of</i> | G1 | Public health practitioners without degree (Public Health Institute) Non-Caribbean faculty | DPHPM Chair Office of Admissions | 1.2 | | | |

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| <p><i>self-defined priority underserved populations—among students AND faculty (and staff if applicable)</i></p> | | <p>Government public health workers Caribbean Students</p> <p>Scholarships for local and regional students to access the MPH program at favorable cost or no tuition cost. Tuition rates based on country/region vary to accommodate for different income levels. Targeted scholarships focus on matching assessed needs.</p> <p>The list of faculty projects is shared with new/junior faculty who are</p> | | | | | |
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| | | <p>also invited to participate with senior and experienced faculty. This allows for mentorship of faculty. All faculty report through the RSS Form on professional development activities. The reports are evaluated by the RSS committee, which provides updates to faculty, staff and other stakeholders and devises strategies to improve performance/address gaps among the faculty. SGU values of inclusion, collaboration, student-centric</p> | | | | | |
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| | | <p>are regularly emphasized at department meetings.</p> <p>Junior faculty are nominated to attend events to represent the department and for self-development.</p> <p>Track directors evaluate performance of members and support faculty to improve areas of weakness.</p> <p>Internal training, such as in research methods and data analysis are provided to enhance skills of all faculty and staff with interest in the areas.</p> | | | | | |
| Student AND faculty (staff, if applicable) perceptions of unit's | G1 | Office of Diversity, | | 1.2 | | | |

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| climate regarding diversity & cultural competence | | <p>Equity and Inclusion (DEI) Office of the University Registrar Office of Human Resources</p> <p>A university wide survey to students on diversity conducted by DEI guided by the University's DEI Policy.</p> <p>Registrar collects diversity data on students and Office of Human Resources collects for faculty. Cultural competence is assessed as part of the DEI HPWPs. The SOM includes</p> | Assistant Dean for Multicultural Affairs, SOM | | | | | |
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| | | an assistant dean of multicultural affairs who monitors data related to the effectiveness of diversity metrics and programming. As part of the strategic plan and quality assurance and improvement monitoring process, this measure is continuously assessed to ensure that we are achieving our goals and mechanisms implemented to address any deficits. | | | | | |
| Student satisfaction with academic advising | H1 | Exit interviews E*VALUE Students are required to provide | Evaluation Committee | - | 2.1 | - | - |

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| | | <p>qualitative and quantitative feedback about their experience and satisfaction with the program in their exit interview document and with faculty advisors. The data is analyzed by the chair of the evaluation committee and shared at department meetings. The results are used to inform program development.</p> <p>Student meeting with faculty advisors</p> <p>PHSA feedback to DPHPM on any student(s) queries</p> | | | | | |
| Student satisfaction with career advising | H2 | Exit interviews E*VALUE | Evaluation Committee | 1.1 | - | - | - |

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| | | Exit interview Virtual career day – student feedback - quan/qual Students’ engagement with Career Development Site on Sakai LMS | Career Development Coordinator | | | | |
| Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. for students and alumni (maintain ongoing list of exemplars) | H2 | Office of Career Guidance (OCG), MPH Career Development SAKAI site Office of Career Guidance (OCG), MPH Career Development SAKAI site DES: Workshop on Resume Writing and Interview preparation Skills – once per academic year. | OCG, MPH Career Development SAKAI site | 1.1 | - | - | - |

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| | | Career Development resources includes consultation with program faculty based on career areas of interests, mentorship in preparation of applications for jobs or additional education, recommendation service for jobs or additional education, listing and announcing of career/job/educational opportunities organized by track specific areas. – available each term to all students | | | | | |
| Number of student complaints filed (and | H3 | Exit Interviews | Department Administration | | 2.1 | | |

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| info on disposition or progress) | | <p>Dean of Students Office Dean School of Graduate Studies Department Chair</p> <p>Students have the opportunity to provide qualitative feedback and complaints in the exit interview or advisor advisee meetings. The evaluation committee chair compiles a report and shares at department meetings to inform program development and for planning purposes. Information from Advisor advisee</p> | Dean of Students Office. Dean, SGS | | | | |
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| | | meetings is documented in hard and electronic files (Insight) and acted upon by the faculty advisor, or shared with other faculty, such as course directors, Track Chair and Department Chair for remedy, as necessary. This is completed each semester. | | | | | |
| <ul style="list-style-type: none"> • Percentage of designated group (e.g., undergraduate students, mid-career professionals, multi-lingual individuals) accepting offers of admission • Percentage of priority under-represented students (as defined in | H4 | Admissions Register Free standing students Dual degree students Preventive medicine students Post medical education, | DPHPM Admissions Committee Administration | 1.2 | - | - | - |

| | | | | | | | |
|----------------------------------------------------------------|--|------------------------------------------------------------------------------|--|--|--|--|--|
| Criterion G1) accepting offers of admission | | graduate public health students | | | | | |
| • Percentage of students enrolled via distanced-based modality | | Government workers Mid-career (new measure) Caribbean/regional students | | | | | |
| | | Data collected in Summer and Fall terms of each academic year. (new measure) | | | | | |

2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may include reports or data summaries prepared for review, notes from meetings at which results were discussed, etc.

Evidence of implementation is presented in the following documents which are all accessible in the ERF:

- Biennial Retreat Report (see F1.5)
- DPHPM Meeting Minutes (see A1.5)
- Entry Interview Reports (see C2.6)
- Exit Interview Reports (see C2.6)
- Community Advisory Board Meeting Minutes (see F1.1)
- Research, Service & Scholarly Activities Committee Meeting Minutes (see A1.5)
- Evaluation Committee Meeting Minutes (see A1.5)
- Public Health Student Association Reports (see F2.1)

- MPH Track Meeting Minutes (see A1.5)
- Alumni Survey (see B4.2 in the ERF).
- Employer Survey Report (see F1.4)
- Alumni Survey Report (see F1.4)
- Interim and Final Performance Evaluations (see E4.6)

3) *Provide at least three specific examples of improvements undertaken in the last three years based on the evaluation plan in the format of Template B2-2. At least one of the changes must relate to an area other than the curriculum.*

Table B2-2: Samples of Improvements Undertaken for the Last 3 Academic Years

| | Measure (copied from column 1 of Template B2-1) that informed the change | Data that indicated improvement was needed for ERF | Improvement undertaken* |
|------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Example 1 | Research collaborations with local and regional organizations | <p>Insufficient research outputs and participation among students and faculty.</p> <p>Faculty research: <u>2019</u> 15 projects (6/21 faculty-29%) w/students-9 projects (3/21 faculty-14%) <u>2020</u> 28 projects (11/21 faculty-58%) w/students-21 projects (10/21 faculty-48%) <u>2021</u> 37 projects (13/21 faculty-62%) w/students-22 projects (11/21 faculty-52%) <u>MOUs</u> 2020 – 1 (York University) 2021 – 1 (MOH) 2022 – 4 (GPPA, GrenChap, WINDREF, UWI)</p> | Signed Memoranda of Understanding (MOU) with organizations Formal research collaborations established based on mutual agreements on organizations needs and the capacity of the department to meet those needs. |

| | | | |
|------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Example 2 | Diversity in student recruitment | <p>2019-2020</p> <p>24% Caribbean national students matriculated.</p> <p>For 2020-2021 – 33% non-Caribbean national faculty</p> <p>9.5% of the new enrollees self-identified as Public Health practitioners.</p> <p>Program’s diversity indicators showed approximately 77% of the students who enrolled into the program were either a US citizen or resident; 23% were not.</p> <p>15% of the new students were public health practitioners.</p> <p>2020-2021</p> <p>18% Caribbean national students matriculated.</p> <p>5% of the new enrollees self-identified as Public Health practitioners.</p> <p>Approximately 51% of students were US citizens/residents while 49% were not.</p> <p>15% of the new students were public health practitioners.</p> | Increase in number of local and regional student recruitment events and scholarship opportunities. |
| Example 3 | Service provision to local and regional communities | <p>Insufficient service participation among students and faculty</p> <p>Faculty Service 2019</p> | Creation of CAB needs assessment, increase number of MOUs |

| | | | |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | 62 projects (13/21 faculty – 62%) w/students - 0 2020 67 projects (15/21 faculty, 71%) w/students – 2/21 faculty, 10% 2021 27 projects, 8/21 faculty, 38% w/students – 7/21, 33% MOUs - 2020 – 1 (York University) 2021 – 1 (MOH) 2022 – 4 (GPPA, GrenChap, WINDREF, UWI) | |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

4. If applicable, assess strengths and weaknesses related to this criterion and plans in this area.

Strengths

- The program has clear measurable goals linked to outcome measures and a systematic process to measure its success based on analyses and feedback from a variety of stakeholders.
- The program has an implementation plan that was developed with the input of all stakeholders, and which guides the program's functioning.
- The program consistently keeps records of all processes related to its implementation plan.
- The implementation plan allows the program to make decisions that are driven by data.

Weaknesses

- The program acknowledges that there are gaps in its data collection and analysis systems.

Plans for Improvement

- The program recognizes the need to strengthen its data collection and analysis systems. As such it plans to set up a committee to review or create an evaluation system to improve structure and reporting by the end of the Fall 2022 term.
-

B3: GRADUATION RATES

The program collects and analyzes graduation rate data for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

1. Graduation rate data for each degree in unit of accreditation. See Template B3-1.

Table B3: Graduation Rates by Cohort Within the MTTG

| 5 Years MTTG | Cohort of Students | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|--------------|------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| 2016-2017 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 62 | | | | | |
| | # Students withdrew, dropped, etc. | 4 | | | | | |
| | # Students graduated | 53 | | | | | |
| | Cumulative graduation rate | 85.4% | | | | | |
| 2017-2018 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 5 | 63 | | | | |
| | # Students withdrew, dropped, etc. | 0 | 9 | | | | |
| | # Students graduated | 2 | 0 | | | | |
| | Cumulative graduation rate | 88.6% | 0.0% | | | | |
| 2018-2019 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 3 | 54 | 181 | | | |
| | # Students withdrew, dropped, etc. | 0 | 0 | 43 | | | |
| | # Students graduated | 0 | 7 | 0 | | | |
| | Cumulative graduation rate | 88.6% | 12.9% | 0.0% | | | |

| | | | | | | | |
|-----------|------------------------------------------------------------------------------------------|-------|-------|-------|-------|-------|------|
| 2019-2020 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 3 | 47 | 138 | 203 | | |
| | # Students withdrew, dropped, etc. | 0 | 0 | 0 | 22 | | |
| | # Students graduated | 0 | 25 | 62 | 1 | | |
| | Cumulative graduation rate | 88.6% | 52.5% | 34.2% | 0.4% | | |
| 2020-2021 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 3 | 36 | 76 | 180 | 193 | |
| | # Students withdrew, dropped, etc. | 0 | 4 | 0 | 13 | 33 | |
| | # Students graduated | 0 | 20 | 24 | 67 | 2 | |
| | Cumulative graduation rate | 88.6% | 84.2% | 47.4% | 33.0% | 1.0% | |
| 2021-2022 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 3* | 12 | 52 | 100 | 158 | 176 |
| | # Students withdrew, dropped, etc. | | 0 | 0 | 0 | 0 | 23 |
| | # Students graduated | 1 | 5 | 8 | 22 | 46 | 7 |
| | Cumulative graduation rate | 90.2% | 92.1% | 51.8% | 43.8% | 24.8% | 3.9% |

*2 students were granted extensions to complete the MPH program and 1 (who entered in Spring 2018) graduated.

2. Data on doctoral student progression in the format of Template B3-2.

Not applicable.

3. Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

The SGS policy provides for a maximum of 5 years for completion of the stand-alone MPH degree and 5 1/2 years for completion of the MPH degree as a dual degree in combination with a professional degree program in medicine (MD/MPH) or Veterinary Medicine (DVM/MPH). During the period of self-study, the program notes a low level of attrition through dismissals and

withdrawals. The MPH program continuously assesses students' status including pre-registration as part of faculty advisement as well as end of term review with CAPPs meeting. MPH faculty advisors are responsible for maintaining contact with their advisees to ensure that they are progressing satisfactorily while taking courses in the other degree option.

The program highlights that most of its students are in the Preventive Medicine track/specialization. Additionally, most stand-alone students complete the program between one to two years, while the joint/dual degree students and some of the Preventive Medicine may require additional time, based on their post graduate training schedule as well as work-life circumstances. Importantly, some of the Preventive Medicine students are employed by the university and, as such, must adhere to the policy which allows them to enroll in a maximum of 9 credits of coursework per semester. However, despite the varying circumstances, students commonly complete the program within the five years allowed for completion.

Currently, the program maintains two intakes, a Fall intake, and a Summer intake. Fall enrollees, who are full time students, take a full course load and can complete all their coursework including their Practicum within the same academic year. This qualifies them to be August graduates. The Summer entrants, taking a full course load, can complete their MPH within the Spring term of the following year.

4. If applicable, assess strengths and weaknesses related to this criterion and plans in this area.

Strengths

- The program has a low attrition rate.
- The program has an advisor-advisee mechanism that allows for the effective tracking of all students throughout their MPH journey
- The program consistently surpasses the required graduation rate.

Areas for improvement

- Not applicable.

Plans relating to this criterion

- Not applicable.

B4: POST-GRADUATION OUTCOMES

The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

1. Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B4-1.

Table B4-1: Destination of MPH Graduates by Employment for the last 3 Academic Years

| Post-Graduation Outcomes | 2018-2019 Number and percentage | 2019-2020 Number and percentage | 2020-2021 Number and percentage |
|----------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Employed | 7 (21.8%) | 28 (35.8%) | 44 (40%) |
| Continuing education/training (not employed) | 17 (53.1%) | 57 (73%) | 42 (37.5%) |
| Not seeking employment or not seeking additional education by choice | 0 (0%) | 0 (0%) | 0 (0%) |
| Actively seeking employment or enrollment in further education | 2 (6.2%) | 0 (0%) | 11 (10%) |
| Unknown | 6 (18.7%) | 3 (3.8%) | 15 (13.3%) |
| Total graduates (known + unknown) | 32 | 88 | 112 |

The program, using the Alumni Survey and the advisor-advisee mechanism, further monitors the destination of its graduation outcomes by specialization tracks. Details on the program's performance in the last academic year by track is presented in Graduation Outcomes by Specialization in B4.2 in the ERF.

The program also tracks the destination of its graduates by specialization tracks. For the academic year (AY) 2020-2021, 44 graduates were employed and 42 were in continuing education. Details on the program's performance in the last academic year by track is presented in Destination of Graduates by Specialization in B4.3 in the ERF.

2. Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

The university has a centralized system which routinely administers its Alumni Survey (see B4.2 in the ERF) during the Fall semester. This survey generates data on destination of the MPH program's graduates. The majority of the program's alumni continue onto post graduate training

and other doctoral programs including public health core disciplines. The program notes the relatively low prior response rate solely via this mechanism. As a result, the program, through its advisor-advisee mechanism, has been requesting the specific data for the CEPH and ASPPH reports directly from its alumni as a complement to the Alumni survey. This effort has proven to increase the alumni data available for evaluation. The program noted a satisfactory increase, from previous years, in its ability to provide data that highlighted the graduation outcomes of MPH graduates and a notable decrease in the “unknown” category. However, in the most recent academic year (2020-2021), several graduates neither responded to the Alumni Survey nor through the advisor-advisee mechanism. The program believes this was possibly a Covid-related impact.

3. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The university has a centralized system which routinely administers its Alumni Survey to collect and analyze data on post-graduation outcomes of its graduates.
- The program uses its advisor-advisee mechanism to complement the alumni survey.
- The program consistently surpasses the required post-graduation rate.

Weaknesses

- The program acknowledges a low response rate of alumni to surveys for program evaluations.

Plans for Improvement

- The program plans to update contact information for graduates at the point of Exit Interview to obtain non-SGU specific and more personal contact information to access Alumni.
- The program intends to expand alumni relations opportunities including continuing education and career development to maintain relationship with Alumni.

B5: ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

For each degree offered, the program collects information on alumni perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.

The program defines qualitative and/or quantitative methods designed to provide useful information on the issues outlined above. “Useful information” refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.

The program documents and regularly examines its methodology, making revisions as necessary, to ensure useful data.

1. Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.

The program has an Alumni Survey which it administers annually to each of its alumnus (See Alumni Survey in B4.2 in the ERF). For the period 2016 to 2019, the Alumni survey was distributed to 193 alumni. 44 of the responded to the survey. However, only 17 of them responded to the questions related to this criterion. For the period 2020 to 2021, the survey was distributed to 128 alumni. 43 of them responded to the survey and 29 responded to the questions assessed for this criterion. Alumni used the following assessment scale to self-assess:

Excellent
Above average
Good
Below average
Poor

The full report of the Alumni Survey can be found in F1.4 in the ERF. A summary of the quantitative findings of the alumni assessment of their preparation for post-graduation destinations are presented in Table B5-1 below.

Table B5-1: Quantitative Findings of Alumni’s Perceptions of Instructional Effectiveness

| Question | 2016-2019 | | | | 2020-2021 | | | |
|----------------------------------------------------------------------------------------|-------------|---------------|--------------|-------------|--------------|---------------|---------------|--------------|
| | Exc. | Abv. Avg. | Good | Below Avg | Exc. | Above Avg | Good | Below Avg |
| How well did SGU's MPH program prepare you for a career in public health? | 5.9% (1) | 58.8% (10) | 29.4% (5) | 5.9% (1) | 17.2% (5) | 41.4% (12) | 37.9% (11) | 3.4 % (1) |
| How well did the MPH practicum experience prepare you for the public health workforce? | 6.3 (1) | 31.3 (5) | 56.3 (9) | 6.3 (1) | 11.5 (3) | 50 (13) | 38.5 (10) | |

The program also collects qualitative data on alumni’s perception of curricular effectiveness. The data was analyzed, and the recurring themes were noted.

The following are areas where alumni felt the program did well:

2019-2020

1. A focus on teamwork
 - a. *“Group activities which enabled peer learning”*
2. Comprehensive and well-structured curriculum
 - a. *“Covers a lot of key areas”*
 - b. *“Well organized flow and schematics”*
3. Student-centric faculty and staff
 - a. *“Dedicated, supportive professors and staff”*
 - b. *“Caring compassionate and receptive lecturers”*

2020-2021

1. Diversity – curriculum content, faculty, practicum experiences, tools,
 - a. *“Good exposure to a mixture of topics”.*
 - b. *“The availability of tools shared by professors”*
2. Curriculum: comprehensive nature and quality
 - a. *“Curriculum was superb and I encounter it in my daily duties”*
3. Faculty – availability, dedication, commitment, and professionalism
 - a. *“Excellent professors who care about student success”*
 - b. *“The faculty and willingness to help meet needs and educate.”*

4. Skills acquired– leadership, collaborative, interpersonal

- a. *“Opportunities to collaborate with peers and professors on assignments was definitely a strength of SGU’s MPH program. Many of the assignments we had involved working together with other students. Through these assignments I learned to collaborate and share my ideas and approaches in order to successfully complete an assignment.”*
- b. *“Opportunities to lead a team when working on assignments was another strength of SGU’s MPH program. I found myself in positions where I was given the responsibility to lead or co-lead a few of the teams I worked with on certain course assignments. This allowed me to learn how to delegate, be firm on certain principles, help negotiate conflict and help keep the team in check of what the goals, objectives, and timetables of assignments.”*

The following are areas where alumni identified as concerns:

2019-2020

1. Lack of practical experiences and opportunities to engage in research

- a. *‘Need more field experience’*
- b. *‘More hands-on sessions needed’*
- c. *‘Lack of publications. Outside of capstone projects, there were very few opportunities to publish articles or present at scientific conferences.’*

2020-2021

1. Lack of practical experiences –

- a. *“Lack of hands on/real life experience”*
- b. *“One weakness of the SGU MPH program is that there was a lack of opportunity for outside practical experience. However, this is not a fault of the program necessarily, but the time in which I took the program (COVID) which made it difficult to find opportunities to do so.”*

2. Biostatistics – use of statistical software packages

- a. *“This probably goes above what most know, but more in-depth use of statistical programs would be helpful but not for everyone”*
- b. *“Statistics training was mediocre; I wished for more in order to be proficient;*
- c. *“Another weakness of SGU’s MPH program was a lack of information or lectures in regard to epidemiological research using software programs. I feel that it would have been a valuable skill to have learned, as a number of jobs in public health are that of epidemiologists or related to being familiar with the data software. As I was in the Preventive Medicine track, I did not receive these lessons, but I am unaware if the Epidemiology track received such lessons. I believe it would be useful to include these lessons for every track.”*

In relation to the question of how program can improve the practicum experience to prepare students for public health practice and leadership, the following were shared:

2019-2020

1. Utilization of all public health agencies around the world – global focus.
2. More research skills incorporated in curriculum for those interested in research e.g., Data analysis using statistical software, IRB application and approval process
3. Student placements at preapproved practicum sites.

2020-2021

1. *“Strive to offer a wider array of approved options to help students successfully complete their practicum experience”.*

2. Provide full documentation of the methodology and findings from quantitative and/or qualitative data collection

The Alumni Survey is administered by the university using a centralized system. Full documentation of the findings from both quantitative and qualitative data collection is presented in Alumni’s Perception of Instructional Effectiveness in B5.1 in the ERF.

3. *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

Strengths

- The program has a system that allows it to consistently check its graduating students’ perception of its effectiveness in preparing them for the workforce and for continuing education endeavors.
- The program’s Evaluation Committee routinely collects and analyzes data on post-graduation outcomes of its graduates.
- Based on graduating students’ evaluation, the program has been consistently effective in preparing them for the workforce and other future plans.

Weaknesses

- The program notes a low response rate to the alumni surveys.

Plans for Improvement

- The program has embarked on the development of focus group sessions as a means of addressing the low response rates to the Alumni Survey. Plans also include direct communication from advisors to former advisees and using social media platforms e.g Facebook and Linked In profiles of alumni.



CRITERIA C

C1: FISCAL RESOURCES

The program has financial resources adequate to fulfill its stated mission and goals. Financial support is adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees and ongoing operations.

1. Describe the program's budget processes, including all sources of funding.

SGU uses a centralized budgetary structure from planning, approval, and disbursement. DPHPM's budget and that for the MPH program is administered by the Department Chair as part of a cycle of annual budget planning and approval together with the Senior Associate Dean of Basic Sciences, Dean of SOM, and the Chief Financial Officer (CFO). The DPHPM is administered within the SOM. Therefore, the program's fiscal planning follows the standardized process of that school.

The SOM's budgetary processes allow the Program/Department Chair to submit a projected annual budget request to the Senior Associate Dean of Basic Sciences, Dean of SOM, and CFO for approval. To begin the process, the Chair, in collaboration with the Deputy Chair and Administrative Assistant, prepares an initial budget for the academic year. Faculty submit budgetary requests for inclusion in the budget. The Chair reviews the budget at the department level before submitting the projected annual budget requests to the Senior Associate Dean of Basic Sciences, Dean of SOM, and CFO. The budget at the final review and approval process is deliberated on among the University's Provost, CFO, the Dean of the SOM, DOBS and the department's administration. Once the department's budget is approved, the Program/Department Chair manages the allocation of funds. If there is a need to revise allocation of funding within the budget, the program will submit a budget change request to DOBS, Dean of SOM and CFO.

All programmatic operations of the DPHPM, including salaries, are supported by student tuition and fees. These are the only two sources of revenue which enable it to function. The program is not supported by any legislative appropriations, formula for funding distribution, gifts, contracts, indirect cost recovery taxes or levies.

The MPH program, as a graduate program, also benefits from budgetary allocations from the Office of Research (OR) which includes financial support to travel, register and attend conferences and professional meetings by faculty and students. Additional funding for faculty scholarships is allocated to the DPHPM to support expenditure associated with continued professional development of faculty to pursue graduate degree programs at SGU.

The OR also includes allocation for Small Research Grant Initiative (SRGI) as seed funding for faculty and students to participate in research activities together with additional support for fees towards peer reviewed publications.

Faculty in the MPH program also apply and receive funding support from external sources of grants. This grant funding provides resources for research projects and community-based work which includes activities in courses, CILE and Practicum projects as well as paid employment and subventions for students and graduates to pursue public health work.

This description addresses the following, as applicable:

a) Briefly describe how the school or program pays for faculty salaries. For example, are faculty salaries fully guaranteed, or are faculty expected to raise funds to support salaries? If this varies by individual or appointment type, indicate this, and provide examples. For programs, if faculty salaries are paid by an entity other than the program (such as a department or college), explain.

The program operates within a centralized budgetary system (see data request 1 above). The salaries and benefits for MPH faculty are budgeted for by the DPHPM, through the Department Chair¹. The salaries and benefits of joint faculty members are budgeted for and managed by their respective home departments and schools. As such, MD/MPH faculty salaries and benefits are budgeted for by the MD program/SOM and DVM/MPH faculty salaries and benefits are budgeted for by the DVM program/SVM. All faculty salaries and benefits are funded by the university. Faculty members neither contribute to nor raise any portion of their salaries or benefits. Faculty salaries are guaranteed, and benefits are received based on performance evaluations and economic cost (as per university policies).

Faculty salaries and benefits vary by academic rank, length of service at the university, annual performance evaluations and administrative responsibilities.

b) Briefly describe how the school or program requests and/or obtains additional faculty or staff (additional = not replacements for individuals who left). If multiple models are possible, indicate this and provide examples.

The program initiates the process of recruitment for additional faculty and staff through a formal faculty/staff request, with justification, to the Office of the Dean of Basic Sciences. If the requested faculty/staff positions are approved, the Office of the Dean of Basic Sciences grants permission to the Program's Chair to begin the process of preparing the advertisement for the respective positions in collaboration with the Office of Human Resource. The Recruitment Officer and Talent Acquisition from the Office of Human Resources then advertises the positions and shares a listing of applicants with the department for review.

For all positions, the program sets up a search committee to review the applicants, arrange lecture/presentations, conduct interviews, and make recommendations to the Program's Chair and the Recruitment Officer. Selected candidates are pre-screened by Talent Acquisition. This

¹ The program reiterates that the Department Chair and the MPH Program Chair is the same faculty member.

process is similar for administrative staff except for lecture/presentations. The Program Chair then processes the recommendation to the Office of the Dean of Basic Sciences for further review and approval. A final decision is made, and the candidates receive the respective communication.

c) Describe how the school or program funds the following:

a. operational costs (schools and programs define “operational” in their own contexts; definition must be included in response)

The university’s centralized budget covers every financial aspect of the program’s functioning. Tuition fees are paid directly to the university and funds are disbursed based on the budget prepared by the program’s Chair. Therefore, operational costs, student support and faculty development expenses are covered by the tuition fees paid by students. The program’s operational costs include recurrent expenditure for faculty and staff salaries as well as budgeted expenses related to memberships to professional associations, professional development funding opportunities available to faculty and planned and costed events in any given fiscal year that is justified and approved for the program.

b. student support, including scholarships, support for student conference travel, support for student activities, etc.

Student support, including scholarships and financial aid, is managed through the Finance Office in collaboration with the Office of Admissions as the university allocates funds for scholarships as well as manage programs for scholarships and financial aid with governments and funding organizations to support tuition and expenses to pursue the MPH program. Examples include an agreement between SGU and the Government of Grenada for annual scholarships to be made available for Grenadian students to pursue the MPH program. Funding is also available from the SGS for the program students to be able to attend and present their work at meetings. Student support for activities including community and social events is obtained by a combination fund raising activities by PHSA as well as allocations the university provides to the Student Government Association (SGA).

c. faculty development expenses, including travel support. If this varies by individual or appointment type, indicate this, and provide examples

Faculty development expenses include annual professional development funds allocated to each faculty member. Faculty through the Program Chair may also request based on a justification for any educational development travel and funding support. Additionally, the School of Graduate Studies includes in its budget funding available for the program faculty to attend and present at conferences based on submitted abstracts and papers. The Office of Research includes a budget

allocated for expenses associated with publication fees for publication of peer-reviewed papers and the Small Research Grant Initiative (SRGI) towards faculty and students' pursuit of research work that requires funding.

d) In general terms, describe how the school or program requests and/or obtains additional funds for operational costs, student support and faculty development expenses.

As part of its standard operating procedures, the program follows the process explained in 1a, b and c above. The program wishes to note that SGU has a centralized system for student support.

In cases where the program needs additional funds, the Program Chair completes a budget change form and submits it to the DOBS. The request for additional funds is reviewed and a decision is made. If the change is approved, the sum is applied to the program's budget and the funds are released as need be.

e) Explain how tuition and fees paid by students are returned to the school or program. If the school or program receives a share rather than the full amount, explain, in general terms, how the share returned is determined. If the school or program's funding is allocated in a way that does not bear a relationship to tuition and fees generated, indicate this, and explain.

The university's centralized budgetary covers every financial aspect of the program's functioning. Tuition fees are paid directly to the university and funds are disbursed based on the budget prepared by the program's Chair. Fees paid by students are neither fully nor partially returned directly to the program as this cannot be accommodated by the current financial structure used by the university.

f) Explain how indirect costs associated with grants and contracts are returned to the school or program and/or individual faculty members. If the school or program and its faculty do not receive funding through this mechanism, explain.

All grants received by MPH faculty are administered by WINDREF. There are extremely limited indirect costs associated with grants and contracts received by MPH faculty. The program notes that those costs are neither returned to the program nor to individual faculty members. Instead, they are used, by WINDREF, to track and audit finances that are received as part of the grants and contract.

2. A clearly formulated school or program budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.

Table C-1 below presents the program's budget for the last 5 years.

Table C1-1: Sources of Funds & Expenditures in US\$ by Major Categories

| Sources of Funds and Expenditures in US\$ by Major Category | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|-------------------------------------------------------------|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Source of Funds | | | | | | |
| Tuition & Fees | 1,857,795 | 1,808,508 | 1,952,978 | 3,706,957 | 2,799,545 | 3,314,506 |
| Scholarships | 425,081 | 957,668 | 1,126,334 | 3,254,385 | 2,495,288 | 2,811,063 |
| Tuition & Fees, net | 1,432,714 | 850,840 | 826,644 | 452,572 | 304,257 | 503,443 |
| Total Revenues | 1,432,714 | 850,840 | 826,644 | 452,572 | 304,257 | 503,443 |
| Expenditures | | | | | | |
| Faculty Salaries | 1,891,258 | 1,741,001 | 1,558,545 | 1,572,206 | 1,784,856 | 1,877,359 |
| Staff Salaries | 63,663 | 69,307 | 74,699 | 78,185 | 69,405 | 59,776 |
| Operations | 66,680 | 52,360 | 252,607 | 250,384 | 276,272 | 106,208 |
| Travel | 16,958 | 19,949 | 28,589 | 39,915 | 51,728 | 3,929 |
| Total Expense | 2,038,559 | 1,882,617 | 1,914,440 | 1,940,690 | 2,182,261 | 2,047,271 |
| Net Income (Loss) | (605,845) | (1,031,777) | (1,087,796) | (1,488,118) | (1,878,004) | (1,543,828) |

The program highlights, in reference student support as an expenditure, the university has a centralized system for awarding these scholarships. Moreover, scholarships awarded to MPH applicants/students are directly applied to its budget.

The program notes the reduction costs related to staff salaries was due to the resignation of a staff member. The position was filled after a brief search and recruitment process. In terms of reductions in operations and travel, these expenses were reduced because of travel restrictions and virtual meetings and conferences in response to the COVID-19 pandemic.

Based on Table C1-1 above, the program budget reflects a net loss across the last 5 years. This deficit is as a result of a strategy by the SOM to provide MD students and graduates with the MPH degree to enhance their skill sets before starting their residency programs. The scholarships have increased the number of MDs with an MPH in Preventive Medicine

serving populations globally. The program acknowledges this and points out that the university directly provides budgetary support to the program in this regard.

3. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has adequate fiscal resources which enable it to achieve its vision, mission, goals, and objectives, from both internal sources as well as from external ones.
- The program has a budget process that is consistent with other schools/ programs within the university.
- The university has a mechanism which the program uses to make changes to its approved budget including making requests for additional funds when necessary.
- The MPH program delivered by the DPHPM which is housed in the SOM with academic oversight by the SGS as well as partnership with SVM for the VPH track benefits from the fiscal resources from multiple schools and budgetary resources which are all available to the MPH program.

Weaknesses

- While the deficit in its budget does not affect its effective functioning, the program acknowledges this deficit.

Plans for Improvement

The program plans to:

- Increase recruitment efforts of joint degree and international students
 - Explore alternative revenue generating opportunities
 - Increase the number and range of recruitment events
-

C2: FACULTY RESOURCES

The program has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

Students' access to a range of intellectual perspectives and to breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise.

All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.

1. A table demonstrating the adequacy of the program's instructional faculty resources in the format of Template C2-1.

As a general pedagogical approach, the program employs a team-teaching approach where faculty teach across their track/ specialization, and some engage in cross-track/specialization teaching.

Table C2-1 below presents the current number of primary faculty by specialization. The MPH program has experienced changes in the composition of the faculty complement, over the years, however, the number of the program's primary faculty has been stable based on specialization. The first name that appears for each track/ specialization is the director of that track. All faculty members identified below have regular instructional responsibilities. These faculty also serve as Course Directors for courses within their specific track/ specialization and some serve as Course Directors for foundational courses. Faculty also serve as co-instructors for courses that they contribute to which are detailed in the respective course syllabi.

The program also draws from the expertise from other schools within the university as well as local, regional, and international public health practitioners and public health allied professionals to contribute to course content delivery. These professionals are included as adjunct faculty from other schools. Non-SGU practitioners are categorized as visiting professors and, as such, they are captured under the "non-PIF additional faculty" category.

Table C2-1: Primary Instructional Faculty Matrix

| | FIRST DEGREE LEVEL | | | ADDITIONAL FACULTY⁺ |
|-----------------------------------|----------------------------------|---------------------------|------------------------------|---------------------------------------|
| CONCENTRATION | PIF 1* | PIF 2* | FACULTY 3^ | |
| Environmental & Occupation Health | Martin Forde 1.0 | Kerry Mitchell 1.0 | Lindonne Telesford 1.0 | PIF: 1, Non-PIF: 6 |
| MPH | | | | |
| Epidemiology | Prakash Ramdass 1.0 | Gerard St. Cyr 1.0 | Lauren Orlando 1.0 | PIF: 1, Non-PIF: 1 |
| MPH | | | | |
| Global Health | Tonia Frame 1.0 | Christine Richards 1.0 | Tessa St. Cyr 1.0 | PIF: 0, non-PIF: 2 |
| MPH | | | | |
| Health Policy & Management | Shivaughn Hem-Lee-Forsyth 1.0 | Renee Thomas 1.0 | Leselle Pierre-Romain 1.0 | PIF: 0, Non-PIF: 3 |
| MPH | | | | |
| Preventive Medicine | Emmanuel Keku 1.0 | Meryem Merve Oren 1.0 | Abidemi Fasanmi 1.0 | PIF: 1, Non-PIF: 0 |
| MPH (free standing) | | | | |
| MD/MPH (dual degree) | | | | |
| Veterinary Public Health | Satesh Bidaisee 1.0 | Andy Alhassan 1.0 | Ray Kaplan 1.0 | PIF: 2, Non-PIF: 0 |
| DVM/MPH | | | | |
| TOTALS: | Named PIF | 18 | | |
| | Total PIF | 23 | | |
| | Non-PIF | 12 | | |

2. Explain the method for calculating FTE for faculty in the templates and evidence of the calculation method's implementation. Programs must present calculation methods for primary instructional and non-primary instructional faculty.

The FTE of primary faculty is 100% appointment which is equivalent to 1.0 FTE. Primary faculty are all faculty who have regular instructional responsibilities within the program. Non-primary instructional faculty who are faculty members at the university, and who are categorized as adjunct/ joint faculty have an FTE of .5 within the program. The program employs a similar formula in calculating its 'Other Faculty' complement. The FTE of 'Other Faculty' is 7% appointment per course taught which is equivalent to .07 FTE.

The program uses a simple formula to calculate its faculty FTE. The method used for calculating the FTE is a standardized one which takes into consideration the time spent on various course-related activities. These include course delivery, course student support, course assessment and grading. Faculty can include activities that are not listed on the calculator. A copy of the FTE calculator used by the program is provided in C2-1, in the ERF.

SOM Faculty Handbook, 2022 describes faculty in different tracks including education, clinician, and research tracks. Currently, MPH program faculty are all categorized as education faculty. The general expectation is that full-time faculty commits a minimum of 60% of their time to teaching and its related activities. The remaining 40% can be used on research and/or service activities. Compartmentalization of FTE into teaching, research, service, and administration is planned by each faculty and evaluated by the DPHPM Chair at the Interim and Final Performance Evaluation process. The program also wishes to highlight that faculty has the option of dedicating 100% of their time solely to teaching.

3. If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

Not applicable.

4. Data on the following for the most recent year in the format of Template C2-2. See Template C2-2 for additional definitions and parameters.

In addition to teaching responsibilities, all faculty members are assigned students as advisees to engage in academic advisement. Faculty advisors support students by guiding them from the point of admission and continued to program completion and increasingly in alumni relations.

Table C2-2: Faculty regularly involved in advising, mentoring and the integrative experience

| General advising & career counseling | | | |
|--------------------------------------|---------|-----|-----|
| | Average | Min | Max |
| Master's | 12 | 10 | 15 |

| Advising in MPH integrative experience | | |
|----------------------------------------|-----|-----|
| Average | Min | Max |
| 3 | 1 | 5 |

MPH students in the program may complete the program prior to the MTTG. The maximum and minimum number of students advised by faculty members changes with each term. Additionally, students in the Preventive Medicine track account for the largest percentage of students. These students are typically at varying points in their Post Graduate Residency Program and may take leaves of absence to accommodate their clinical responsibilities. Students may choose to take a full course load or, as in the case of CILE and Practicum, select to complete these experiences at the end of their MPH journey. The time spent on advisement differ according to student and faculty. The program highlights this as a dynamic process and is managed by each faculty and advisee accordingly.

5. Quantitative data on student perceptions of the following for the most recent year:

(a) Class size and its relation to quality of learning (e.g., The class size was conducive to learning).

Quantitative data on student perceptions of class size and its relation to quality of learning was measured by a question on the Exit Interviews. This survey is distributed every semester to all students who have completed their CILE requirements. The program notes that this measure was added to the survey in Summer 2022. As such, students who completed their CILE at that point responded to that question. Quantitative data regarding student perceptions of this measure is presented in Table C2.5a below.

Table C2-5a: Overall Student Perceptions of Class Size Relative to Quality of Learning

| <i>Question: My Learning was enhanced by the size of the class</i> | | | |
|--------------------------------------------------------------------|----------------------------|-------|---------------|
| Overall response rate: | | | |
| | Response | Count | % of response |
| 1 | Strongly disagree | 0 | 0% |
| 2 | Disagree | 0 | 0% |
| 3 | Neither agree nor disagree | 12 | 48.15% |
| 4 | Agree | 8 | 30.77% |
| 5 | Strongly agree | 6 | 23.08% |

(b) Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied).

Quantitative data on student perceptions of the availability of faculty is measured by questions on the Exit Interviews. This survey is distributed every semester to all students who have completed their CILE requirements. The program notes that this measure was added to the survey in Summer 2022. As such, students who completed their CILE at that point responded to these questions. Quantitative data regarding student perceptions of this measure is presented in Table C2-5b below.

Table C5-2b: Student Perceptions of Availability of Faculty

| <i>Question: My faculty advisor was readily available</i> | | | |
|-----------------------------------------------------------|----------------------------|-------|---------------|
| Overall response rate: | | | |
| | Response | Count | % of response |
| 1 | Strongly disagree | 0 | 0% |
| 2 | Disagree | 1 | 3.85% |
| 3 | Neither agree nor disagree | 4 | 15.38% |
| 4 | Agree | 7 | 26.92% |
| 5 | Strongly agree | 14 | 53.85% |
| | Total | 26 | |

6. *Qualitative data on student perceptions of class size and availability of faculty. School should only present data on public health degrees and concentrations. (summary in self-study and full results/backup document in electronic resource file).*

Qualitative data on student perceptions of class size is measured by a question on the Exit Interviews. This survey is distributed every semester to all students who have completed their CILE requirements. The program notes that this measure was added to the survey in Summer 2022. As such, students who completed their CILE at that point responded to these questions. Verbatim comments regarding class size include:

- *“The smaller class sizes make it very easy to communicate and participate with faculty. Additionally, faculty seems to really care and enjoy teaching. Tests and homework were also very reasonable”.*
- *“Both small and large classes were beneficial. I was more comfortable sharing my views, experiences etc. in a small class and it was almost impossible to not interact. Large classes were really fun especially because I got to interact with persons from various locations, background, race, culture etc. which added different dynamics, enhanced my critical thinking skills and learning experience”.*

Qualitative data on student perceptions of the availability of faculty is measured by questions on the Exit Interviews. This survey is distributed every semester to all students who have completed their CILE requirements. The program notes that this measure was added to the survey in Summer 2022. As such, students who completed their CILE at that point responded to these questions. Verbatim comments regarding availability of faculty include:

- *“Faculty-student relationship was excellent. Faculty members are professional, fosters effective communication and create interesting classroom experiences. Their techniques, assignments and discussions allows for students to think outside the box, make connections and apply those skills to real life situations”.*
- *“Was available and flexible (online and onsite)”.*
- *“Dr. St. Cyr responded to emails promptly and created opportunities to meet virtually”.*
- *“Always willing and made himself available to provide assistance needed”.*
- *“Dr. Richards was so kind and respectful. Also, she was always ready to help me out. I especially appreciated her patience as I was pregnant during most of my schooling and newly postpartum during the last semester”.*
- *“My advisor was available any time I needed help with my CILE. She was excellent and my previous advisor was excellent too”.*

Full documentation of the results of these measures is presented in Exit Interview Report 2021-2022 in C2.6 in the ERF.

7. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has adequate primary instructional faculty for all of its instructional activities.
- The program has adequate non-primary instructional faculty for all of its instructional activities.
- The program has adequate primary instructional faculty who are regularly involved in general

- advising, career counselling and CILE advising.
- The program has a clear and simple way of calculating the FTE of both its PIF and non-PIF.

Weaknesses

- The program acknowledges its limitation in collecting data on students' perception of class size relative to quality of learning.
- The program acknowledges its limitation in collecting data on students' perception on the availability of faculty.

Plans for Improvement

- In the Summer of 2022, the program added questions related to students' perception of class size relative to quality of learning, and their perception of availability of learning to its Exit Interview.
 - The program intends to continue collecting these data and using them to improve those areas. increase recruitment efforts of joint degree and international students.
-

C3: STAFF AND OTHER PERSONNEL RESOURCES

The program has staff and other personnel adequate to fulfill its stated mission and goals. The stability of resources is a factor in evaluating resource adequacy.

- 1. A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation. Individuals whose workload is primarily as a faculty member should not be listed.*

The program has a four-member administrative support staff which includes two Executive Secretaries and two Secretaries. The staff is coordinated by one of the Executive Secretaries who assigns relevant administrative responsibilities. The Executive Secretaries provide support for program related activities which include student-related services, preparation of course schedules and scheduling and the preparation and updating of program policy documents. The two secretaries engage in various departmental and programmatic duties and assist faculty by providing secretarial services which are aligned with teaching, research, and scholarly activities. Administrative support personnel are assigned roles and responsibilities as well as supervised and evaluated by the Department Chair and are part of all program functions including meetings at the departmental and committee levels and all program related events.

Table C3-1: Administrative Support Staff FTEs

| Title | Headcount | FTE |
|---------------------|-----------|-----|
| Executive Secretary | 1 | 1.0 |
| Executive Secretary | 1 | 1.0 |
| Secretary | 1 | 1.0 |
| Secretary | 1 | 1.0 |

In addition to full-time administrative support at the program level, the program benefits from staff resource support from various departments and schools across the university. The program notes that the support provided by these departments and schools is not solely dedicated to the program. Furthermore, in many cases, these departments across other schools include staff resources and it would be exhaustive to list each member of each department. Instead, the program presents an overview of each department which provides direct support to the program. These are presented in number 2 below.

2. *Provide a narrative description, which may be supported by data if applicable, of the contributions of other personnel.*

The program employs joint/adjunct faculty members, part time faculty, guest lecturers and IPT and visiting professors who support its instructional activities. Below is a sample, along with their qualifications and the track/course in which they have been involved for the last 3 years. The CV (Curriculum Vitae) for each of the joint and visiting professors is presented in C3-2 in the ERF.

Additionally, the program is supported by various departments/offices across the university. Below are descriptions of contributions of some of these offices.

Dean of Students Office (DOS)

The DOS supports the program's students throughout their MPH journey. The support from this office is critical in that it provides academic and non-academic support to the program's students. Inclusive of the services provided to the program's students is the guidance given to enable MPH students to freely access the services and support mechanisms they need to achieve their professional goals and enhance their personal growth during their tenure at SGU. DOS offers academic advice and referrals, individual advancement program advisement, mid-term and end-term progress assessments, and monitoring student progress through the curriculum, as well as management of and managing the Fitness and Wellness Center. Additionally, the DOS supports all students who have cognitive or non-cognitive and it serves as a student advocate in accessing needed services on- or off-campus. Furthermore, the DOS supports the MPH Faculty Advisor mechanism which serves as a source of support and advice throughout the student's tenure at the program. Moreover, the DOS supports over 60 student organizations that enhance student life by promoting a variety of activities with a range of goals: religious, cultural, professional, political, social, and academic.

Department of Educational Services (DES)

The DES plays a key role in supporting all students and faculty at SGU, and the academic and professional success of all our students is our primary goal. DES is a central and established part of the academic culture at SGU, and the department works closely with all schools and programs, as well as with the Dean of Students Office, to provide custom-tailored support regarding academic and non-academic issues. DES also offers a faculty development program designed to support faculty in their pursuit of excellence in scholarship, teaching and learning with seminars and workshops in new and evolving methods of instruction.

Office of Instructional Innovation (OII)

OII includes instructional designers and educational technologists who work with the MPH program throughout its phases and process of developing and delivering online courses. OII works with the MPH program through a process of design, development, and delivery of courses. Technology tools and applications are identified to meet the faculty and program needs and training is conducted to develop faculty competence. OII instructional designers are part of every course and collaborate with faculty. OII also serves as a technology support and resource for students including a dedicated email and service to address all technology needs and issues.

Office of Information Technology (OIT)

The OIT Support Services provides support to the program's students, faculty, and staff. As part of the office's standard operating procedures, it assigns trained analysts with the proper skill set to resolve requests, increasing end user satisfaction by keeping them informed with status updates and notifications about their requests. Specifically, the OIT provides support around password management, Office 365, lecture capture, computer recommendations and security awareness. The program wishes to highlight that in its lecture capture function, the OIT deploys recorders to lecture rooms for the purpose of capturing class lectures. Recorders allow various media including video, audio, and computer screen capture to be incorporated into online presentations for streaming live or on-demand. In addition, through the OIT's learning management system, the program's faculty members can distribute recorded lectures within 24 hours of the actual class. The audio of any lecture can be distributed via podcasts.

Department of Health and Psychological Services (DHPS)

The DHPS supports through the University Health Services (UHS) and the Psychological Services Center (PSC). The UHS provides the program's faculty, students, and staff with a variety of health services ranging from primary health care, such as vaccinations and routine tests, to medical and critical care assessment, such as referrals to physicians. The UHS also facilitates emergency care and air evacuation. Additionally, the program's faculty, staff and students have access to various confidential services offered through the PSC. These include individual, group and family/couples counseling and psychotherapy, career counselling, stress management and crisis intervention. The PSC also offer support in the areas of including learning difficulties, sexuality, and gender issues, understanding cultural differences, and adjusting to life in Grenada and on campus.

3. Provide narrative and/or data that support the assertion that the program's staff and other personnel support is sufficient or not sufficient.

The program is satisfied that the staff and other personnel available within and to the DPHPM are adequate for its effective functioning.

The four administrative staff members have specific job descriptions that allow for the effective

management of their time and efforts. In relation to other personnel, they are shared across the university. The program notes though those other personnel reflect departments and offices and not individual members of staff. Additionally, all students do not access the services of these personnel at the same time. This means demands on their time and efforts can be effectively utilized and managed.

4. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program's infrastructure allows for support and resources to be made available and utilized by MPH students and faculty.
- The program has adequate and sufficient staff to fulfil its mission and goals.
- The program has a wide range of other personnel that is adequate and sufficient to fulfil its mission and goals.

Weaknesses

- Not applicable.

Plans for Improvement

- Not applicable.

C4: PHYSICAL RESOURCES

The school or program has physical resources adequate to fulfill its stated mission and goals and to support instructional programs. Physical resources include faculty and staff office space, classroom space, student shared space and laboratories, as applicable.

1. Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the school or program's narrative).

- *Faculty office space*
- *Staff office space*
- *Classrooms*
- *Shared student space*
- *Laboratories, if applicable to public health degree program offerings*

The department which houses the program is located on the ground floor of the Caribbean House on the True Blue campus of SGU. The department was renovated and extended in 2018. It currently houses one conference room, faculty offices, a Resource Center, 1 multimedia studio, staff cubicles, student workstations and 2 print/ copy spaces. The physical space also houses a reception area, a student area, a kitchen, a storeroom, an IT/network room, a housekeeping room and 2 washrooms. The Caribbean House also includes a great hall within the building which houses the department and is used by the program for larger meetings with the community as well as for training workshops and programs.

The DPHPM houses two collaborating centers: the World Health Organization (WHO) Collaborating Center in Environmental and Occupational Health and the United Nations Framework Convention on Climate Change (UNFCCC) Regional Collaborating Center (RCC).

The copy of the floor plan for the Caribbean House, in C4-1 in the ERF, gives a more detailed layout of the DPHPM.

Faculty Office Space

The department currently has 19 office spaces. Each faculty member has his/her own self-enclosed office space which is furnished with storage, office desk and office chair, visitor chair desktop computer, phone and office supplies and stationery.

Staff Office Space

The department currently has four (4) semi-enclosed administrative staff cubicles/spaces. Each administrative staff member has her own space which is furnished with storage, office desk and chair, desktop computer, phone and office supplies and stationery.

Classrooms

The program currently has one (1) designated classroom in addition to the conference room, which is also used as a classroom. With the implementation of its dual delivery mode for offering courses, the program observed a marked decline in students attending the physical classroom as the preference is to join lectures online from different spaces across campus and from their residences. On any class day, the program has available two (2) dedicated rooms available for classes, as only 2 courses are being delivered simultaneously. The designated classroom, D1A, has the capacity to hold 45 students and is located in the Leeward Hall (building#6). The MPH conference holds approximately 20 students. The program also has access to other classroom spaces, if the need arises and based on scheduling and the activities in which faculty and students are engaged, for three of its courses. The image of the layout of SGU in the ERF identifies the location of these buildings. All classrooms are equipped with standard classroom equipment that is necessary to effectively conduct their classes. Classrooms include assigned technical staff from the Audio Visual (AV) department as well as instructional designers from OIL.

Shared Student Spaces

MPH students have access to all the common spaces that students of the other programs enjoy (See campus map in C4-1 in the ERF). These include Founder's Library (building#2) as well as the west wing study area of the library. The students also have access the Allen H. Pensick Hall (building #4) and Keith B Taylor Hall (building #42). MPH students also have access to the student center which houses the cafeteria (building #31), the Caribbean House Courtyard as well as the MPH lobby on the ground floor of the Caribbean House (building#1). There are several common recreational spaces available to students. These include the SGU gym (Belford Centre building #54), the playing field and the basketball court. Additionally, in 2014, the university added another wing adjacent to the library which houses a study room/lecture hall and an open space which students use for various academic activities.

Laboratories

The public health program has no independent laboratories of its own. However, it is served by access to all laboratory facilities and resources available on SGU's campuses. With a request to the appropriate university's administrators, students can use these spaces, which are located within the Schools of Medicine, Veterinary Medicine and WINDREF. All facilities include basic life sciences laboratory facilities such as: anatomy, biochemistry, histology, microbiology, pathology, parasitology, clinical sciences. In addition, the School of Veterinary Medicine also provides diagnostic facilities in clinical pathology. Within the Microbiology Department there are level-two Bio-security laboratories and other equipment available such as basic laboratory apparatus, PCR, ELISA, and spectrometry technology. In WINDREF, students can access additional laboratories and workstations to do their research activities.

Specific to the MPH program are community-based field resources. As part of the program's education, research, service and scholarly work, the program collaborates with governmental agencies and community-based organizations to access community infrastructure such as

community health centers to participate in community health education and outreach programs, schools, and churches to implement service activities and regional and international partners to access services such as diagnostics and technical support to process research towards scientific reporting and publications.

2. Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.

The program is satisfied that the physical spaces available within the DPHPM are adequate for the effective functioning of its faculty and staff. Each faculty member has an individual office space and each staff an individual workspace. These spaces are professionally designed and equipped and allow faculty and staff to work in privacy and comfort.

The program is also convinced that the spaces used for classes and the technology and tools used are appropriate to deliver the program as a dual delivery. Furthermore, the shared spaces across campus are sufficient, and each is large enough to accommodate the number of students who use these spaces.

The program is also assured that, while its students do not typically have to use a lab for their MPH courses, the facilities they have at their disposal through the program are sufficient for service learning and potential research activities. Also, faculty who require additional laboratory capacity and resources access the necessary support across the university, in collaboration with colleagues and partner institutions.

3. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has an overall office floor plan which allows for the effective administering of the program.
- Each faculty and staff member has his/her own office space which is professionally designed and equipped.
- Faculty and staff office spaces allow faculty and staff to function in comfort and privacy.
- Based on current attendance trends, the program has sufficient and adequately equipped classroom spaces.
- The program's students have sufficient and adequate spaces within the DPHPM as well as across campus to accommodate their learning and leisure/ recreational needs.

Weaknesses

- Not applicable.

Plans for Improvement

- Not applicable.
-

C5: INFORMATION AND TECHNOLOGY RESOURCES

The school or program has information and technology resources adequate to fulfill its stated mission and goals and to support instructional programs. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.

1. Briefly describe, with data if applicable, the following:

- *library resources and support available for students and faculty*
- *student access to hardware and software (including access to specific software or other technology required for instructional programs)*
- *faculty access to hardware and software (including access to specific software or other technology required for instructional programs)*
- *technical assistance available for students and faculty*

Library Resources and Support

The Founders Library of SGU is available to students and faculty of the Public Health Program with access to a wide range of print and electronic resources. Several common electronic databases (such as Medline, PubMed, Ovid, Med Carib, Soc Index, HINARI, AGORA) can be accessed through the university's online services at any internet portal (<http://etalk.sgu.edu/contribute/library/trueblue/librarydatabases.htm>), on and off campus. The library also has available for student use, a variety of other e-resources that are related to the public health program (<http://etalk.sgu.edu/contribute/library/trueblue/eresources.htm>).

The library provides support to department faculty by sourcing journals and articles upon request. SGU's Copyright Officer ensures compliance with the US Copyright Law (Title 17, US Code, Sect. 101, et seq.). The program notes that most of the resources are from the US. Additionally, library personnel are actively involved in the orientation of new faculty. They also provide training for Public Health students, during the initial period of the program, on how to access and effectively use library resources as well as adherence to the copyright law (http://etalk.sgu.edu/contribute/library/trueblue/copy_faq.htm).

Student and faculty access to hardware, software, and technical assistance

Students are asked to have a working computer with internet access to access course materials that are shared on our Sakai LMS. Students who do not have access to a computer or are having temporary problems with their computer can access a loaner laptop if they are on campus. If they are off campus, they can reach out to IT (Information Technology) for a case-by-case resolution.

Required software is either freely available to the student or provided by the school. For any task that requires use of software, we allow use of free (e.g., Google Docs, Open Office) software as an

alternative to paid software (e.g., Microsoft Word). Some software like Exam Soft for exams or Panopto for video recording is provided by the school. Part of the quality control process is to check for any course requirements that would impose a challenge to students in getting the software they need and mitigate that challenge. For example, when recording presentations became more popular, documentation was created for the students to record presentations in the tools available to them like ZOOM and Panopto. To date, there have been no instances of a student being unable to complete their coursework due to lack of access to adequate software.

Faculty, similarly, are asked to have a working computer and one can be provided on a short-term basis if there are any issues. Required software is either freely available to the faculty or provided by the school. Faculty also have a "New Technology Request Form" if they require a piece of software that is not already provided (or alternative software that serves the same purpose) by the school. New technology requests are vetted by IT for security, cost and maintenance and are either approved or denied. If denied, IT and/or the instructional design team will work with the faculty to determine alternative approaches to complete the learning objective.

New faculty are oriented to the Sakai LMS via live training sessions held by IT Services. New faculty are also provided with an instructional designer who is familiar with the Sakai LMS system, and who supports them through the development of their courses during their first two terms. After that, an instructional designer is made available on an as-requested basis and checks in periodically to see if the faculty requires support designing their courses in Sakai or with other university-supported tools. That instructional designer also performs a quality control check on *all* courses (new and experienced faculty) to confirm that processes have been followed correctly. If a faculty is deemed to need some support in an area, the instructional designer will reach out to provide them with the training.

Faculty and students have access to two main sources of technological support. Support is offered via email from the instructional design team for any questions related to course development. The Instructional Designers understand the design of each course and can answer questions about things like Gradebook (e.g., my grades are not going into my gradebook), or Discussions (a student cannot see the discussion) and provide a response within 24 business hours. Support is also offered via an online ticket system for the university IT services. University IT provides support for all university-supported IT services and can answer questions like forgetting a password, wi-fi issues on campus, access to systems such as Exam Soft.

Committee on Technology-Based Teaching and Learning (CTTL)

The main goal of CTTL is to continuously enhance the academic technology environment at SGU through in-depth research conducted by sub-committees. The Committee was formed to centralize and formalize the request and approval processes for technology used for teaching and learning. Representation exists from faculty and students from each school, staff, administration, and the Office of Information Technology. The MPH program includes membership in the CTTL and is part of the process to request and discuss technology needs for the program.

2. Provide narrative and/or data that support the assertion that that information and technology resources sufficient or not sufficient.

The program is satisfied that the information and technology resources available to the program are adequate for its effective functioning. This is reflected in the level of student satisfaction shared via student evaluations of courses completed each term.

The OIT has sufficient and adequate personnel to serve the entire university population. The OIT provides hardware and software guidance and support as well as a range of other services including password management, Office 365 support, lecture capture, computer recommendations and security awareness. All students and faculty do not access the services of the office at the same time. This means demands on IT personnel time and efforts can be effectively utilized and managed.

3. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has adequate and sufficient library resources and support to facilitate effective teaching and learning.
- The program's students have access through the OIT to a range of IT services including access to hardware and software support.
- The program's students have access through the OIT to a range of IT services including access to hardware and software support.

Weaknesses

- Not applicable.

Plans for Improvement

- Not applicable.



CRITERIA D

D1: MPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

1. *Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12). The matrix must identify all options for MPH and DrPH students used by the program.*

Table D1-1: Foundational knowledge/ content and the courses where they are taught

| Content | Course number(s) & name(s) or other educational requirements |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Profession & Science of Public Health | |
| 1. Explain public health history, philosophy, and values | PUBH 831: Concepts, Practice & Leadership in Public Health; PUBH 858: One Health: Public Health Applications |
| 2. Identify the core functions of public health and the 10 Essential Services | PUBH 831: Concepts, Practice & Leadership in Public Health |
| 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health | PUBH 832: Public Health Research Methods & Ethics |
| 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program | PUBH 803: Principles of Epidemiology |
| 5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc. | PUBH 831: Concepts, Practice & Leadership in Public Health (Week 2, Lecture 2) |
| 6. Explain the critical importance of evidence in advancing public health knowledge | PUBH 831: Concepts, Practice & Leadership in Public Health (Week 4, Lecture 2) |
| Factors Related to Human Health | |
| 7. Explain effects of environmental factors on a population's health | PUBH 806: Social & Behavioral Aspects of Public Health; PUBH 807: Principles of Environmental Health; PUBH 858: One Health: Public Health Applications |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 8. Explain biological and genetic factors that affect a population's health | PUBH 831: Concepts, Practice & Leadership in Public Health (<i>Week 7, Lecture 2</i>) |
| 9. Explain behavioral and psychological factors that affect a population's health | PUBH 806: Social & Behavioral Aspects of Public Health |
| 10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities | PUBH 806: Social & Behavioral Aspects of Public Health (<i>Week 2, Lecture 1</i>) |
| 11. Explain how globalization affects global burdens of disease | PUBH 831: Concepts, Practice & Leadership in Public Health (<i>Week 8, Lecture 1</i>) |
| 12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health) | PUBH 831: Concepts, Practice & Leadership in Public Health (<i>Week 7, Lecture 2</i>); PUBH 858: One Health: Public Health Applications |

Supporting documents for these courses are found in D1.2 in the ERF

D2: MPH FOUNDATIONAL COMPETENCIES

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) validate the student's ability to perform the competency.

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the program must assess *all* MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (e.g., joint, dual, concurrent degrees).

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects. Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously attained skills in new ways.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

1. List the coursework and other learning experiences required for the school or program's MPH degrees, including the required curriculum for each concentration. Information may be provided in the format of Template D2-1 (single- and multi-concentration formats available) or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.

Table D2-1 below presents the list of coursework and other learning experiences required for the program's MPH degrees.

Table D2-1: Lists of Requirement for the MPH degree

| Part A: Foundational requirements for MPH degree | | |
|-----------------------------------------------------------------------|--------------------------------------------------|--------------------------------|
| Course number | Course name | Credits (if applicable) |
| Foundational courses for all MPH students regardless of concentration | | |
| PUBH 803 | Principles of Epidemiology | 3 |
| PUBH 804 | Principles of Biostatistics | 3 |
| PUBH 805 | Health Policy & Management | 3 |
| PUBH 806 | Social and Behavioral Aspects of Public Health | 3 |
| PUBH 807 | Principles of Environmental Health | 3 |
| PUBH 831 | Concepts, Practice & Leadership of Public Health | 3 |
| PUBH 832 | Public Health Research Methods & Ethics | 3 |
| PUBH 858 | One Health: Public Health Applications | 3 |
| | TOTAL FOUNDATIONAL CREDITS | 24 |

| Part B: Concentration requirements for MPH degree in Epidemiology | | |
|--------------------------------------------------------------------------|------------------------------------------|--------------------------------|
| Course number | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PUBH 889 | Practicum in Public Health | 3 |
| PUBH 893 | Capstone Integrative Learning Experience | 3 |
| Concentration courses for Epidemiology concentration | | |
| PUBH 813 | Chronic Disease Epidemiology | 3 |
| PUBH 835 | Practical Data Management and Analysis | 3 |
| PUBH 842 | Intermediate Epidemiology | 3 |
| PUBH 843 | Infectious Disease Epidemiology | 3 |
| | TOTAL CONCENTRATION CREDITS | 18 |

| Part B: Concentration requirements for MPH degree in Environmental and Occupational Health | | |
|---------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------|
| Course number | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PUBH 889 | Practicum in Public Health | 3 |
| PUBH 893 | Capstone Integrative Learning Experience | 3 |
| Concentration courses for Environmental & Occupational Health concentration | | |
| PUBH 816 | Occupational Health | 3 |
| PUBH 837 | Environmental Sustainable Development | 3 |
| PUBH 849 | Environmental Toxicology | 3 |
| PUBH 852 | Environmental Health Management | 3 |
| PUBH 860 | Global Environmental Change | 3 |
| * Students in this track specialization choose any 4 out of the 5 courses offered | | |
| | TOTAL CONCENTRATION CREDITS | 18 |
| Part B: Concentration requirements for MPH degree in Global Health | | |
| Course number | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PUBH 889 | Practicum in Public Health | 3 |
| PUBH 893 | Capstone Integrative Learning Experience | 3 |
| Concentration courses for Global Health concentration | | |
| PUBH 862 | Fundamentals of Global Health | 3 |
| PUBH 859 | Sexual & Reproductive Health & Rights | 3 |
| PUBH 861 | Project Management in a Global Environment | 3 |
| PUBH 857 | Community Health, Culture & Empowerment | 3 |
| | TOTAL CONCENTRATION CREDITS | 18 |

2. List the required curriculum for each combined degree option in the same format as above, clearly indicating (using italics or shading) any requirements that differ from MPH students who are not completing a combined degree.

Table D2-2 below presents the list of required curriculum for each combined degree option.

Table D2-2: List of Concentration Requirement for Each Combined/Joint Degree

| Part B: Concentration requirements for MPH degree in Veterinary Public Health & DVM/ MPH | | |
|-----------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------|
| Course number | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PUBH 889 | Practicum in Public Health | 3 |
| PUBH 893 | Capstone Integrative Learning Experience | 3 |
| Concentration courses for Veterinary Public Health concentration & DVM/MPH | | |
| PTHB 503 | Bacteriology/Mycology | 4 |
| PTHB 505 | Parasitology | 4 |
| PTHB 510 | Veterinary Public Health | 2 |
| PTHB 512 | Immunology | 2 |
| Electives (as applicable) | | |
| Requirements for degree completion not associated with a course (if applicable) ^ | | |
| | TOTAL CONCENTRATION CREDITS | 18 |

| Part B: Concentration requirements for MPH degree in Preventive Medicine & MD/ MPH | | |
|-----------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------|
| Course number | Course name | Credits (if applicable) |
| APE & ILE courses (as applicable) | | |
| PUBH 889 | Practicum in Public Health | 3 |
| PUBH 893 | Capstone Integrative Learning Experience | 3 |
| Concentration courses for Preventive Medicine concentration & MD/MPH* | | |
| BPM 502 | Basic Principles of Medicine III | 8 |
| PCM 500 | Principles of Clinical Medicine 1 | 4 |
| Electives (as applicable) | | |
| Requirements for degree completion not associated with a course (if applicable) ^ | | |
| | TOTAL CONCENTRATION CREDITS | 18 |

The program highlights that students in the standalone Preventive Medicine track and the Dual degree MD/MPH take the same course. The difference is that the Preventive Medicine track students take the MPH after they have completed the MD program whereas those in the MD/MPH program take MPH courses while they are still in the MD program (see Dual Degree Program Schedules on page 30-32 of MPH Policies and Procedures Manual in the ERF).

3. Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies listed above (1-22). If the school or program addresses all of the listed foundational competencies in a single, common core curriculum, the school or program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the school or program must present a separate matrix for each combined degree. If the school or program relies on concentration specific courses to assess some of the foundational competencies listed above, the school or program must present a separate matrix for each concentration.

Table D2-3: Assessment of Foundational Competencies

| Assessment of Competencies for MPH (all concentrations) | | |
|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Competency | Course number(s) and name(s)* | Describe specific assessment opportunity ⁿ |
| Evidence-based Approaches to Public Health | | |
| 1. Apply epidemiological methods to settings and situations in public health practice | PUBH 803: Principles of Epidemiology | PUBH 803 Exams: Students are presented with different public health practice scenarios that require them to use epidemiological methods to arrive at the correct answer. Samples of the test questions are attached. |
| 2. Select quantitative and qualitative data collection methods appropriate for a given public health context | PUBH 832: Public Health Research Methods and Ethics | CILE Research Project: Students develop a research proposal which requires a clear, concise, and self-contained title, a section that clearly defines the problem and its importance, the goals and objectives of the project, a detailed explanation of the methods to be used, outcomes of the proposed project, references, appendices, and planned outputs. |

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| 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate | PUBH 832: Public Health Research Methods and Ethics | Critical Appraisal: Students are presented with an original research article (sample provided) which they critically appraise. As part of the appraisal, they analyze the methods section where they focus on the size and appropriateness of the sample, sampling procedure and biases, what study design was employed, the materials needed for conducting the study/ collecting data, the appropriateness of the data analysis procedures, tests and software and the possibility of replicating the study. In Week 4, students prepare a case study "Females in Veterinary Medicine: Why the choice?" Using the data presented they design a qualitative study where they propose a methodology section which includes choice of qualitative approach, research population, data collection, data analysis and data presentation (<i>see syllabus for full details of the assignment</i>). |
| 4. Interpret results of data analysis for public health research, policy or practice | PUBH 832 Public Health Research Methods & Ethics & PUBH 893: Capstone (Integration) | Capstone Paper/Research: Having been exposed to quantitative and qualitative methods in PUBH 832, students prepare a paper which adopts a selected research format. The paper requires the inclusion of a results section where they interpret the findings, draw conclusions, and make recommendations to address the public health issue/ problem researched (<i>see syllabus for full details of the assignment</i>). |
| Public Health & Health Care Systems | | |
| 5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings | PUBH 805: Health Policy & Management | Quizzes: Students will be assessed on their ability to: <ol style="list-style-type: none"> 1. Differentiate organization within public health and the health care system based on their structure and functions. 2. Compare different organization structures within selected countries and internationally. Students will be evaluated on health systems around the world and their ability to compare the public health and regulatory settings in different countries (<i>see Public Health & Health Care Systems Quiz in D2.4 in the ERF</i>). |
| 6. Discuss the means by which structural bias, social inequities and racism undermine health and create | PUBH 806: Social & Behavioral Aspects of Public Health | Discussion forum (online): Students are required to read and discuss the article "Levels of racism: a theoretical framework and a Gardener's tale"; view the video "In Sickness and in wealth" and participate in the discussion forum on the means by which social inequities, structural bias and racism undermine health and create challenges to achieving health equity at the organizational, community and systemic levels (<i>see Discussion Prompt Week 2 in the Syllabus</i>). |

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| challenges to achieving health equity at organizational, community and systemic levels | | |
| Planning & Management to Promote Health | | |
| 7. Assess population needs, assets, and capacities that affect communities' health | PUBH 807: Principles of Environmental & Occupational Health | In Week 7, Students participate in a Field Trip in a local community to conduct a profile and needs assessment of the community with the aim of providing information to facilitate the development of a comprehensive Environmental Health Strategy for the island. They also participate in another of the premises of the Water and Sewerage Authority Treatment Plant with the aim of presenting the General Manager with a report of the major environmental health issues, their impact on the population and propose short- and long-term solutions to these issues. Reports are due in Week 9 and 10 respectively. |
| 8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs | <p>PUBH 806: Social and Behavioral Aspects of Public Health</p> <p>PUBH 831: Concepts, Practice & Leadership in Public Health</p> | <p>PUBH 806 Individual assignment: In Fall 2022, for Assignment 3, students are required to “develop a public health intervention to address a public health problem” This is the final assignment in Week 11 and it is an individual assignment. Students’ interventions should demonstrate cultural competence. This criteria forms part of the assessment of the assignment.</p> <p>In PUBH 831, as part of the IPT assignment students are asked the following question in their prompt in their IPT Reflective Journal log “Using your knowledge and research of the target population and first IPT meeting with the external professionals assigned to your team, what cultural considerations must be given when designing the best approaches for the desired health outcomes?” See page 22 of the PUBH 831 syllabus They are also asked to include cultural considerations within their project pitch when discussing their target population. This deliverable is submitted and assessed individually. <i>See page 21 of the PUBH 831 syllabus.</i></p> |
| 9. Design a population-based policy, program, project, or intervention | PUBH 831: Concepts, Practice and Leadership in Public Health | <p>Interprofessional Team (IPT) Assignment: in their groups, students design an intervention to address a specific public health issue that affects a selected population.</p> <p>As part of their individual IPT assignment, team members will use information from the discussions held in the first IPT meeting to propose an intervention to address the health</p> |

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| | | <p>problem. The pitch outline includes: 1. Title Slide 2. Public Health Problem 3. Proposed Intervention 4. Target population 5. Goals and Objectives 6. Communication Strategy 7. Roles 8. References</p> <p><i>(See page 21-22 of the PUBH 831 syllabus)</i></p> |
| 10. Explain basic principles and tools of budget and resource management. | PUBH 805: Principles of Health Policy & Management | <p>Group Final Presentation: In the final presentation of the policy brief student groups are required to collaborate on preparing a presentation of their policy brief with an intervention for a public health issue. This presentation includes a section on budgeting and resource management. In those sections, the student groups will present a budget and articulate the budgeting tools that were used and why that approach was chosen for this intervention. Additionally, the student will present and articulate how the resources should be managed including stewardship, human resource management, monitoring, and evaluating throughout the project from start to finish. Following the presentation, the group members will submit a summary on MyCourses highlighting how each student within the group contributed to the presentation specifically in meeting this competency. <i>(See syllabus for full description)</i></p> |
| 11. Select methods to evaluate public health programs. | <p>PUBH 805: Health Policy and Management</p> <p>PUBH 806: Social & Behavioral Aspects of Public Health</p> | <p>PUBH 805 Group Policy Memo:</p> <p>In the policy brief, student groups will critically assess a public health issue and propose a solution and recommend an effective method to evaluate the proposed public health program. The student group will highlight the pros and cons of the suggested method. The suggested method will consider various factors such as feasibility, reproducibility, effectiveness, and the ability to successfully evaluate. The students will share their proposals with their peers on the discussion forum for further discussion. Following the policy memo, the group members will submit a summary on MyCourses highlighting how each student within the group contributed to the memo specifically in meeting this competency <i>(see Policy Memo guidelines in Appendix C of the syllabus)</i>.</p> <p>PUBH 806 Program Evaluation Assignment: Each student is required to develop an evaluation plan for a public health intervention. The assignment requires them to develop indicators for the evaluation, to provide a description of the process evaluation component and a description of the outcome evaluation components <i>(See pgs. 8-9 of PUBH 806 syllabus for assignment details)</i>. Each student also completes a quiz on methods to evaluate public health programs <i>(See PUBH 806.-Methods to Evaluate Public Health Programs Quiz in D2.4 in the ERF)</i>.</p> |

| Policy in Public Health | | |
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| 12. Discuss the policy-making process, including the roles of ethics and evidence | PUBH 805: Health Policy & Management | Quizzes: Students will be assessed on their ability to delineate how policies are developed. Students will be evaluated on their ability to highlight the roles and process of the legislative and regulatory bodies. The student's understanding of the role of ethics in the policy-making process will also be assessed. (<i>See PUBH 805-Policy Making Process Quiz in D2.4 in the ERF</i>). |
| 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes | PUBH 806: Social & Behavioral Aspects of Public Health | Case Study Discussions (Online Discussion): Students select one of the case studies provided in the CDC (2021) document below (CDC, 2021) and discuss the strategies and tools used to identify stakeholders and build/strengthen coalitions and partnerships for influencing public health outcomes related to tobacco prevention and control. CDC. (2021). Best Practices User Guide: Partnerships in tobacco Prevention and Control. https://www.cdc.gov/tobacco/stateandcommunity/guides/pdf/s/best-practices-partnership-user-guide-508.pdf . (<i>See Discussion Prompt Week 9 in the Syllabus</i>). |
| 14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations ³ | PUBH 805: Health Policy & Management | Group Policy Brief: Student groups will create a policy brief advocating for a policy to address the identified public health issue from the policy memo. This policy brief will include detailed recommendations and the impact on various stakeholders. Student groups will present evidence-based findings which highlight the importance of addressing the issue. Student groups will be required to include key findings and a summary in the policy brief. Students will be encouraged to publish their Policy Brief in the PAHO (Pan American Health Organization) Journal of Public Health. Following the policy brief, the group members will submit a summary on MyCourses highlighting how each student within the group contributed to the brief specifically in meeting this competency (<i>See syllabus for full details of the assignment</i>). |
| 15. Evaluate policies for their impact on public health and health equity | PUBH 805: Health Policy and Administration | Discussion Forum: Following the submission of policy memos to the discussion forum, students will engage in discussion with their peers about the identified public health issue. During the discussion, students will discuss the proposed policy solution and evaluate the impact on public health and health equity. Students will be prompted to consider political, social, and economic factors related to the implementation of the proposed solution. Students will be prompted to consider how different groups may be affected by the policy and any unintended consequences (<i>See syllabus for full description</i>) |
| Leadership | | |

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| 16. Apply leadership and/or management principles to address a relevant issue. | PUBH 805: Health Policy and Management | Group Policy Brief: Student groups will create a policy brief advocating for a policy to address the identified public health issue from the policy memo. This activity fosters collaboration and provides students with the opportunity to enhance their leadership skills while problem solving. Students will contribute to their groups' success by applying principles of leadership within their group activities. Following the policy brief, the group members will submit a summary on MyCourses highlighting how each student within the group contributed to the brief specifically in meeting this competency (<i>See syllabus for full details of the assignment</i>). |
| 17. Apply negotiation and mediation skills to address organizational or community challenges | PUBH 807: Principles of Environmental Health | Environmental Dispute Resolution Assignment: Students are presented with a case/ scenario which involves the use of a river by different constituents. As part of a developmental project in the area a conflict surrounding the environmental implications of the project arose. A series of public consultations have been organized with the hope of resolving the conflict. As concerned stakeholders, students are requested to participate. The assignment requires students to select, consult with, and represent one of the stakeholder groups and present their position on the construction and operation of the developmental project, via video. During the consultation students are required to discuss the vision and mission of the stakeholder group, the ways in which the developmental project would interfere with that mission and vision, the possible positive and negative outcomes and to propose an alternative action plan. The assignment is due in Week 5 (<i>see Dispute Resolution Assignment Guidelines in the syllabus</i>). |
| Communication | | |
| 18. Select communication strategies for different audiences and sectors | PUBH 831: Concepts, Practice and Leadership in Public Health | <p>Interprofessional Team (IPT) Assignment: Students design an intervention to address a specific public health issue that affects a selected population. In the section "Proposed intervention," students choose various communication strategies for their selected interventions. Guidelines are presented in Appendix D of the enclosed syllabus.</p> <p>In PUBH 831: Students are asked to submit the following as part of their IPT individual assignment.</p> <p>Team members will use information from the discussions to select a communication strategy for the target audience when pitching their proposal. "Select a communication strategy that would help with achieving the goals and objectives stated for the target population. State the key</p> |

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| | | message, the communication channels used and an appropriate timeline for delivery.” <i>See page 21 of the PUBH 831 syllabus.</i> |
| 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation | <p>PUBH 831: Concepts, Practice and Leadership in Public Health</p> <p>PUBH 807: Principles of Environmental Health</p> | <p>PUBH831: Interprofessional Team (IPT) Assignment:</p> <p>Students are asked in PUBH 831 as part of the IPT assignment to create and deliver an oral presentation (as a team) and a written document as part of their Final Output. The deliverables are individually assessed. See full details on page 23 of the PUBH 831 syllabus.</p> <p>PUBH 807: In Week 7, Students participate in a Field Trip in a local community to conduct a profile and needs assessment of the community to provide information to facilitate the development of a comprehensive Environmental Health Strategy for the island. They also participate in another Water and Sewerage Authority Treatment Plant premises to present the General Manager with a report on the major environmental health issues that impact the population and propose short- and long-term solutions. Reports are due in Week 9 and 10, respectively.</p> |
| 20. Describe the importance of cultural competence in communication | PUBH 806: Social & Behavioral Aspects of Public Health | <p>Video Discussions (Online Discussion): Students analyze each of the videos, ‘<i>Disease Warriors</i>’ and <i>Success in Togo</i>, and describe the importance of cultural competence in communicating public health information. (<i>See Discussion Prompt Week 6 in the PUBH 806 Syllabus</i>).</p> |

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| g public health content | | |
| Interprofessional and/or Intersectoral Practice | | |
| 21. Integrate perspectives from other sectors and/or professions to promote and advance population health. | PUBH 831: Concepts, Practice & Leadership in Public Health | <p>Interprofessional Team (IPT) Assignment: students design an intervention to address a specific public health issue that affects a selected population. Students engage with professionals from various sectors, integrating this knowledge and perspectives to create suitable interventions. These professionals are involved in ongoing PH-related projects, ranging from Vector-borne diseases, Nation Health Insurance, HIV/AIDS and Community Disaster Preparedness to Domestic Violence in Grenada, Breastfeeding in the Bahamas, Diabetes, Obesity, Climate Resilience, Water quality issues, and marijuana legalization. The final products are presented to the stakeholders and entities for refining and implementation. Guidelines are presented in Appendix D of the enclosed syllabus.</p> <p>Interprofessional Team (IPT) Assignment: The program has established working relations with several professionals with varied backgrounds. These students engage with these professionals in interprofessional teams integrating their knowledge and perspectives to create an intervention suitable to the target population. In this assignment, students design an intervention to address a specific public health issue that affects a selected population. The students are evaluated on their communication, ability to collaborate, and accountability within the team. Interventions are pitched, and final products are presented to the stakeholders and entities for refining and implementation. Reflective Journal Log: On an individual basis, students are given journal prompts to reflect on their experiences throughout the IPT process.</p> |
| Systems Thinking | | |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative. | PUBH 858: One Health: Public Health Applications | <p>Systems Thinking Assignment: Students are exposed to Systems Thinking tools in their first semester of the MPH program, in PUBH 831-Concepts, Practice & Leadership in Public Health (4 hours of lecture). The tools are revisited in their second semester during PUBH 858-One Health: Public Health Applications (Week 1). The Systems Thinking assignment is completed in PUBH 858 with the application of the Causal Loop Analysis tool. For this assignment, students are required to identify a global environmental hazard (problem variable). They then examine the effects of this hazard on human and animal population health, with focus on a pre-determined locality. They are required to discuss the impact of varying components of natural and</p> |

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| | | anthropogenic systems that affect the progression of this hazard on human and animal population health. Using Causal Loop Analysis, students model diagrammatically and descriptively how the selected problem variable and identified components of natural and anthropogenic systems are interrelated, the students explore the relationship between varying components of natural and anthropogenic systems that affect the progression of this hazard on human and animal population. The students also propose solutions to adapt, mitigate and/ or remediate the selected hazard based on the relationship between critical components identified. |
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4. Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D2-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

The syllabus for each of the courses identified in Table D2-3 above provides guidelines/ expectations for the different assessments presented. Course syllabi also have grading rubrics for each component of a graded element of the courses. The syllabus for each course is provided in the Course Syllabi in D2.3 in the ERF.

5. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has a distinct list of foundational competencies and other learning experiences which contribute to the award of the MPH program.
- The program has distinct lists of track specific courses which allow the program to award MPH degrees in specific track concentrations.
- The program has a distinct list of courses for its dual/combined degree options.
- The program has courses and specific opportunities for each of the foundational competencies.
- The program has a syllabus for each of its courses which provide clear guidelines and rubrics for the assessments highlighted.

Weaknesses

- Not Applicable.

Plans for Improvement

- Not applicable

D3: DrPH FOUNDATIONAL COMPETENCIES

This criterion is not applicable.

D4: MPH & DrPH CONCENTRATION COMPETENCIES

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justifies awarding a degree in the designated concentration (or generalist degree) and differentiates the degree from other concentrations offered by the unit, if applicable.

The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals validate the student's ability to perform the competency.

Except for cases in which a program offers only one MPH or one DrPH concentration in the unit of accreditation, assessment opportunities must occur in the didactic courses that are required for the concentration.

If the program intends to prepare students for a specific credential (e.g., CHES/MCHES) that has defined competencies, the program documents coverage and assessment of those competencies throughout the curriculum.

- 1. Provide a matrix, in the format of D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree including combined degree options, and indicate at least one assessment activity for each of the listed competencies. Typically, the school or program will present a separate matrix for each concentration.*

Table D4-1: Assessment of Concentration Competencies

| Assessment of Competencies for MPH in Global Health Concentration | | |
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| Competency | Course number(s) and name(s) | Describe specific assessment opportunity ^a |
| 1. Apply global principles, and monitoring and evaluation techniques to strengthen global health strategies and outcomes. | <p>PUBH 862: Fundamentals of Global Health</p> <p>PUBH 859: Sexual and Reproductive Health and Rights</p> | <p>Individual Assignment: <i>Apply global health principles:</i> students are required to write a 5-page discussion on, “The impact of the COVID-19 pandemic on globalization: Challenges and opportunities” (<i>see syllabus for full details</i>).</p> <p>Individual student component of Final Team Project-Monitoring and Evaluation Techniques: Each student will create a monitoring and evaluation plan for an intervention they developed to address a global health SRHR problem (e.g., access to family planning; access to comprehensive sexuality education). <i>See full assignment guidelines in the syllabus.</i></p> |

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| | | raised by key actors that might have affected negotiations of the IHR? |
| 3. Evaluate barriers and propose evidence-based solutions to public health problems in low and middle income countries. | PUBH 862: Fundamentals of Global Health | <p>Individual Assignment: Read the case study titled, “Mali: Hunger, Harassment and Hope” at https://www.concernusa.org/content/uploads/2015/03/global_hunger_index_2015_-_case_studies.pdf and answer the following questions:</p> <ol style="list-style-type: none"> Create a conceptual model showing the interrelated factors associated with food insecurity and the outcomes for the people described in the case. Evaluate two strategies that were used to address food insecurity and identify the stakeholders who were involved. Discuss three additional evidence-based solutions for the people of Mali to address food insecurity. Provide justification for each proposed solution. Describe one limitation of each of the proposed solutions. <p><i>See full assignment guidelines in the syllabus.</i></p> |
| 4. Apply the principles of community engagement in diverse and vulnerable populations to strengthen the role of communities in responding to global health problems at the local and national levels | PUBH 857: Community Health, Culture and Empowerment | <p>Individual Assignment: Community Based Participatory Research (CBPR) & Healthy Public Policy: Making and Using a Power Map:</p> <ol style="list-style-type: none"> Briefly discuss a real or hypothetical policy you would like to see enacted to |

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| | | <p>address a problem identified in a diverse or vulnerable community in which you conducted your windshield tour or in any other diverse or vulnerable community.</p> <p>b) Create a power map to better understand the policy environment for the issue that you have selected and explain the role of each stakeholder displayed on the map.</p> <p>c) Identify the three most important individuals and/or organizations (stakeholders), from the power map you developed, to influence. Justify your choices.</p> <p>d) Using the CBPR policy model, identify and explain where in the policy-making process is the leverage point of action (for example, agenda setting, modifying an existing policy to include equity-oriented provisions etc.).</p> <p>e) Discuss two (2) strategies that your community partnership can take to strengthen your allies (as illustrated on your power map) and help bring about the change you seek.</p> <p>Discussion Forum: Briefly describe a diverse/vulnerable community that you want to make entry into, but with which you are not familiar, in order to help organize</p> |
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| | | <p>and build the community. Discuss the steps you would take to gain entry into the community and then to organize the community. <i>These details are provided in the syllabus.</i></p> |
| <p>5. Apply social justice and human rights principles to global health problems among diverse, underserved, marginalized and vulnerable populations.</p> | <p>PUBH 859: Sexual and Reproductive Health and Rights</p> | <p>Individual Assignment: You work for an international development agency concerned about protecting, promoting and fulfilling (e.g., human rights) SRHR and social justice during the COVID-19 pandemic. You have been tasked to write a policy and program brief for the Minister for Health based on available evidence and best practices, on how social justice and human rights issues can be addressed to promote SRHR during the COVID-19 pandemic among diverse and vulnerable populations (e.g., LGBTQI populations, people with a disability, adolescents, migrants/refugees, sex workers, women, rural populations, indigenous populations, etc.). <i>See full assignment guidelines in the syllabus.</i></p> <p>Discussion Forum: How easy or difficult do you think it will be to apply principles of social justice, human rights, and gender equality to SRHR programs, policies, and research if such principles are not enshrined in a country's</p> |

| | | constitutional or legal framework? Use a specific principle to illustrate your position. <i>See full assignment guidelines in the syllabus.</i> |
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| Assessment of Competencies for MPH in Veterinary Public Health & DVM/MPH Concentration | | |
| Competency | Course number(s) and name(s) | Describe specific assessment opportunity ⁿ |
| 1. Identify and evaluate microbial hazards of animal origin to human health such as: zoonotic diseases; animal-associated food borne diseases; potential bio-agroterrorism agents, foreign animal disease. | PTHB 503: Veterinary Bacteriology/Mycology PTHB 505: Veterinary Parasitology PTHB 510: Veterinary Public Health | PTHB 503: Mandatory laboratory sessions and examination on microbial culture, gram staining, identification, and antibiotic sensitivity testing. -Wet lab final exam: Interpretation of PCR results from processed clinical samples. PTHB 505: Students are examined on knowledge of parasites that present the greatest zoonotic concern and be able to identify public health implications of the major zoonotic parasites at the <i>midterm and final examinations</i> . PTHB 510: Students in their <i>midterm and final examinations</i> apply the One Health Concept to the professional responsibilities of the veterinarian in promoting human, animal, and environmental health. |
| 2. Select appropriate governmental regulations and professional practice standards for addressing animal-associated human health risks. | PTHB 503: Veterinary Bacteriology/Mycology PTHB 510: Veterinary Public Health | PTHB 503: <i>Midterm and Final Examinations</i> – MCQs based scenarios for countries to adopt and apply policies and procedures in its management of zoonotic |

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| | | <p>and diseases of economic interests.</p> <p>PTHB 510: Students are examined using MCQ questions at the midterm and final schedule to identify the requirements of US and international agencies such as the OIE, as they relate to the veterinarian's role in reporting notifiable diseases based on geographical location. Students are also evaluated on their ability to identify the main U.S. Federal agencies involved in public health administration.</p> |
| <p>3. Apply appropriate principles of veterinary medicine for the investigation and surveillance of animal-associated public health problems.</p> | <p>PTHB 503: Veterinary Bacteriology/Mycology</p> <p>PTHB 510: Veterinary Public Health</p> <p>PTHB 512: Veterinary Immunology</p> | <p>PTHB 503: Students are examined at midterm and final stages on their competency and practical applications of microbial isolation, identification, and its antibiotic sensitivity testing. Polymerase Chain Reaction PCR and serology for interpretation and diagnostics at the laboratory is also performed.</p> <p>PTHB 510: Students are expected to be able to recall and apply the content in the prevention and control Food Safety, Zoonoses, Emerging Zoonoses through MCQ midterm and final examinations.</p> <p>PTHB 512: Mid-term and Final Examinations where students are examined using MCQs to: Describe, interpret, and predict the</p> |

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| | | results of immunodiagnostic tests, antibody results for passive transfer, failure of passive transfer, primary/secondary immune responses to infection/vaccination. |
| 4. Determine appropriate prevention and control strategies for animal-associated human health risks. | <p>PTHB 503: Veterinary Bacteriology/Mycology</p> <p>PTHB 505: Veterinary Parasitology</p> <p>PTHB 510: Veterinary Public Health</p> <p>PTHB 512: Veterinary Immunology</p> | <p>PTHB 503: Students are examined on treatment and the control measures of the microbial organisms of veterinary and public health significance at the midterm and final MCQ based examinations.</p> <p>PTHB 505: Students are examined at the midterm and final stages using MCQs on treatment and control strategies for the most important parasites of veterinary and zoonotic importance. Students' knowledge of which parasites present the greatest zoonotic concern and be able to identify the public health implications as well as prevention and control strategies of the major zoonotic parasites are also tested.</p> <p>PTHB 510: 3. Students are tested in the MCQ based midterm and final examinations on their knowledge as a veterinarian in working with public health officials in the prevention and control of zoonotic diseases such as COVID-19, Ebola Virus Disease (EVD) and food-borne diseases of animal origin</p> |

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| | | <p>PTHB 512: At midterm and final examinations, disease screening and surveillance strategies for prevention and control are examined where students given the sensitivity/specificity of specific diagnostic tests to interpret and identify which test is most useful to use in a given scenario. Students are also expected to describe, interpret, and predict the results of immunodiagnostic tests, antibody results for passive transfer, failure of passive transfer, primary/secondary immune responses to infection/vaccination. Students' understanding of the immunologic bases of immunology-based diagnostic assays and to correctly interpret results is also assessed. Students are also tested on understanding specificity and sensitivity of a test and the need for positive and negative controls for diagnostic tests.</p> |
| Provide advice to stakeholders (pet owners, farmers) on animal associated risk prevention and control for humans. | <p>PTHB 503: Veterinary Bacteriology/Mycology</p> <p>PTHB 505: Veterinary Parasitology</p> <p>PTHB 510: Veterinary Public Health</p> | <p>PTHB 503: Students are tested at midterm and final exams on their ability to demonstrate knowledge and application of agent, host and environment interactions when providing advice towards prevention and control to stakeholders on animal associated diseases.</p> <p>PTHB 505: Midterm and final examinations requires for students to determine</p> |

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| | | <p>the various ways in which animals become infected with parasites. Examination of parasitic life cycles and the role that humans and the environment play as part of the life cycle is assessed with particular reference to mitigate diseases through behavioral and environmental management.</p> <p>PTHB 510: Examination questions at midterm and final include the role of veterinarians in applying principles of ante and postmortem inspection to determine disposition of animal food sources for human consumption and promote human slaughter procedures. Questions also require students apply principles of animal behavior, animal welfare, ethical behavior in animal care and client relations and awareness of guidelines, legislation and practices for effective animal and human health.</p> |
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Assessment of Competencies for MPH in Epidemiology Concentration

| Competency | Course number(s) and name(s) | Describe specific assessment opportunity ⁿ |
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| 1. Construct a public health surveillance system to identify outbreaks and important health indicators utilizing credible evidence | PUBH 843: Infectious Disease Epidemiology | <p>Exams, Quizzes, take home assignment (Analysis of data to formulate and monitor public health policy) 1. Complete a disease detectives exercise from the Center for Disease Control and Prevention, 2. Case Study: Something Fishy!!!</p> |

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| | | <p>A graduate public health student requested a medical leave of absence on a Monday morning for an examination for the course Infectious Disease Epidemiology. The student complained of having abdominal pain, fever, chills, nausea, blood in feces and feeling dehydrated. The student noted on the previous Friday evening to visiting the Fish Friday festival in Gouyave, Grenada and consuming a shrimp kebab, fish soup and locally made ice-cream. The student did not report any of the presenting symptoms during the Saturday or Sunday of the weekend but subsequently woke up on Monday morning for the examination with the presenting complaints. A. List possible zoonotic agents that the student may have been exposed to, B. What was the possible food source for the food borne disease? C. What was the most likely zoonotic diseases agent and why? D. Identify control measures that you would enforce to prevent further cases of the food borne disease 2) Case Study: The After Lunch</p> <p>Students from the course Infectious Disease Epidemiology while attending a session identified with an infectious condition that was being</p> |
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| | | <p>presented. Some students related to experiencing occasional episodes of watery diarrhea, nausea, vomiting and abdominal discomfort throughout the summer 2012 term. Eventually, without seeking any medical management, the condition would usually subside. The students who complain about the presenting complications all share a common behavior of purchasing food from vendors in the food court next to the Alumni Lecture Hall venue. Additionally, symptoms usually occur within on afternoon from consuming the purchased food.</p> <p>A. List the possible infectious agent that can be implicated in the case of the "After Lunch." B. What risk factors are associated with the identified infectious agent in (A.) above? C. Describe the most likely scenario that would lead to the food borne disease described. D. Identify prevention measures that you would recommend to the vendors in the courtyard.</p> <p>Infectious Disease intervention Assignment (Group Assignment)</p> <p>Find a peer-reviewed journal article published within the last 10 years in which an infectious disease discussed in class is used. Note that website articles are not considered to be</p> |
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| | | <p>peer-reviewed and will not be acceptable. The article MUST be public health related and can be based on research or practice. The report must be no longer than 2 pages and must provide answers or responses to the following questions or issues.</p> <p>Missing, or incorrectly stating, any of the first 2 items will cause grading to be aborted.</p> <ol style="list-style-type: none"> 1. What is the name of the article? 2. What type of the intervention method (primary, secondary or tertiary) was used in the article? 3. Why is this article appropriate for this assignment? 4. What is the result of the intervention? 5. What are the pre- and post- intervention assessments? 6. What alternative intervention method could have been used for the same infectious disease? 7. Summarize the design of the interventions and how it was carried out (e.g., focus group, etc.). <p><i>See details in PUBH 843 in D4.3 in the ERF.</i></p> |
| 2. Formulate and test hypotheses by examining empirical evidence. | PUBH 813: Chronic Disease Epidemiology | <p>Quizzes, take home assignment (Stimulates critical thinking available evidence, generation of testable hypotheses toward selecting appropriate</p> |

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| | | <p>methodologies and designs for collecting the evidence)</p> <p>1. Quiz - Use of Epi Info in the development of data collection tools</p> <p>2. Home Assignment - Propose two data analysis projects using primary and secondary data to test hypotheses. The data analysis proposal must clearly state the research question, a source for the dataset to be analyzed, and how these data can be expected to answer the question. <i>See details in PUBH 813 in D4.3 in the ERF.</i></p> |
| 3. Design intervention strategies to promote public health practice | PUBH 813: Chronic Disease Epidemiology | <p>Quizzes, take home assignment (Application of the scientific method in conducting public health research. Application of data management practices in the design of data collection tools, and the selection of study designs for collection of data.).</p> <p>1. Quizzes - Use of Epi Info in the development of data collection tools, entering data, data analysis and visualization of data.</p> <p>2. Home Assignment - Propose a study design to collect primary data, the data management and statistical analysis plan. The data analysis proposal must clearly state the research question, a source for the dataset to be analyzed, and how these data can be</p> |

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| | | <p>expected to answer the question. <i>See details in PUBH 813 in D4.3 in the ERF.</i></p> |
| <p>4. Demonstrate how an epidemiologic approach provides inference on causes and correlations of diseases.</p> | <p>PUBH 835: Practical Data Management & Analysis</p> | <p>Quizzes, take home assignment (Application of the scientific method in conducting public health research.)</p> <p>1. Quizzes - Use of Epi Info in the development of data collection tools, entering data, data analysis and visualization of data.</p> <p>2. Home Assignment - Preparation of a scientific abstract that summarizes the results and inferences of the statistical analyses <i>See details in PUBH 835 in D4.3 in the ERF.</i></p> |
| <p>5. Determine the most appropriate epidemiologic study design to investigate different hypotheses</p> | <p>PUBH 835: Practical Data Management & Analysis</p> | <p>Quizzes, take home assignment (Application of the scientific method in conducting public health research. Application of data management practices in the design of data collection tools, and the selection of study designs for collection of data.).</p> <p>1. Quizzes - Use of Epi Info in the development of data collection tools, entering data, data analysis and visualization of data.</p> <p>2. Home Assignment - Propose a study design to collect primary data, the data management and statistical analysis plan. The data analysis proposal must clearly state the research question, a source for the dataset to be analyzed, and how these data can be</p> |

| | | <i>See details in PUBH 842 in D4.3 in the ERF.</i> |
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| Assessment of Competencies for MPH in Environmental & Occupational Health Concentration | | |
| Competency | Course number(s) and name(s) | Describe specific assessment opportunity ⁿ |
| 1. Formulate interventions for environmental and occupational factors which adversely affect the health of humans. | PUBH 849: Environmental Toxicology | <p>Two-part assignment:</p> <p>1. Toxicological Profile - Student develop a toxicological profile which evaluates, summarizes, and interprets available toxicological and epidemiological information on a substance. This profile includes a description of all relevant physical and chemical characteristics of the selected toxicant along with details on its interactions with other toxicants that may affect its potential for toxicity. Also included in the profile is a toxicokinetic and toxicodynamic overview of the selected substance. Finally, students will provide evidenced based recommendations for the protection of public health.</p> <p>2. Public Health Statement - Key findings from the toxicological profile will be presented to non-specialist stakeholders via oral presentations. Emphasis is placed on the students' communication skills and ability to disseminate complex scientific findings in a relevant, relatable, and understandable form. <i>See full assignment description</i></p> |

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| | | <i>in PUBH 849 in D4.3 in the ERF.</i> |
| 2. Synthesize and critically evaluate environmental or occupational literature to draw appropriate conclusions about the results. | PUBH 837: Environmental Sustainable Development | <p>1. Read document titled <i>From the MDGs to Sustainable Development for All: Lessons from 15 Years of Practice, read Annex 3 –Sustainable Development Goals.</i> Discuss how the state of the environment can impact on achieving two Sustainable Development Goals (max: 300 words). Then develop a detailed graphical image, showing a cycle of the relationship between anthropogenic activities, impacts on the environment, impacts on achieving one of the two Sustainable Development Goals (referred above) and the impact on population health.</p> <p>2. At the end of the term, students will produce and present an electronic poster showcasing their own concepts, perspectives, reflections, and solutions to promote and enable the objectives of sustainable development. The presentation should demonstrate students' appreciation for evidence-based and solution-driven approaches in resolving any environmental problem that the student chooses to focus on. The scope of the environmental problem may be global, regional, or local. The posters will be displayed along with a</p> |

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| | | <p>presentation for 15 minutes (max.) to an audience. Students also have the option of printing the posters for display before and after the presentation and may consider presenting at a conference or other forum. To present the poster, a full paper and abstract must also be developed to accompany submission. <i>See full assignment description in PUBH 837 in D4.3 in the ERF.</i></p> |
| <p>3. Evaluate and relate how regional and internationally accepted legislative frameworks, conventions, and protocols impact on environmental and occupational health outcomes.</p> | <p>PUBH 837: Environmental Sustainable Development</p> | <p>Students reflect on their journey in this course. In a roundtable discussion with an interprofessional team, they share how the materials covered in this course is relevant to their career/planned career. Student are required to identify two unsustainable practices in the field that they work in/plan to work in and explain what challenges they might encounter in addressing these practices. Then they discuss what approaches they can take to address the situation to contribute to a sustainable environment. Lastly, they suggest ways in which they can collaborate with the different professions to achieve environmental sustainable development. <i>See full assignment description in PUBH 837 in D4.3 in the ERF.</i></p> |
| <p>4. Apply interdisciplinary approaches to resolve environmental health problems</p> | <p>PUBH 837: Environmental</p> | <p>Students will engage with an interdisciplinary team of professionals in a round</p> |

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| | Sustainable Development | <p>table discussion session. Each student is required to demonstrate ability to actively and effectively engage in discussions that pertain to the Sustainable Development Agenda (2015-2030) as well as issues and solutions for communities. The students should demonstrate how the materials covered in the course are relevant to their career or planned career. Each student will also identify unsustainable environmental practices in the field and explain what challenges they expect to encounter in addressing the challenges. <i>See full assignment description in PUBH 837 in D4.3 in the ERF.</i></p> |
| 5. Apply risk management tools to calculate population risk profiles | PUBH 849: Environmental Toxicology | <p>Application of a Human Health Risk Assessment (HHRA) toolkit: Students complete a risk assessment based on the description and data of a given polluted site. This activity includes an evidence-based hazard identification, relevant guidance values from local or international organizations and explanations of all assumptions about dose and exposure. Additionally, an exposure assessment comparing the estimated daily exposure to local or international guideline values along with a characterization of risk for identified populations is also performed. <i>See full</i></p> |

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| | | <i>assignment description in PUBH 849 in D4.3 in the ERF.</i> |
| 6. Appraise and integrate environmental sustainability principles as a cross-cutting theme in project management, development, and evaluation. | PUBH 852: Environmental Health Management | <p>Final Paper Presentation: Students review the documentary titled, <i>Dirty Energy</i>, produced by CNN about children mining cobalt at http://edition.cnn.com/interactive/2018/05/africa/congo-cobalt-dirty-energy-intl/. The documentary was produced by CNN based on concerns about child labor and health and safety in cobalt mining projects. Investors, however, may be less concerned about the impact of the project on environmental health.</p> <p>Students respond to the following scenario: As an Environmental Health Officer, you are asked to do a risk assessment (<u>focusing on respiratory exposure</u>) to provide information to inform the Government's plan to ban children from living and working in cobalt mines. You are required to do a powerpoint presentation to the Minister with responsibility for Health and the Environment. The Minister is concerned about exposures to lead, mercury, and zinc from the nearby smelter.</p> <p>Part 1 – Paper 1. Provide a brief summary of the issue based on the</p> |

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| | | <p>documentary (1/2 page).</p> <p>2. Apart from the effects related to exposure through inhalation, identify and explain <u>one</u> other potential environmental health problem that may arise from living and working in this community (1/2 page).</p> <p>3. Provide a brief summary about the potential adverse health effect(s) associated with exposure through inhalation of the chemical you were assigned below.</p> <p>4. Develop a roadmap/flow chart to assess risk for the individual from exposure to the chemical <u>you were assigned. Follow the path marked for chemicals that are hazardous.</u> Model practices/behaviors of the individual in the community setting.</p> <p>5. Show all calculations used in the risk assessment.</p> <p>6. Include/report all assumptions about behaviors/practices that are considered in the calculations.</p> <p><i>See full assignment description in PUBH 837 in D4.3 in the ERF.</i></p> |
| Assessment of Competencies for MPH in Health Policy & Administration Concentration | | |

| Competency | Course number(s) and name(s) | Describe specific assessment opportunity ⁿ |
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| 1. Analyze the steps and procedures in the design, implementation, and evaluation of empirically supported interventions and policies that are directed towards identified public health issues. | PUBH 851: Foundations in Health Policy Analysis | <p>1. Quizzes: Students will receive 4 quizzes throughout the term which covers the required readings for Weeks 2, 3, 5 & 6. <i>See 851 Quiz in D4.3 in the ERF.</i></p> <p>2. Policy Analysis: Students will conduct a policy analysis using one of the frameworks provided. This paper will require students to perform a thorough analysis of the public health problem including implementation challenges, stakeholder analysis, the role of the Government and other related concepts covered in the course. <i>See Appendix D of the enclosed syllabus.</i></p> |
| 2. Think critically, and creatively propose solutions related to health policy, management and health promotion programming for the issues of global importance. | PUBH 839: Principles of Healthcare Management | <p>1. Reflective Journal Entries: 6 in total - (3) in Weeks 2-4 & (3) in Weeks 7-10 which require engagement, critical thought, and reflection on materials covered.</p> <p><i>See Appendix A of the syllabus in the ERF.</i></p> <p>2. Paper & Presentation: Students are required to identify and address a current health care management problem in a chosen location including the expected outcomes, implications, and recommendations.</p> |

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| <p>3. Appraise professional and ethical issues related to stakeholder participation in the assessment and prioritization of community and population needs on a global scale.</p> | <p>PUBH 851: Foundations in Health Policy Analysis</p> | <p>1. Quizzes: Students will receive 4 quizzes throughout the term which cover the required readings for Weeks 2, 3, 5 & 6.</p> <p><i>See 851 Quiz in D4.3 in the ERF.</i></p> <p>2. Formal Oral Presentation: This assignment is a follow-up to the policy memo. The student will elaborate on the public health problem and solutions identified in the memo. Additionally, the presentation will entail evaluative criteria, alternative options, analysis, and recommendations.</p> <p>3. Policy Analysis: Students will conduct a policy analysis using one of the frameworks provided. This paper will require students to perform a thorough analysis of the public health problem including implementation challenges, stakeholder analysis, the role of the Government and other related concepts covered in the course.</p> <p><i>See Appendices A, C, and D of the enclosed syllabus for full details.</i></p> |
| <p>4. Evaluate the efficiency of public health policy using economic concepts.</p> | <p>PUBH 854: Health Economics</p> | <p>1. Position Paper: Students are required to examine critically the relevance of health economics in the health care market.</p> <p>2. Critical Appraisal of Economic Evaluation</p> |

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| | | Paper: Students are expected to apply an economic evaluation checklist to papers to critique whether a full economic evaluation was complete, and then draw conclusions on the cost-effectiveness of health care programs and interventions. |
| 5. Identify market failures in the market for public health activities and health care. | PUBH 854: Health Economics | 1. Question Paper on Supplier-Induced Demand (SID): Students are required to explore market failures that exist in the health care market and understand what it means, and how it can be addressed. |
| 6. Evaluate the role leadership plays in management, collaboration, and guiding decision making. | PUBH 844: Leadership and Decision Making | <p>1. Journal Entries: There are 4 entries- 3 written and the last is a presentation. Each entry has a specific topic to be covered, for students to personally reflect on the material taught in class, additional resources and any other related material that impacts the student (e.g., quote, picture, news/journal article, etc.). <i>See Appendix A of the syllabus in the ERF.</i></p> <p>2. Leadership Interview Presentation: Students must identify a public health leader and conduct an interview on the challenges and opportunities for leaders working in public health.</p> |
| Assessment of Competencies for MPH in Preventive Medicine Concentration | | |
| Competency | Course number(s) and name(s) | Describe specific assessment opportunityⁿ |

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| <p>1. Apply biological principles to the development and implementation of prevention, control, or management programs.</p> | <p>BPM 502: Basic Principles of Medicine & PCM 501: Principle of Clinical Medicine 1</p> | <p>Midterm and final examinations using MCQs to evaluate students' knowledge and application of materials presented in lectures relating to health promotion, prevention, control and management.</p> <p>Weekly interactive multiple-choice questions (IMCQs) on lecture materials relating to the competency that is covered for the week. (Formative Assessment).</p> <p>Small Group activities (SG): Students read scientific articles relating to lectures and competencies and discuss articles and tested during SG sessions on weekly basis (Formative assessment).</p> <p>Directed Learning Activities (DLAs); Students are tested on video materials. <i>See full details in in PUBPM 502 and PCM 500 in D4.3 in the ERF.</i></p> |
| <p>2. Apply general biological, microbiological, and parasitological concepts into public health research and practice</p> | <p>BPM 502: Basic Principles of Medicine & PCM 501: Principle of Clinical Medicine 1</p> | <p>Midterm and final examinations using multiple choice questions (MCQs) are used to evaluate students' knowledge and application of materials presented in lectures relating to the characteristics of bacterial, parasitological and fungal diseases of public health significance and research</p> |

| | | |
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| | | <p>design methods for investigating population-based diseases.</p> <p>Weekly interactive multiple-choice questions (IMCQs) on lecture materials relating to the competency that is covered for the week. (Formative Assessment).</p> <p>Small Group activities (SG): Students read scientific articles relating to lectures and competencies and discuss articles and tested during SG sessions on weekly basis (Formative assessment).</p> <p>Directed Learning Activities (DLAs); Students are tested on video materials. <i>See full details in PUBPM 502 and PCM 500 in D4.3 in the ERF.</i></p> |
| 3. Discuss the ethical and social issues implied by public health biology | BPM 502: Basic Principles of Medicine & PCM 501: Principle of Clinical Medicine 1 | <p>Midterm and final examinations using multiple-choice questions (MCQs) to evaluate students' knowledge and application of materials presented in lectures pertaining to clinical social and ethical issues.</p> <p>Small Group activities (SG): Students read scientific articles relating to lectures and competencies and discuss articles and tested during SG sessions on weekly</p> |

| | | |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>basis (Formative assessment).</p> <p>Directed Learning Activities (DLAs); Students are tested on video materials.</p> |
| 4. Apply evidence-based medicine concepts to inform public health policies and regulations. | <p>BPM 502: Basic Principles of Medicine</p> <p>PCM 501</p> | <p>Midterm and final examinations using multiple choice questions (MCQs) are used to evaluate students' knowledge and application of materials presented in lectures relating to public health policies and regulations.</p> <p>Weekly interactive multiple-choice questions (IMCQs) on lecture materials relating to the competency that is covered for the week. (Formative Assessment).</p> <p>Small Group activities (SG): Students read scientific articles relating to lectures and competencies and discuss articles and tested during SG sessions on weekly basis (Formative assessment).</p> <p>Directed Learning Activities (DLAs); Students are tested on video materials. <i>See full details in BPM 502 in D4.3 in the ERF.</i></p> |
| 5. Discuss public health's unique characteristics and contributions to preventive medicine | BPM 502: Basic Principles of Medicine | <p>Midterm and final examinations using multiple choice questions (MCQs) are used to</p> |

| | | |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>evaluate students' knowledge and application of materials presented in lectures relating to nutrition, and physical activity in terms of disease development, progression, and prevention.</p> <p>Weekly interactive multiple-choice questions (IMCQs) on lecture materials relating to the competency that is covered for the week. (Formative Assessment).</p> <p>Small Group activities (SG): Students read scientific articles relating to lectures and competencies and discuss articles and tested during SG sessions on weekly basis (Formative assessment).</p> <p>Directed Learning Activities (DLAs); Students are tested on video materials.</p> <p><i>See full details in in BPM 502 in D4.3 in the ERF.</i></p> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

D5: MPH APPLIED PRACTICE EXPERIENCES

MPH students demonstrate competency attainment through applied practice experiences.

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

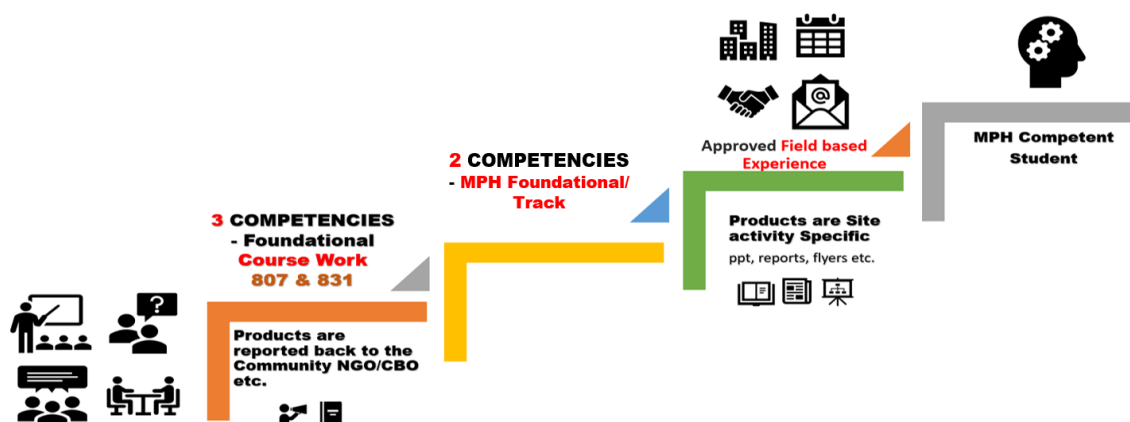
The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

1. *Briefly describe how the program identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies.*

The Applied Practice Experiences (APEX), also referred to as Practicum, is a critical part of the MPH program. The Practicum integrates students' academic course-based experiences with experiential activities facilitated by multidisciplinary public health professionals at public health institutions worldwide. These professionals serve as site supervisors/ preceptors who together with the program, plan, supervise and evaluate student experiences based on their selected competencies for the placement. The program requires each student to demonstrate for a successful Practicum at least 5 competencies for their APEX. Three APEX competencies are required to be experiential learning within core and program-required courses, and from the foundational competencies. These competencies are couched in PUBH 831's Interprofessional Teams project and PUBH 807's Population-based project as well as its Needs, Assets and Capacities Assessment assignment. The other 2 competencies (or more) can come from the foundational or track competencies or a blend of both. They are selected by each individual student in collaboration with the Practicum Coordinator and Site Supervisor and are demonstrated through the program's minimum 120-hour practicum placement requirement. Figure D5-1 below presents an overview of the stages at which competencies are addressed.

Figure D5-1: Synopsis of the Applied Practice Experience Stages



The program wishes to highlight that through APEX, students have the opportunity to apply their competencies in more than 150 sites in approximately 47 countries.

2. *Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.*

The program's APEX is highlighted at various points in the students' MPH journey as well as in different documents. An overview of the Applied Practice Experiences is available on the university's website (see [PUBH 889 Practicum/Internship in Public Health - St. George's University \(sgu.edu\)](https://pubh889.practicum/internship-in-public-health-st-george-s-university-sgu.edu)). Additionally, during the orientation session for each incoming cohort, the Practicum Coordinator presents a detailed overview of the APEX (See Orientation Agenda file in the ERF). Moreover, each student is required to complete and pass the 0 credit Onboarding course prior to the start of classes which also presents information on APEX (see Onboarding Course in the ERF). Also, each student is provided with a copy of the MPH Policies and Procedures manual which includes a section on the Applied Practice Experiences (See Policies and Procedures manual in A1.3 in the ERF). In addition, each incoming student has access to the Practicum course site from the 1st week of their first term in the program. On the site is a copy of the Practicum manual which

provides detailed information and guidelines for the successful completion of the Practicum (see Practicum manual in D5.2 in the ERF).

3. *Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree programs, if applicable. The program must provide samples of complete sets of materials (i.e., Template D5-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the program has not produced five students for which complete samples are available, note this and provide all available samples.*

Samples of practice-related materials are presented in D5.3 in the ERF.

4. *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

Strengths:

- Every student, regardless of track specialization, completes the 5 competencies required for the Applied Practice Experiences.
- The program offers its students a blend of options for their Applied Practice Experiences
- Every student completes a minimum of 120-hour internship.
- The program uses a variety of avenues to inform students of the requirements for the Applied Practice Experiences.
- The program has a well-developed set of policies and procedures in place to administer student practicum with agencies, and site supervisors.
- The program collaborates with a diverse complement of practicum sites locally, regionally, and internationally.
- The program presents students with practicum site options as well as accommodates students' identified choices.
- The program works to secure affiliation agreements with institutions to provide different options for students.

Weaknesses

- Due to the impact of the pandemic, students experienced challenges identifying sites where it was deemed safe to complete their practice experiences in-person.
- Some site supervisors were tardy in returning the signed Practicum agreement, as is required. As a result, students experienced challenges in completing their MPH within the time frame they anticipated.

Plans for Improvement

- The program is exploring relationships with additional sites towards establishing formal agreements. This is expected to enhance placement agreements and offer robust practice opportunities.

D6: DrPH APPLIED PRACTICE EXPERIENCE

This criterion is not applicable.

D7: MPH INTEGRATIVE LEARNING EXPERIENCE

MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals; demonstrating synthesis and integration requires more than one foundational and one concentration competency.

Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE but are not in and of themselves sufficient to satisfy this criterion.

The program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g., preceptors).

- 1. List, in the format of Template D7-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the program to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.*

Capstone Integrated Learning Experience (CILE) is an integrated experience that allows students to apply and synthesize public health concepts, knowledge and skills acquired throughout their course of study to successfully demonstrate competencies developed. Table D7-1 below presents a synopsis of how the competencies are synthesized

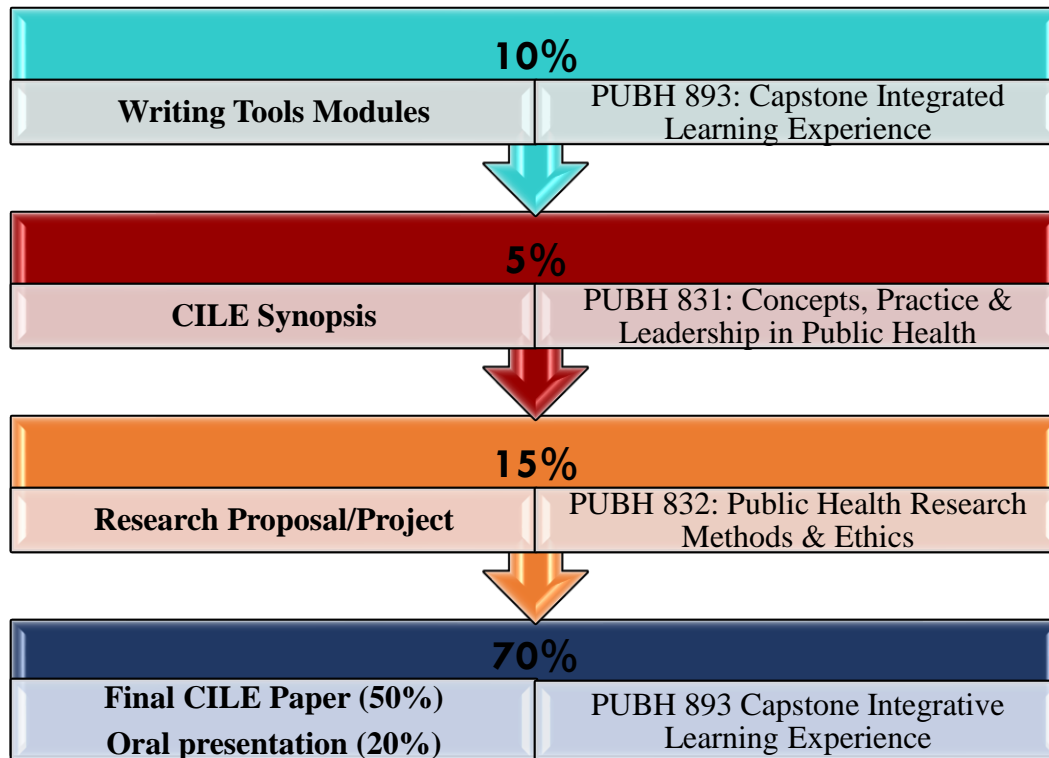
Table D7-1: Synthesis of MPH competencies for the CILE

| MPH Integrative Learning Experience for all MPH Concentrations | |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Integrative learning experience (list all options) | How competencies are synthesized |
| Capstone paper | Students complete the Writing Tools modules during their first semester. Additionally, during semester 1, in PUBH 831, students prepare a CILE Synopsis, with the guidance of their CILE Advisor. In PUBH 832, which students typically take in their second semester, if they are taking a full course load, students, with the guidance of the PUBH 832 course instructor and their CILE advisor, complete a research project proposal. Students discuss and identify competencies with their CILE advisor. In their third semester, students prepare and submit their final paper and oral presentation, which is graded by the CILE Course Director and the CILE Advisor using the rubric presented in the CILE manual. |

2. Briefly summarize the process, expectations, and assessment for each integrative learning experience.

CILE is an integrated course/process mounted on the Advisor and Advisee Advisement process, respective courses and course directors of courses involved and coordinated by the CILE Course Director. Students are enrolled in PUBH 893 as a continuous course in their first term. The course requirements include the completion of 10 modules aimed at enhancing the students' writing skills. During the first term, students are enrolled in PUBH 831: Concepts, Practice and Leadership in Public where they are required to identify a public health issue they wish to explore and make the focus of their final CILE paper and oral presentation. The CILE experience continues in PUBH 832: Public Health Research Methods and Ethics, where students are required to develop a proposal on how they intend to explore the topic they previously identified. This proposal provides students with a solid foundation upon which they can complete their CILE final paper and oral presentation. CILE Advisors will support and guide the students' CILE process until they submit their final CILE paper and presentation in their final term. The CILE final paper and oral presentation must meet the requirements of the program, which include addressing the program's foundational and track specific competencies. Figure D7-2 shows the process through which CILE is completed.

Figure D7-2: CILE Process



3. Provide documentation, including syllabi and/or handbooks that communicates integrative learning experience policies and procedures to students.

CILE is highlighted at various points in the students' MPH journey as well as in different documents. An overview of the CILE is available on the university's website (see [PUBH 893 Capstone Integrative Learning Experience \(CILE\) - St. George's University \(sgu.edu\)](https://www.sgu.edu/pubs/PUBH%20893%20Capstone%20Integrative%20Learning%20Experience%20(CILE)%20-%20St.%20George's%20University%20(sgu.edu).)). Additionally, during the orientation session for each incoming cohort, the CILE Director presents a detailed overview of the CILE (see Orientation Agenda file in the ERF). Moreover, each student is required to complete and pass the 0 credit Onboarding course prior to the start of classes. This course presents information on every aspect of the program, including the CILE (see Onboarding Course in the ERF). Also, each student is provided with a copy of the MPH Policies and Procedures manual which includes a section on the CILE (see A1.3 in the ERF). In addition, during the Advisor-Advisee meetings where students meet with faculty advisors to discuss academic and career issues, the requirements for the CILE are discussed. The program notes that, unless a change is requested by individual students, their Academic/ Faculty Advisors also serves as their CILE Advisors. Given that CILE is an integrative, continuing credit course whose requirements begin in the 1st semester, each incoming student has access to its Sakai course site from the 1st week of the academic year. On the site is a copy of the CILE manual which provides detailed information and guidelines for the successful completion of the CILE (see CILE manual in D7.3 in the ERF).

4. *Provide documentation, including rubrics or guidelines that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students' demonstration of the selected competencies.*

Grading for the CILE is undertaken by MPH faculty. The first component, the Writing Tools Modules, is assessed via quizzes. These quizzes are set up in a manner that allows them to be automatically graded by the platform/ mechanism used to offer the modules. The CILE synopsis, the 2nd component which is submitted as part of the PUBH 831 course requirements, is graded by the Course Director(s) for that course, feedback is given, and grades are released to the students and the CILE Director. The guidelines and grading explanations for this element are presented in the PUBH 831 syllabus (see document in the Course Syllabi folder in the ERF). The 3rd component of the CILE process is the research proposal which is an assignment attached to the Research Methods and Ethics course, PUBH 832. For this element, with the guidance of their CILE Advisors, students work to prepare this submission. The guidelines and grading rubric are presented in the course syllabus (see document in the Course Syllabi folder in the ERF). This element is graded by the Course Director, feedback is given, and grades are released to the students and the CILE Director. The final components of the CILE process, the final paper and oral presentation, are graded by the CILE Advisors and the CILE Director (see CILE Grading Rubric in D7.4 in the ERF). The guidelines and rubrics for these components are also provided in the CILE Manual.

5. *Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.*

CILE grading is based on a pass/fail system of evaluation towards meeting the requirements. As a general procedure, both numerical and lettered grades are used. The program wishes to highlight that all students are required to earn a minimum of 70% in each of the assignments and cumulatively to receive a pass grade for CILE. Completed, graded samples associated with each integrative learning experience option from each concentration is presented in Samples of Graded CILE Deliverables in D7.5 in the ERF.

6. *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

Strengths

- The CILE has a well-defined integration process which allows students to synthesize learning

across different courses.

- The CILE has detailed procedures and expectations of which students are aware from the, with departmental and committee oversight and review.
- Students have different options for the culminating experiences; all students produce a professionally written paper which is also summarized in an oral presentation.
- Written and formal oral presentations require key competencies of the five core areas of public health.
- Students' CILE products are directly related to their track specializations.
- The program has a fair and transparent system for evaluating students' CILE products.

Weaknesses

- The program recognizes the need for students CILE products to be improved towards a scholarly deliverable including peer-reviewed publications.

Plans for Improvement

- The program will support the faculty advisement mechanism to identify strategies for publication including coordinating special issues for journal submission and publications.
- The program began a workshop series on conducting a literature search, data management to build faculty capacity to encourage and support student publications from CILE products.

D8: DrPH INTEGRATIVE LEARNING EXPERIENCE

This criterion is not applicable.

D9: PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

This criterion is not applicable.

D10: PUBLIC HEALTH BACHELOR’S DEGREE FOUNDATIONAL COMPETENCIES

This criterion is not applicable.

D11: PUBLIC HEALTH BACHELOR’S DEGREE CUMULATIVE and EXPERIENTIAL ACTIVITIES

This criterion is not applicable.

D12: PUBLIC HEALTH BACHELOR’S DEGREE CROSS-CUTTING CONCEPTS and EXPERIENCES

This criterion is not applicable.

D13: MPH PROGRAM LENGTH

An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.

Programs use university definitions for credit hours.

1. *Provide information about the minimum credit-hour requirements for all MPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.*

The Department of Public Health and Preventive Medicine administers the MPH program at SGU. The MPH program offers seven MPH degree options (5 standalone and 2 dual degrees). All degree options currently require 42 credits of public health course work. Table D13 below illustrates the breakdown of those 42 credits. Additional details on the breakdown of the courses can be found in the Policies and Procedures Manual in the ERF.

Table D13-1: Course Requirements for the MPH Program

| Course Requirements | Credit Hours |
|-------------------------------------------------|--------------|
| Foundational Courses | 24 |
| Track Required Courses | 12 |
| Applied Practice Experiences (Practicum) | 3 |
| Capstone Integrative Learning Experience (CILE) | 3 |
| Total | 42 |

MPH students can either enroll on a full-time or part-time basis. Students registered as full-time may complete the degree within one year; 3 consecutive semesters and taking the full course load (see sample of the schedule in the Policies and Procedures manual in the ERF). However, the School of Graduate Studies at SGU allows each student a maximum of five academic years in which to complete the MPH program. Students are required to complete 14 courses: 8 foundational/core courses, 4 track-required courses, the CILE and the Applied Practice Experiences.

2. *Define a credit with regard to classroom/contact hours.*

For the program, one credit is equivalent to 16 hours of classroom. The Applied Practice Experiences (Practicum) has a different requirement, as explained in Criterion D5 above. All public health

degrees are designed and delivered within 42 credits which equates to three credit hours per course (with the exception of PUBH 855: Community Medicine Seminar Series, a 1 credit course for a cohort of students in the Preventive Medicine Track). Class sessions are typically two hours (Fall & Summer) and three hours (Spring), twice weekly. Fall and Summer semesters are 12 weeks while Spring is 8 weeks. However, these contact hours can exceed the allotted contact hours during service-learning, online discussion fora, reading and writing assessments, presentations, and community engagement/interventions (in the field).

D14: DrPH PROGRAM LENGTH

This criterion is not applicable.

D15: BACHELOR'S DEGREE PROGRAM LENGTH

This criterion is not applicable.

D16: ACADEMIC and HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES

This criterion is not applicable.

D17: ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

This criterion is not applicable.

D18: ALL REMAINING DEGREES

This criterion is not applicable.

D19: DISTANCE EDUCATION

The university provides needed support for the program, including administrative, communication, information technology and student services.

There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

1. Identify all public health distance education degree programs and/or concentrations that offer a curriculum or course of study that can be obtained via distance education. Template Intro-1 may be referenced for this purpose.

The program currently offers only one of its track specializations using a distance-based/asynchronous format. The Council was informed of the implementation of the Global Health track specialization and its mode of delivery in a change notice dated November 14th, 2017. The Council reviewed and approved this change.

Having successfully offered several of our current MPH courses using the dual delivery format, as highlighted in our substantive change notice dated November 14th, 2017, the program opted to use this format to also offer all our program-required courses as of January 2018. These changes therefore allow the Global Health students to take their entire program of study online asynchronously; in a distance-based format. While this is the case, the program wishes to highlight that GH students who, based on their unique situations, wish to attend live classes synchronously can do so.

Criterion 3 of the Introduction, which presents the instructional matrix that highlights the program's degree offerings, notes this track specialization.

*2. Describe the public health distance education programs, including the following:
a. an explanation of the model or methods used*

As highlighted in a change notice dated November 14th 2017, given SGU's strong focus on inclusivity, its large internationally diverse alumni population and the multiple requests to offer an MPH concentration that focuses on global health issues, the program decided to create and offer a new MPH track concentration in Global Health which will be offered 100% online asynchronously in order to accommodate this demand. The program wishes to note this change was made after conducting an internal review of the tracks and courses and extensive discussions with the relevant university administrators who gave their wholehearted support.

The program also highlights that 4 of its standalone concentration tracks/ specializations can be completed in the standard (face-to-face) and dual delivery format as well as distance-based where there is no requirement for students to be physically present on campus. These specialization tracks are Epidemiology, Health Policy, and Administration, Environmental and Occupational Health. The

program further notes that because students in the Preventive Medicine track are required to be on campus to take the track courses, that specialization is not considered to be distance-based. The same is true for the DVM/MPH (Veterinary Public Health) and the MD/MPH.

The program believes it is instructive to highlight that its courses are taught in one of three methods: Standard, Asynchronous, and Dual-Delivery. The syllabus for each course indicates the mode of delivery. Table D19-1 below highlights the key elements of each delivery mode.

Table D19-1: Modes of MPH Course Delivery

| Criteria | Standard | Asynchronous | Dual-Delivery |
|------------------------|--------------------------|---------------------------------------------------|-------------------------------------------------------------------|
| Attendance | In-Person (face-to-face) | N/A | In-Person (face-to-face) OR via Web Conference |
| Scheduled Class Times? | Yes | No | Yes |
| Course Website | Houses Course Materials | Houses Course Materials, Lectures and Discussions | Houses Course Materials, Links to Web Conference, and Discussions |
| Deadlines? | Yes | Yes | Yes |

Standard Course

In a standard course, all students attend class in person. If the course has a course website, then it is used to house course materials like readings and assignments.

Asynchronous Courses

The program initially piloted the course PUBH 858: One Health Applications as an approved substantial change to develop and assess the course design, implementation, evaluation, and overall experience. The program also offers the course PUBH 855: Community Medicine Seminar Series as a 1 credit course to add to the 11 credits of transferred MD coursework for graduates prior to 2018 for the Preventive Medicine track. These students are all practicing physicians and benefit from an asynchronous course experience. For SGU MD graduates who completed their MD program after 2018, a full 12 credits of MD coursework are transferred into the Preventive Medicine track for the MPH program and do not require PUBH 855.

The program also notes that all the Global Health track specific courses are offered using this mode. In an asynchronous course, all lectures are recorded, and students can watch them on their own s discussion area for students and faculty. Although the lectures are asynchronous, students still need to adhere to weekly deadlines for assignments.

Dual-Delivery Courses

In a dual-delivery course, students have the option of attending lectures in person or synchronously via web conference. Students joining via web conference have an experience that is comparable to a student who is in class onsite. The course website is used to house course materials and links to the web conferences.

b. the school or program's rationale for offering these programs

The program's rationale for offering the distance-based concentrations is two-pronged.

1. The program wishes to remain competitive in graduate public health education which is increasing globally through distance mode of delivery and accessible to students regardless of geographical location. The transition and further delivery of its MPH program using online technology also allows for students to not be limited in their choice to pursue employment, continued professional development and the MPH degree.
2. The program's transition to distance-based education have also provided the opportunity for SGU's MD graduates to pursue the MPH program to complement their medical education and competitiveness for residency programs. This has resulted in the MD graduates being the largest cohort of students in the program.

c. The manner in which the school or program provides necessary administrative, information technology, and student support services

The program uses several services to ensure that students have appropriate and adequate services to ensure their success in the program. Distance-based students have access to all university-wide services. The services most often used as follows:

Department of Education Services (DES)

DES provides all their services including but not limited to learning strategist, tutoring, ELL support to online students via video conference calling.

Accommodation Services

SGU has an office that has responsibility for student accessibility and accommodation services. In addition to addressing requests for accommodations and discussing with students their access needs, the office also collaborates with faculty and staff on issues surrounding essential program and or course requirements and appropriate reasonable accommodations. Moreover, the office provides guidelines for areas such as low vision, psychological conditions, physical disabilities, chronic health conditions, learning/ cognitive disorders, attention deficit hyperactivity disorder (ADHD) and hearing loss.

Library Journal resources from library

All major text requirement will be made available via ebook. Additionally, faculty members make every effort to ensure other readings are available electronically. The program anticipates students will spend between \$100-\$300 in individually purchased journal articles for their research.

Office of the Dean of Students (DOS)

DOS services, such as academic advisement, accommodation services, disciplinary issues remain identical to onsite students. More specific details on services provided by DOS can be found at [Student Accessibility and Accommodation Services - St. George's University \(sgu.edu\)](http://www.sgu.edu/Student-Accessibility-and-Accommodation-Services).

Psychological Services

All students, inclusive of those enrolled in our dual delivery courses/ track specialization, have access to the full range of services provided by this office. The format for one-on-one meeting will be decided by the student and personnel at the Department of Psychological Services.

Office Of Research

All students, inclusive of those enrolled in our dual delivery courses/ track specialization, have access to the full range of services provided by this office. The format for one-on-one meeting will be determined by relevant personnel in this office and each individual student.

At the program level, the following mechanisms are also used:

MyCourses/ SAKAI

The program hosts its courses on MyCourses/ SAKAI. This platform houses all coursework for students to complete (e.g., instructions, assignments, assessments, lectures, recordings, readings) and helps faculty/students track outcomes via gradebook. The platform also allows students to complete group work and engage in discussion with students and faculty.

Recorded Dual Delivery

To accommodate the needs of onsite and online students, the program created a dual-delivery environment, meaning onsite students and online students can view a lecture at the same time while still being able to engage with faculty and other students. All lectures are recorded for asynchronous viewing. The program records classroom sessions with Zoom (see below) so students can view it at their convenience. The recording for each lecture is available by the end of the day in which it is given.

Zoom

Zoom is a video conferencing system that allows MPH online students to join their classroom (Dual Delivery Classroom). Zoom allows all students to share video, audio, and present materials on their screen. Zoom also allows students to chat (type) to faculty and other students. Faculty also use Zoom for one-on-one meetings with students (office hours).

Student Technical Support

All online MPH students have access via email to the office of online learning support desk via email or phone. This desk is specifically for online MPH students and is available 24/5. Additionally, all distance-based students have access to IT services as well as to the office of online learning. Online students can access any of the services provided based on their needs.

d) the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university.

Distance-based students are held to the same academic standards as other students. They are provided with the same depth of content and are expected to exhibit the same level of professionalism. As with the other courses offered by the MPH program, the MyCourses/SAKAI platform houses all course materials.

Attention to Course Materials

Like other students in the program, the distance-based ones are expected to attend to all course-related material. These materials are updated, as needs be and are available to the students at the beginning of each semester. As such, these students have a degree of flexibility in attending to course materials based on their unique scenario.

Assessments & Deadlines

Despite the flexibility afforded through the distance-based courses, students have assessments that are comparable in number and depth to those students who are taking the program synchronously. Moreover, distance-based students do have deadlines for assessment.

Substantive Exercises

To facilitate meaningful discussion, each week students complete substantive exercises, these are a key component to the program that ensures students have an opportunity to engage with faculty and other students. These weekly exercises are designed to be active learning experiences and allow students to demonstrate comprehension of objective(s) of the lecture.

Turnitin

Any student submitted work can go through Turnitin which allows faculty to check submitted assignments for plagiarism.

e. the manner in which the school or program evaluates the educational outcomes, as well as the format and methods.

All students are held to the same rigor. The program reiterates that only the Global Health track specialization is offered asynchronously. Each of the courses offered in the track has specified educational outcomes, in the form of course objectives and track-specific competencies. For this track/specialization, the program uses a blend of assessment to evaluate students' educational outcomes. These include:

Quizzes

Test your knowledge quizzes are administered via MyCourses/SAKAI either every other week or at the end of a module. These quizzes are set up in such a way that students get automatic feedback for the answers they submitted.

Discussion forums

All discussion questions are posted at the beginning of the semester. Forums are created on the MyCourses/SAKAI platform and all discussion on the selected topic takes place there. For these, each student is required to post a response to the discussion prompt and respond to peers' posts by a given

Application Assignments, Research papers and/or projects

Distance-based students have a variety of assessments through which they demonstrate their competence. These assessments vary based on the course (content and structure), its objectives and the competencies it addresses. Regardless of the type of assessment, students are exposed to hands-on approaches and, in many cases, authentic assignments.

3. Describe the processes that the university uses to verify that the student who registers in a distance education course (as part of a distance-based degree) or a fully distance-based degree is the same student who participates in and completes the course or degree and receives the academic credit.

The program uses several mechanisms to ensure academic integrity/Identify verification. The following measures are taken to ensure academic integrity and to verify student identity:

An individual secure login and password issued by the university

Each SGU student is assigned a unique username and password to log into MyCourses/ SAKAI, learning management system the program uses. Students are responsible for providing their complete

and true identity information in any identification verification process. Faculty members directing and teaching courses have primary responsibility for ensuring that students comply with the university's identity verification policy.

Verifying student identification

Upon entry into online program students will go through an initial identity verification process with the approved online proctoring software.

ExamSoft

The program uses only online assessments. For those in which students need to be proctored to ensure that the academic integrity of the assessments is upheld and that students taking the assessments are the appropriate persons, the program uses Examsoft. This remote proctoring software uses ExamID face matching analysis, recording, and taking a baseline photo before the exam begins to verify students' identity. Using ExamMonitor, students are monitored through-out the assessment via webcam. The exam monitor captures audio and video of the exam takers activity. Once the exam has been completed a comprehensive report of possible anomalies are transferred to proctoring services and faculty for review. All violations of exam policies are brought to the Department Chair and Assessment Committee for review.

4. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program successfully offered several of its courses in the dual delivery format before implementing its Global Health (GH) track specialization asynchronously.
- As required, CEPH reviewed and approved the implementation of the GH track specialization for asynchronous delivery.
- The program has a clearly identified model and methods for offering the GH track asynchronously.
- The program has an unambiguous rationale for offering the GH track specialization and in its asynchronous format.
- The program provides a range of administrative, information technology and student support services available to its distance-based students.
- Distance-based students receive a program of study that is comparable in academic rigor to the program of study offered to synchronous students.
- The program uses several mechanisms to ensure comparable academic rigor/ standards between its distance-based track specialization and its other offerings.
- The program has several structured ways of evaluating the educational outcomes of its distance-based students.

Weaknesses

- Not applicable.

Plans for Improvement

- Not applicable
-



CRITERIA E

E1: FACULTY ALIGNMENT WITH DEGREES OFFERED

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated.

1. Provide a table showing the school or program's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which final self-study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final self-study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

Table E1-1: Primary Instructional Faculty Alignment with Degrees Offered

| Name* | Title/ Academic Rank | Tenure Status or Classification ^ | Graduate Degrees Earned | Institution(s) from which degree(s) were earned | Discipline in which degrees were earned | Concentration affiliated with in Template C2-1 |
|-----------------|-------------------------|--------------------------------------------|-------------------------------|----------------------------------------------------------|-----------------------------------------------|------------------------------------------------------|
| Satesh Bidaisee | Professor | Permanent | EdD | University of Sheffield | Educational Technology | Veterinary Public Health; DVM/MPH |
| | | | DVM | University of the West Indies | Veterinary Med. | |
| | | | MSPH | St. George's University | Generalist | |
| Sabrina Compton | Instructor | Permanent | MPH | St. George's University | Environmental Health | EOH |
| Abidemi Fasanmi | Assistant Professor | Permanent | PhD | Emory University | Women's Gender and Sexuality Studies | HPA; Preventive Medicine |
| | | | MPH | Emory University | Public Health | |
| | | | MBBS | Ahmadu Bello University, Zaria, Nigeria | Medicine | |
| | | | MA | University of Leeds | Gender Studies | |

| | | | | | | |
|---------------------------|---------------------|-----------|--------|------------------------------------------------------------|-------------------------------------------|-----------------------------|
| Martin Forde | Professor | Permanent | ScD | University of Massachusetts Lowell | Occupational Ergonomics | EOH |
| | | | MSc | Harvard TH Chan School of Public Health | Environmental Health Man. | |
| | | | M.A.Sc | Technical University of Nova Scotia (Dalhousie University) | Industrial Engineering | |
| Shivaughn Hem-Lee-Forsyth | Assistant Professor | Permanent | PhD | University of Sydney | Public Health | HPA |
| | | | MPH | St. George's University | Behavioural & Health Policy | |
| Tonia Frame | Assistant Professor | Permanent | PhD | University of Leeds | Reproductive Health | Global Health |
| | | | MPH | Emory University | Health Education | |
| Emmanuel Keku | Professor | Permanent | MD | University of North Carolina | Medicine | Preventive Medicine; MD/MPH |
| | | | MSPH | University of North Carolina | Chronic Disease Epi | |
| | | | MA | Wake Forest University | Genetic Counseling & Education | |
| Kerry Mitchell | Associate Professor | Permanent | PhD | Univeridad Autonoma de Aguascalientes | Toxicology & Environmental Bioengineering | EOH |
| Meryem Merve Oren | Assistant Professor | Permanent | MD | Istanbul University | Medicine | EPI |
| | | | MSc | Istanbul University | Biostatistics | |
| Lauren Orlando | Assistant Professor | Permanent | PhD | Walden University | Community Health Education | EPI; Global Health |
| | | | MSc | University College of Dublin | Human Rights & Development Studies | |
| Prakash Ramdass | Associate Professor | Permanent | MPH | Yale University | Chronic Disease Epidemiology | EPI; Preventive Medicine |
| | | | MBBS | University of Guyana | Medicine | |
| Christine Richards | Associate Professor | Permanent | PhD | Walden University | Community Health Education and Promotion | Global Health |

| | | | | | | |
|-----------------------|---------------------|-----------|-------|-------------------------------------------------|-----------------------------------------------------|-------------------------------|
| | | | MPH | St. George's University | Generalist | |
| Leselle Pierre-Romain | Instructor | Permanent | MSc | City University of London | Economic Evaluation in Healthcare | HPA |
| Gerard St. Cyr | Instructor | Permanent | MPH | St. George's University | Generalist | EPI |
| Tessa St. Cyr | Instructor | Permanent | MSc | University of Leicester | Human Resource Development & Performance Management | Global Health |
| | | | EdD | University of Liverpool | Higher Education | |
| Lindonne Telesford | Assistant Professor | Permanent | DrPH | Walden University | Public Health | EOH |
| | | | MSPH | St. George's University | Generalist | |
| Renee Thomas | Instructor | Permanent | MPH | Saint Louis University | Health Management/ Epidemiology | HPA |
| Yusuf Yakubu | Assistant Professor | Permanent | PhD | University Putra Malaysia | Epidemiology | EPI |
| | | | MPVMU | Usmanu Danfodiyo University Sokoto | Preventive Veterinary Medicine | |
| | | | DVM | Usmanu Danfodiyo University Sokoto | Veterinary Medicine | |
| Andy Alhassan | Professor | Permanent | DVM | Universidad Agraria de la Havana | Veterinary Medicine | DVM/Veterinary Public Health |
| | | | MSc | National Research Centre for Protozoan Diseases | Veterinary Medicine | |
| | | | PhD | National Research Centre for Protozoan Diseases | Veterinary Medicine | |
| Cheryl Cox-Macpherson | Professor | Permanent | PhD | Indiana University | Anatomical Sciences | MD/MPH, Preventive Medicine |
| Diana Stone | Professor | Permanent | PhD | Washington State University | Veterinary Medicine | DVM/ Veterinary Public Health |
| | | | DVM | University of California | Veterinary Medicine | |

| | | | | | | |
|------------|-----------|-----------|-----|-----------------------------------------------------------|-------------------------|-----------------------------|
| | | | MPH | University of California | | |
| Ray Kaplan | Professor | Permanent | DVM | Virginia-Maryland Regional College of Veterinary Medicine | Veterinary Medicine | DVM/ Veterinary Medicine |
| | | | PhD | University of Florida | Veterinary Parasitology | |

2. Provide summary data on the qualifications of any other faculty with significant involvement in the school or program's public health instruction in the format of Template E1-2. Schools and programs define "significant" in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students' practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

The program's teaching faculty is complemented by guest lecturers, also referred to as visiting professors for internal purposes. These professionals provide guest lectures to students in different courses based on their expertise and availability. Their CVs are provided in the file labeled "Visiting Professors" in E1.3 in the ERF. Table E1-2 below provides details on a sample of visiting professors for the most recent AY (Fall 2021-Summer 2022).

Table E1-2: Non-Primary Instructional Faculty Regularly Involved in Instruction

| Name* | Academic Rank^ | Title and Current Employment | FTE or % Time Allocated | Graduate Degrees Earned | Institution(s) from which degree(s) were earned | Discipline in which degrees were earned | Concentration affiliated with in Template C2-1 |
|-------------------------|----------------|----------------------------------------------------------------|-------------------------|-------------------------|-------------------------------------------------|-----------------------------------------|------------------------------------------------|
| Jenny Alexander-Lalgie | VP | Senior Procurement Officer (Government of Grenada) | | MBA | SGU | International Business | Global Health |
| Curlan Bhola | VP | Technical Expert (GIZ) | | MPH | SGU | Environmental & Occupational Health | *Foundational |
| Kecia Brooks-Smith Lowe | VP | Manager/Internist & Pediatrician (Brooks-Smith Lowe Institute) | | MD, MPH | SGU, SGU | Medicine; Health Behaviour & Policy | *Foundational |
| Kellon Bubb | VP | Graduate Teaching Associate (Howard | | PhD; MA | Howard University; Leicester | Health Communication; New Media, | *Foundational |

| | | | | | | | |
|------------------------|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------|-------------------------------------|-------------------------------------------------------------|-----------------------|
| | | University); Lecturer (Montgomery College) | | | | Governance & Democracy | |
| Leon Charles | VP | Consultant, Charles & Associates | | MBA | University of Western Ontario | Business | EOH |
| Alexander Girvan | VP | Economic Consultant & Project Coordinator (UNCTAD); Adjunct Senior Technical Officer (CANARI); Lecturer (UWI) | | MSc | University of York | Environmental Economics & Environmental Management | EOH |
| Chrislyn Lashington | VP | Marketing & Communications Consultant, Lashington Agency | | MPH | SGU | Environmental & Occupational Health | *Foundational |
| Francis Martin | VP | Director Primary Health Care, Ministry of Health (Grenada) | | MD; MPH | SGU, SGU | Medicine; Health Behaviour & Policy | HPA; *Foundational |
| Shelly Rodrigo | VP | Consultant, Caribbean Regional Field Epidemiology & Lab Training Program (CARPHA); Course Facilitator & Examiner (UWI Open Campus) | | MSc, MPhil, PhD | UWI, UWI, Monash | Epidemiology, Microbiology, Food Technology | EPI |
| Camille St. Louis | VP | Acting Health Planner (Ministry of Health, Grenada) | | MSc | University of the West Indies | Agricultural Diversification | Global Health |

3. Include CVs for all individuals listed in the templates above.

The CVs for all faculty members, PIF and non-PIF, are provided in Faculty CVs in E1.3 in the ERF.

4. If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

Not applicable.

5. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has a multidisciplinary faculty complement in relation to expertise, academic and professional training, experience, and social and cultural background.
- Faculty qualifications and expertise inform the allocation of faculty into tracks.

Weaknesses

- Not applicable.

Plans for Improvement

- Not applicable
 - The program includes additional faculty who contribute to students' learning experiences.
-

E2: INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

To assure a broad public health perspective, the school or program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, schools and programs regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

1. Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, other than faculty members' participation in extramural service, as discussed in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice settings outside of academia, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.

The program acknowledges the value of professional experience in the classroom and the role of public health practitioners to serve as lecturers in all courses. The program's full-time faculty comprises of faculty with a range of public health practice experiences and continued experience through their public health research, service, and practice work. Faculty are appointed to tracks based on their specialties which include epidemiology, biostatistics, community health education and promotion, environmental toxicology, health economics, preventive medicine, occupational health, environmental health, health care administration, veterinary public health, social and behavioral science, and reproductive health. Faculty incorporate their practice experiences into their classroom instruction to enable students to benefit from context, real world experiences, beyond content of their curriculum. Table E2-1 below presents the list of PIF with experience in practice settings.

Table E2-1: Primary Instructional Faculty with Prior Employment in Practice Settings

| Faculty | Job Title | Organization/ Entity | Employment Date |
|---------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------|
| Satesh Bidaisee | National Coordinator | Community Health Care, Ministry of Health, Trinidad and Tobago | 2007-2008 |
| Sabrina Compton | Project Administrator | United Nations Development Project: Ridge to Reef | 2017-2018 |
| | Project Officer | Grenada Fund for Conservation | 2013-2017 |
| Tonia Frame | Program Manager for Health | The European Union Delegation to the Eastern Caribbean Countries, OECS, and Caricom/Cariforum | Mar 2015-Sept 2017 |
| Martin Forde | Product Engineer | International Technologies Ltd | 1991-1992 |
| Shivaughn Hem-Lee-Forsyth | Director, Training Facilitator & Advisor to the Women of Color Collective | The Guelph Resource Center for Gender Empower & Diversity, University of Guelph | 2005-2008 |
| Emmanuel Keku | Consultant & Epidemiologist | Chronic Diseases, Mississippi State Health Dept | Jan 2006-Feb 2007 |
| | Medical Epidemiologist, Chronic Diseases Director | Jackson Heart Study Coordinating Center | 2006-2007 |
| | Medical Examiner | Examination Management Services | Aug 1998-Jun 2000- |
| Mereyem Oren | Department Manager | Erzurum Provincial Health Directorate | 2017-2019 |
| Prakash Ramdass | General Practitioner | Thornbury Medical Care | Jan 2012-Dec 2015 |
| Lindonne Telesford | Community Liaison Officer | Basic Needs Trust Fund-Caribbean Development Bank & Government of Grenada | Jan 2015-Apr 2016 |
| Yusuf Yakubu | Veterinary Officer | National Youth Service Corps, Nigeria | 2008 |

The program also invites public health practitioners to be guest lecturers/visiting professors in several of its courses. These professionals have diverse backgrounds, expertise, and function in a wide range of practice settings, and some eminent practitioners in their field. Table E2-2 below presents some of these professionals and courses to which they integrate their perspectives from the field.

Table E2-2: Non-PIF involvement and Integration of their Perspectives into MPH Courses

| Professional | Academic Qualifications | Position | Course | Topic |
|-----------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dr. Francis Martin | MD, MPH | Former Permanent Secretary, Ministry of Health, Government of Grenada | PUBH 839: Principles of Health Care Management | Topic: Physician management Concerns & Physician Reimbursement Issues: Challenges that clinicians face in the health system & how their issues are addressed. |
| Dr. Terence Walters | MPH, PHD | Former Director National Disaster Management Agency (NADMA), Grenada | PUBH 831: Concepts, Practice and Leadership of Public Health | Public Health Emergency Preparedness and Response |
| Mrs. Jenny Alexander-Lalgie | MBA | Senior Procurement Officer, Ministry of Finance, Government of Grenada. | PUBH 861: Project Management in a Global Environment | Procurement Management in a Global Health Environment |
| Dr. Adrian Cashman | PhD | Retired Director of the Centre of Resource Management and Environmental Studies (CERMES); University of the West Indies | PUBH 837: Environmental Sustainable Development | Healthy Cities: Planning, Designing and Retrofitting |
| Dr. Guido Marcelle | PhD | Retired Chief Analytical Chemist, Ministry of Agriculture, Government of Grenada | PUBH 860: Global Environmental Change | An intricate link: Plant health and Human health. |
| Mr. Donald Anthony | MSc | Retired Head of Biodiversity, Ministry of Agriculture, Government of St. Lucia | PUBH 837: Environmental Sustainable Development | Biodiversity and Sustainable development in Small Island developing States |

| | | | | |
|---------------------|----------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------|
| Dr. Sonia Nixon | MD, MPH | Deputy Chair, National Chronic Non-Communicable Disease Commission & Health Care practitioner, Grenada | PUBH 806: Social & Behavioral Aspects of Public Health | Mental Health and Illness |
| Dr. Rosemary Morgan | MSc, PhD | Associate Scientist, Johns Hopkins University, Bloomberg School of Public health | PUBH 859: Sexual and Reproductive Health and Rights (SRHR) | Gender Equality and Sexual Reproductive Health & Rights |
| Alexander Girvan | MSc | Environmental Economist and Consultant | PUBH 852: Environmental Health Management | Ecosystems Evaluations |
| Dr. Paul Pounder | PhD | Professor and Director of MBA Program, St. George's University | PUBH 861: Project Management in a Global Environment | Leadership and Problem-Solving in the Project Environment |

5. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has primary instructional faculty with relevant academic and professional expertise and ongoing research, service, and practice-based experiences to deliver the MPH instructional activities.
- The program includes guest lecturers/ professionals who integrate perspectives from the practice community into MPH instructional activities.

Weaknesses

- While a range of faculty incorporates experience from the field into their instructional activities, the program acknowledges that it is not consistently reported for all faculty and courses.

Plans for Improvement

- The program intends to devise a mechanism through which it can consistently encourage, support faculty to incorporate perspectives from the field into instructional activities. In reference to this, the program began collecting the necessary data in Summer 2022 and will continue doing so at the end of every semester

E3: FACULTY INSTRUCTIONAL EFFECTIVENESS

The program ensures that systems, policies, and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The program establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The program supports professional development and advancement in instructional effectiveness.

1. Describe the school or program's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.

The university recognizes that regular, timely and formally documented assessments of faculty academic performance are desirable for maintenance of faculty quality, continuous quality of student educational experience and improvement of faculty retention. Evaluation of faculty competence and instruction effectiveness is determined in the following ways:

Student Course and Instructor Evaluations

All program faculty and courses are evaluated at the end of each term. The evaluations are initially reviewed by course directors, with further review by the respective track director and track faculty to discuss strengths and weaknesses of the evaluation. An action plan is then created by the course director for implementation at the next course offering and monitored by the track director in the next evaluation cycle. These evaluations are administered by the Office of Institutional Advancement (OIA) using the designated SGU process supported by software for data collection and analysis. Students are notified via their SGU email accounts when the evaluation web link is opened (approximately one week prior to the end of the course). Participation in this process is the responsibility of each student and is not mandatory. At the end of the term, faculty receive a link with an anonymized summary of the entire class and individual faculty evaluation for their respective course which is also shared with the DPHPM Chair. The course and instructor evaluation feedback provides opportunities for review and curriculum and program development. Faculty course and instructor evaluations are included as criteria used for promotion and contract renewal.

Performance Evaluations

Track Directors meet with each faculty member in their track to discuss their course evaluations and ways of improving their performance. Additionally, formal evaluations of program faculty occur at biannual performance review meetings. Faculty completes and submits to the Department Chair, an interim and final performance evaluation reporting form, in the form of a self-reflective self-evaluation using an online survey form. An interim evaluation is first completed mid-way in the academic year followed by a summative evaluation at the end of the year. Focus topics for self-evaluations allow for identification of teaching contributions and standards met, short and long-term

goals, engagement in scholarly activity, professional development, publications, and engagement in service activities. At both the interim and summative evaluations, faculty meet with the Department Chair to discuss their evaluation along with data compiled from student evaluations of their teaching and any other relevant development data. This form is submitted to the Dean of Basic Sciences Office. Any areas of concern or requirements for remediation are noted in this summative evaluation. A remediation plan is developed, if needed, in collaboration with the department Chair. Depending on reviews and discussion, a peer-review task force may be used to provide additional feedback.

2. Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of school or program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

All full-time instructional faculty are expected to contribute to the program through sustained excellence in teaching, research, and service. To accomplish this, training sessions on the use of technology and the learning system management system (SAKAI) are provided for all faculty. These sessions are available synchronously or asynchronously. These are all offered free of charge to all faculty members.

The Department of Educational Services supports faculty development, supplemental learning, and online instructional innovation for all programs. The Leadership in Excellence and Academic Development (LEAD) division provides opportunities for faculty development and resources for teaching online and beyond. There are self-paced certification paths available for all faculty in the following areas:

1. ***Certificates in University Teaching Program:*** Five individual foundational Certificates 1) Scholarly Foundations in Teaching & Learning; 2) Research in Teaching & Learning; 3) Online Teaching & Learning; 4) Diversity & Inclusion in Teaching & Learning; 5) Leadership in Teaching & Learning; 6) Foundations in Instructional Design. Although, these modules are completed voluntarily, MPH faculty receive invitations and are encouraged to participate.
2. ***Departmental Consultations and Workshops:*** Departments are invited to create customized workshops to suit their needs and to assist in aspects of program development such as curriculum mapping and accreditation processes. Specifically, during the self-study period, the MPH program had mandatory training for MPH faculty on the following:
 - (a) the use and preparation of rubrics, facilitated by SGU's DES
 - (b) SPSS and systematic reviews, facilitated by Dr. Prakash Ramdass (MPH faculty)
 - (c) Micro-aggressions in the academic environment, facilitated by Prof. Rozena Maart, Director of the Center for Critical Research on Race and Identity, South Africa

3. **Individual Consultations:** Various experts work with individuals to support their professional growth through coaching, observation & feedback, and assistance with a range of teaching and learning issues, whether they are interested in online or face-to-face teaching. Specifically, every semester, MPH faculty work directly with the OII team to develop their course for the online environment. Moreover, each course director has an Instructional Designer with whom to collaborate and ensure the expected quality standards are met.
4. **Faculty Research Institute (FRI):** the FRI provides faculty with the necessary tools to engage in research and other scholarly activities as a means of nurturing productivity. The FRI also serves to enable faculty to incorporate research and other scholarly activities into their teaching as part of their continuous professional development. The FRI has a course which is hosted on SAKAI and each faculty can complete it. Completion of the FRI course is a criterion for getting promoted.
5. **New Faculty Orientation and Faculty Development and Training Hub:** An Orientation for new faculty is offered in August and in January each year. This orientation is mandatory. As such, each MPH faculty member participates in it. Additionally, as part of their orientation, a curated set of resources is available for new faculty on the SAKAI site.

The Faculty Development and Training hub (<https://mycampus.sgu.edu/group/faculty-training-and-development-resource/home>) was developed to provide support for faculty professional development and advancement of instructional effectiveness. It provides a central location for faculty to access the development opportunities specifically designed for faculty members. Moreover, all MPH faculty is added to the Faculty Development SAKAI site which houses different resources aimed supporting faculty's continuous improvement.

3. Describe means through the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current.

The program's faculty maintain their currency in their areas of instructional responsibility in a variety of ways, including through participating in conferences, serving on editorial boards, reviewing manuscripts, and conducting and participating in scholarly activities. Moreover, because engagement in scholarly activities is a criterion for promotion within the university, instructional faculty members have a well-defined, ongoing scholarly profile.

Review and Updates of Course Content, Activities & Assignments

All faculty are required to review the courses they teach and make the necessary updates to reading material and or course content and activities each academic year. This is done to ensure courses reflect new current knowledge and skills. The program uses the CPH study guide, the CEPH foundational and track competencies as well as feedback from different stakeholders. Typically, this is firstly done by the course director along with the course instructional team. At the track level, this review is done

with track directors, course directors and all other course instructors. Reviews also take place at the biennial retreat. The reviews require faculty to update their knowledge and skills, as is necessary.

SOM's Faculty Development Education Grand Rounds

The SOM's Faculty Development Committee which includes MPH program faculty since Fall 2021 launched an Education Grand Rounds which occurs bimonthly and includes topics based on interests and needs identified by faculty as well as assessed by the administration. All faculty are enrolled into a SAKAI Faculty Development Site and receive announcements of the topics and presenters for the respective sessions. For the Spring 2022 term, the focus of the Faculty Development Committee and the Education Grand Rounds have been on mentorship in the areas of teaching and research. Mentorship was identified by a survey of faculty as a need which is a priority for faculty development for the SOM and DPHPM.

Conference Attendance & Presentation

Within the program, resources for participating and presenting at meetings and conferences locally, regionally, and internationally are circulated to all faculty as they become available. Additionally, SGU provides financial support to all faculty for conference attendance and presentation. In 2019, 10 of the program's faculty attended and presented at conferences. In 2020, 10 MPH faculty members attended and presented at conferences. In 2021, 15 faculty attended and presented at conferences. Details on the conferences attended and topics presented can be found in Faculty Conference Presentations in E3.3 in the ERF. The program notes that conference attendance and presentation is reviewed during the annual faculty performance evaluation. It further notes that while conference attendance and presentation is not mandatory for everyone, faculty often attend and present at conferences.

Review Activities

Some MPH faculty serve as reviewers for different journals. For instance, **Dr. Christine Richards** is a reviewer for the Journal of Health Promotion. **Dr. Martin Forde** serves as a reviewer for the International Journal of Environmental Health Research. **Dr. Shivaughn Hem-Lee-Forsyth** is a reviewer for the Journal of Women Health and Issues and the International Journal of Current Multidisciplinary Studies. **Dr. Tessa St. Cyr** is a reviewer for the Consortium of Universities of Global Health (CUGH) and the Journal of Public Health Students Capstone. She is also an abstract reviewer for APHA Annual meeting and an objective reviewer for ASPPH, whenever the opportunity arises. **Dr. Kerry Mitchell** is a reviewer for the Environmental Science and Pollution Research and the Bragantia Revista de Ciencias Agronomicas (Instituto Agronomico de Campinas). He is also a reviews editor for the Editorial Board of Soil Pollution and Remediation (Frontiers in Soils Science). **Dr. Abidemi Fasanmi** reviews for the World Medical and Health Policy, SAHARA-J: Journal of Social Aspects of HIV/AIDS and the Open Nutrition Journal-Bentham Open. She is also an editorial board member for the Journal of African Development.

Faculty with the MPH program also serve as grant reviewers for different organizations. As an example, **Dr Emmanuel Keku** serves as a grant reviewer for the National Institutes of Health (NIH), the National Heart, Lung, and Blood (NHLBI) and the South African National Research Foundation.

Consultancies

SGU, and by extension, the MPH program, creates an enabling environment for faculty to engage in various lifelong learning opportunities while being employed at the university. MPH faculty also stay current in their areas of instructional responsibilities through consultancies. These activities afford them the opportunity to apply and add to their knowledge and skills base. Some examples are

Dr. Kerry Mitchell: consultant for the Caribbean Natural Resources Institute

Dr. Shivaughn Hem-Lee-Forsyth: consultant for the Grenada Suicide Prevention Program, the Grenada National Organization of Women, CariMen (sexual health & rights) and the Grenada National Health Insurance.

Dr. Martin Forde: consultant for the local government's Basic Needs Trust Fund (WaSH program).

Dr. Tessa St. Cyr: consultant for the National Training Agency & the local Ministry of Youth

Dr. Lindonne Telesford: consultant for PAHO

Dr. Lauren Orlando: consultant for the Spotlight Initiative (Gender-based violence)

Board Membership & Directorship

Being members and/or directors on public health-related boards affords faculty the opportunity to be interact with and learn from experts/ professionals and learn from informed on a wide range of contemporary public health issues from different practice settings. Moreover, through these boards and associations, MPH Faculty received various resources that can aid in ensuring they remain current in their respective areas of instructional responsibilities. Two recent examples are Dr. Tessa St. Cyr's appointment as a Director on the local National Water & Sewerage Authority Board and the Grenada Solid Waste Management Authority and Dr. Lindonne Telesford's appointment to the Grenada Pesticide Control Board. A list of faculty members involvement in professional associations and boards is presented in Faculty Membership on Professional Boards and Associations in E3.3 in the ERF.

4. Describe the role of evaluation of instructional effectiveness in decisions about faculty advancement.

The program is guided by institutional policies, and procedures that ensure that all faculty are current in their respective areas of instructional responsibility and in pedagogical methods. The Faculty Handbook (see A1.3 in the ERF) provides in-depth information on faculty recruitment, appointments, and promotions as well as the faculty review and evaluations process.

The SGU SOM recognizes that regular, timely and formally documented assessment of faculty academic performance and progression towards promotion (where applicable) is desirable for maintenance of faculty quality, ongoing quality of student educational experience, and enhancement of faculty retention, in addition to being an accreditation standard requirement.

Faculty perform a yearly reflective self-evaluation using an online survey form, which is submitted for subsequent review to the program/department chair. One of the focal topics for the self-evaluations involves the identification of teaching contributions and standards met. As such, effective teaching is a core requirement for promotion and continuing contract for every faculty member in the program.

Additionally, at the end of every term, the university administers the Course and Instructor evaluations. Students are asked to anonymously evaluate each course they took and every instructor in each of them. These evaluations are a required component of the portfolio the faculty prepares and submits in their application for promotion.

5. Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on its self-selected indicators of instructional effectiveness.

The program views teaching effectiveness as being paramount to the success of its students and the program. In fact, it directly impacts the program's achievement of its vision and mission. As such, the program views the feedback from students on faculty instructional effectiveness as an invaluable component of its functioning. Therefore, each member of faculty, as part of their professional responsibility, is expected to have a high degree of effectiveness (4.5 or higher in Course and Instructor Evaluations) in each course taught. Table E3-5 below presents the program's performance on its indicators of instructional effectiveness for the last 3 years.

Table E3-5: Performance on Instructional Effectiveness Indicators for the last three years

| Indicators | 3-year period | | |
|--------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------------|
| | 2019-2020 | 2020-2021 | 2021-2022 |
| <i>Faculty Currency:</i> Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc. | 100% | 100% | 100% |
| <i>Faculty Instructional Technique:</i> Student satisfaction with instructional quality*: 1. Mean faculty evaluation scores | 5.48 | 5.43 | 5.38* |
| 2. % of faculty earning 4.5 or higher for summary course evaluation | 98% | 100% | 96% |
| School or program-level outcomes: Implementation of grading rubrics | 100% implementation | 100% implementation | 100% implementation |

The questions used to assess faculty instructional technique are Instructors' organization, Instructors' ability to explain complex material, Instructors' approachability, and willingness to assist students, overall rating of the instructors. See MPH Course & Instructor Evaluations Summary in E3.5 in the ERF.

*This figure reflects only evaluations from Fall 2021 and Spring 2022. The evaluation reports for Summer 2022 were not ready at the time of the preparation of the self-study document.

6. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has several mechanisms through which faculty instructional effectiveness is evaluated.
- Faculty members have both university and programmatic support for continuous improvement in teaching practices and student learning at their disposal.
- The program has different means through which it ensures its faculty remain current in their areas of instructional responsibility.
- The program has strong performances on its self-selected indicators of instructional effectiveness.

Weaknesses

- Although currency in instructional areas is an expected standard, the program does not have any policies/ guidelines to ensure that all faculty are engaging in activities that ensures this standard.

Plans for Improvement

- The program's administration is exploring options that can further provide and incentivize faculty to build and maintain currency in their areas of instruction.
-

E4: FACULTY SCHOLARSHIP

The school or program has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer reviewed and that they are content experts.

The types and extent of faculty research align with university and school or program missions and relate to the types of degrees offered. For example, when doctoral degrees are offered, the school or program's research portfolio in those areas take on greater importance. All types of research are valuable, whether conducted with the purpose of improving public health practice, advancing the scholarship of teaching and learning, or for generating new knowledge.

Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

1. Describe the school or program's definition of and expectations regarding faculty research and scholarly activity.

Research is an integral component of the MPH program's functioning, as is highlighted in its goals and objectives. DPHPM Research activities serve an important role in ensuring that faculty, students, and local, regional, and international partners have an interdisciplinary environment in which to engage in varied public health interests. Each faculty, as part of their professional responsibility, is expected to contribute individually and collectively to the department's research outputs. The program's faculty engages in both internally funded, externally funded, and non-funded projects on identified public health issues. Research projects have been published in peer-reviewed journals, governmental and non-governmental technical reports and at professional conferences. The program uses the SOM Faculty Handbook as well as Performance Evaluation and Promotions Criteria to identify measurable targets for faculty to meet.

The program's definition and expectations regarding faculty research and scholarship is guided by the university policies. The program wishes to highlight that the university definition of and expectations of research and scholarship are directly linked to faculty members track and FTE. SOM faculty appointment designation is by track: (a) Education (b) Clinician (c) Research. Tracks are used internally for appointments and promotion decisions. Each track defines the responsibilities of the role and the corresponding promotion criteria. Each track has service time and general academic requirements that apply to all faculty, along with track-specific academic and professional standards. For each of the stated tracks, the primary focus area is as per the listed expectations for that track.

All MPH faculty fall into the Education track. This track is for faculty whose research and scholarly activities are vital to the academic mission of the School of Medicine. They are highly involved with and contribute to student development, in the context of the academic mission of SGU. Table E4-1 below presents the FTE research expectations of faculty, in the Education track, by academic rank.

Table E4-1: Research Expectations of Faculty in the Education Track

| Academic Rank | Research |
|--------------------------------------|----------|
| Research Fellow | 80%-100% |
| Clinical Instructor/ Teaching Fellow | 0%-20% |
| Instructor | 0%-20% |
| Assistant Professor | 0%-20% |
| Associate Professor | 0%-20% |
| Professor | 0%-20% |

The cumulative percentages of faculty 1.0 FTE dedicated to each area for each individual faculty member is reviewed by the department chair before it is submitted to the office of the senior associate dean of basic sciences. The assistant dean for faculty affairs oversees the FTE data collection and process, on behalf of that office. The senior associate dean of basic sciences then reviews the departmental FTEs and discusses workloads or any modifications that are needed with the department chair. Moreover, it is the responsibility of the department chair to ensure a fair distribution of workload and a reasonable breakdown into the different FTE categories for each faculty member, as is deemed essential for successful delivery and high quality of the programs offered or contributed to by the department. Importantly, the program's definition and expectations of faculty research activities and scholarship is influenced by the program's vision, mission, and goals.

2. Describe available university and program support for research and scholarly activities.

The program, through the DPHPM and other university resources, has access to policies and practices to support faculty involvement in research.

Research, Service & Scholarly Activities Committee

The program has a Research, Service and Scholarly Activities Committee (RSSC) with the overarching responsibility to monitor and report on research, service, and scholarly initiatives. The current Chair of this committee is also the Assistant Dean of Research in the SOM and includes faculty members, staff, and students. RSSC prepares recommendations on scholarly work and measures, review guidelines and report on the program scholarly activities. The RSSC established cycle for the collation, analysis, and reporting of all departmental research activities (see Data Collection, Analysis and Action Cycle in E4.1 in the ERF). At the beginning of every calendar year, the Chair of the committee disseminates the RSS form (see RSS form) to every faculty member via email. Faculty members fill in the forms and submit them to the Chair of the

committee. The committee analyzes the data, discusses it, and proposes possible courses of action and the chair of the committee presents a briefing at department meetings. For instance, the committee has proposed a mentoring program through which it encourages senior faculty to mentor junior faculty. Several senior faculty members have since included junior faculty on research projects. Additionally, the program employs a calendar year cycle to collect and analyze its RSS activities. Moreover, RSS forms are sent out in January of each year and collect data from the previous calendar year.

Office of Research

The Office of Research is led by a Director for Research and includes Associate/Assistant Directors in each school. SGU Office of Research is a university wide resource available to the DPHPM and MPH program faculty. Faculty have access to technical support for Research Methodology and Biostatistics, Field Coordinator for Research and Grants Coordinator all located in the Office of Research as support for research activities. To help faculty and students with the funding of their research, the Office of Research employs a full-time Grants Coordinator. The Grants Coordinator conducts presentations on grant writing for the program's faculty members. Additionally, presentations to the program's students, upon request from the program's administration and or relevant course directors are made. The Grants Coordinator also forwards grant availability notices to the program's faculty and works with faculty to process grant applications towards submission as well as administrative support upon the receipt of grants.

The Office of Research includes budgetary allocations for Small Research Grant Initiatives (SRGI) which faculty and students in the MPH program access to conduct their research work. Additionally, fees related to processing and publication of research work in peer-reviewed journals are covered within the publication policy for the Office of Research.

The Office of Research also includes an Institutional Review Board (IRB) and an Institutional Animal Care and Use Committee (IACUC) to review applications for research involved with humans and animals respectively. Both the IRB and IACUC are internationally registered and recognized as review boards for research work. IRB and IACUC include members from the scientific community, civil society, governmental and community-based groups and are also served by an administrator and compliance officer to assist faculty with processing their applications for review.

WINDREF

The Windward Island Research and Education Foundation (WINDREF) at SGU includes DPHPM faculty that serves as Research Fellows. Research Fellows maintain an active research portfolio which is maintained and developed in partnership with partners from government institutions, international organizations, and funding agencies. WINDREF provides physical space, administrative support, and technical support for faculty progress in their research work.

WINDREF includes a list of academic, governmental, public, and private organizations and external funding sources for faculty to consider when seeking partnerships and sources of funding to conduct their research work. WINDREF as an established not-for-profit foundation includes the mechanisms for receiving, disbursing, accounting, reporting, and closing out external funding received by faculty in the conduct of their research, service, and scholarly work.

Professional Meetings and Business Travel

After one full contractual year has been completed, and upon acceptance of the subsequent offer for renewal of appointment, each faculty member in the basic sciences at the rank of Instructor and higher becomes eligible to receive financial support for participation in one professional meeting per year according to university guidelines and policies. While attending a professional or business meeting, each member of faculty in the SOM basic sciences is provided with an allowance to purchase textbooks. Sums up to the allowed maximum in any year will be reimbursed upon approval of the submission of an acceptable reimbursement form and all necessary associated receipts. Reimbursements are issued only for the term in which the actual purchases are made. A request for reimbursement must be made within 30 days after the meeting. The SGS also has a budget allocation for faculty and students involved in graduate degree programs to access funding to attend and present at professional meetings.

Sabbatical Leave

The university provides sabbatical leave opportunities to all faculty once they meet the criteria (See Faculty Handbook in A1.3 in the ERF). Sabbatical leave provides an opportunity for faculty members to engage in scholarly or creative activities that will enhance their professional growth and teaching.

3. Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. This response should focus on instances in which students were employed or volunteered to assist faculty in faculty research projects and/or independent student projects that arose from or were related to a faculty member's existing research.

Students are strongly encouraged to publish their CILE research papers with guidance from faculty. This provides a prospect for students to have publications at the end of their MPH. Additionally, the program's faculty involves students on their research projects (see RSS data in E4.3 in the ERF).

Specific examples of where students were involved in faculty research projects are presented below.

SGU Research Day

SGU has a Research Day every 18 months during which the program's faculty and students can present their research activities in a variety of formats: oral, round table and or poster. Some faculty members participated in presentations while others were attendees. SGU Research Day is an opportunity for interprofessional and multidisciplinary experiences where research conducted across the university is presented and opportunities for collaboration are identified. SGU Research Day is a National Board of Public Health Examiners (NBPHE) approved event for Continuing Education credits for public health faculty for Certified in Public Health (CPH) renewals. In the most recent SGU Research Day held in 2021, faculty and students had the following collaborations:

Oral Presentations

1. Adverse Health Outcomes and Pesticide Safety Compliance among Farmers in St. Lucia - Prakash Ramdass (**MPH faculty**), Satesh Bidaisee (**MPH faculty**), Sabrina Compton (**MPH faculty**), Leselle Romain (**MPH faculty**), Odran Edwards, (**MPH student**), Lindonne Glasgow (**MPH faculty**).

Poster Presentations

1. Ambient fine particulate matter concentrations during dry season in Grenada - David Kosoy, Kerry Mitchell (**MPH faculty**), Nick Drenzo, Martin Forde (**MPH faculty**), Paul Villeneuve.
2. An analysis of the Million Hearts Initiative utilizing the Centers for Disease Control and Prevention Policy Framework - Christine Ku (**MPH student**), Shivaughn Hem-Lee-Forsyth (**MPH faculty**), Leselle Pierre (**MPH faculty**).
3. Reduced Susceptibility and Resistance to Vancomycin in *Staphylococcus aureus*: A Review of Global Incidence Patterns and Related Genetic Mechanisms - Susmita Unni (**MPH student**), Tahseen J. Siddiqui, Satesh Bidaisee (**MPH faculty**).

CARPHA Conference

The Caribbean Public Health Agency's (CARPHA) conference provides an opportunity for faculty and students to present their research. The program encourages this type of engagement and collaboration. In 2021, an MPH faculty member, Dr. Kerry Mitchell, and an MPH student, Tania Khan presented at the conference. The detail of that presentation is provided below:

Khan, T., & Mitchell, K. (2021). *Evaluation of the Association between Maternal Exposure to Indoor Air Pollutants and Low Birth Weight*. CARPHA 65th Annual Health Research Conference.

SGU Small Research Grant Initiative (SRGI)

Students in the program have institutional support for engaging in research. As noted, the university makes the SGU SGRI available to students. Graduate students may apply for SRGI funding for their research projects through his/her supervisor, who must be full time faculty (see <http://www.sgu.edu/research/pdf/small-research-grant-initiative-guidelines.pdf>). This fund provides up to \$5,000 USD for each project. Faculty and students who get papers accepted at international conferences are also able to benefit from travel and conference registration expenses covered through the Graduate Studies Program. This provides an additional opportunity for faculty to attend a conference beyond their faculty professional travel award.

Publications in Peer-reviewed Journals

At the program level, students have the opportunity for journal publications. They are provided with a list of faculty research interests and current research endeavors to give them an idea of the research activities of the program. Students can work with faculty on ongoing research

activities. Some students have co-authored articles with faculty; some of which have been submitted to and accepted for publication in peer-reviewed journals. The following are some examples of faculty and student publication collaborations:

Ku, C. (*student*), Hem-Lee-Forsyth (*MPH faculty*), S. Pierre, L (*MPH faculty*). (2021). An Analysis of the Million Hearts Initiative utilizing the Centers for Disease Control and Prevention Policy Framework. *International Journal of Multidisciplinary Research and Analysis*, 4(6), 765-773.

<https://doi.org/10.47191/ijmra/v4-i6-13>

Student involvement: Student lead in the paper with writing and technical support from two Track Health Policy and Administration Track Faculty identified.

Faculty and students had a number of publications in the International Public Health Journal Special Issue (Public Health Themes in Grenada and the Caribbean Region 1 & 2). See International Public Health Journal Special Issues in E4.3 in the ERF.

4. Describe and provide three to five examples of faculty integrating research and scholarly activities and experience into their instruction of students. This response should briefly summarize three to five faculty research projects and explain how the faculty member leverages the research project or integrates examples or material from the research project into classroom instruction. Each example should be drawn from a different faculty member, if possible.

PUBH 858: Dr. Bidaisee's work on Zoonoses and One Health includes published peer reviewed journal articles that are included as reading materials for module 2 of the course which is on the One Health concept. Students' review of the article is required for their posting towards case study one of the courses. Dr. Bidaisee's research work on vector borne diseases and its control as a peer reviewed journal article is also included in the lecture content for the module on International Health which is a reference resource for the module's discussion forum.

PTHB 503: Dr. Alhassan's research work includes microbial diagnostics which is used to demonstrate part of the course laboratory work isolation, identification, and antimicrobial sensitivity of samples from research studies and clinical cases.

PTHB 510: Dr. Roopnarine's work in the Rabies section of the course is based on research on policy and practice guidelines. Students learned how to develop a protocol for management of 1) animals and 2) humans exposed to rabies and conduct case presentations in class.

PTHB 512: Dr. Stone research work on *Leptospira* spp in dogs, cats and bats integrate the study hypotheses and finding to demonstrate the difference among exposure, infection and shedding of pathogens.

PUBH 805: Dr. Fasanmi uses the knowledge, skills, tools, and experiences she gained from her participation in policy fellowships such as the Satcher Health Policy Leadership /Georgia Leadership in Education in Neurodevelopmental disability, the Fulbright Fellowship on HIV/AIDS Prevention

and Policy and the Policy Communication Fellow with the US Population Research Bureau, in her lectures on health policies, bills and as well as the role of regulatory and legislative bodies.

5. Describe the role of research and scholarly activity in decisions about faculty advancement.

Research and scholarly activity play a key role in the advancement of faculty. Faculty involvement in these activities is reviewed on an annual basis, as part of faculty performance evaluations. In fact, the university considers faculty members' research and scholarly activities as a criterion that is linked to faculty's annual bonus payment (See Performance Benefit Evaluation file in E4.6 in the ERF). Through this measure, faculty's performances are measured as being satisfactory or unsatisfactory based on the departmental determinations of what constitutes an appropriate level of productivity. Furthermore, faculty research and scholarly activity is reviewed whenever a faculty member applies for promotion. Faculty members, based on criteria related to their current rank, have minimum requirements for promotion. In relation to this, the Faculty Handbook (see A1.3 in the ERF) clearly highlights the criteria and procedures for faculty promotion.

6. Provide quantitative data on the unit's scholarly activities from the last three years in the format of Template E4-1, with the unit's self-defined target level on each measure for reference. In addition to at least three from the list that follows, the school or program may add measures that are significant to its own mission and context. Schools should focus data and descriptions on faculty associated with the school's public health degree programs.

In the past, the program recognized research as an area for strengthening, and has been making a deliberate effort to address this. While the program anticipated that the onset and prolongment of the Covid-19 pandemic would have significant negative impact on its research activities and outputs, the program research performance was, at minimum, consistent and in some cases surpassed expectations. Table E4-1 below reports the program's performance on its outcome measures related to faculty research and scholarly activities during the last 3 years, 2019-2021. The program highlights that it uses the calendar year to collect its RSS data collection.

Table E4-1: Outcome Measures for Faculty Research and Scholarly Activities for 2019-2021

| Outcome Measure | Target | 2019 | 2020 | 2021 |
|-----------------------------------------------------------------------------------------------------|--------|----------------------|----------------------|------------------------|
| Increase the number of faculty involved annually in public health research by 30% by December 2024. | 30% | 6 PIF (25%) | 11 (45%) | 13 (54%) |
| Increase faculty public health conference oral and poster presentation by 10%. | 10% | Oral: 9 Poster: 5 | Oral:17 Poster: 2 | Oral: 41 Poster: 24 |

| | | | | |
|---------------------------------------------------------------------------------------|-----|---|----|----|
| Increase student collaboration with faculty to conduct public health research by 10%. | 10% | 9 | 21 | 22 |
|---------------------------------------------------------------------------------------|-----|---|----|----|

In relation to its research focus areas goals, the program has adopted and applied several research goals. The program tracks its performance on different areas that are related to and in addition to its outcome measures identified above.

7. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area

Strengths

- The program continues to improve its performance on the measurable outcomes for research through the efforts of its faculty, their collaborations with students and the institutional support provided.
- Despite the global pandemic, the program was able to organize and host activities including a virtual conference to encourage and support research.
- Despite the global pandemic, the economic fallout because of it and the inherent limited funding for projects, the has performed quite well, surpassed or is on track to consistently meeting its outcome measures in undertaking public health related projects.

Weaknesses

- Research performance, collectively as a program, is in line with the program's focus areas and goals. However, the program notes the need for junior faculty to be more involved in research activities.
- While there is an increased number of grant applications submitted, access to grant funding continues to be a challenge.

Plans for Improvement

- The program has put in place a system of research teams within tracks and identified areas of interest matching junior faculty with senior and research established faculty to mentor and produce research outcomes.

E5: FACULTY EXTRAMURAL SERVICE

The school or program defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the school or program's professional knowledge and skills. Faculty engage in service by consulting with public or private organizations on issues relevant to public health; providing testimony or technical support to administrative, legislative, and judicial bodies; serving as board members and officers of professional associations; reviewing grant applications; and serving as members of community-based organizations, community advisory boards or other groups. While these activities may generate revenue, the value of faculty service is not measured in financial terms. Faculty maintain ongoing practice links with public health agencies, especially at state and local levels.

1. Describe the school or program's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.

Full-time faculty commit 100% of their work to their academic position, which equals a Full Time Equivalent (FTE) of 1.00. SGU appreciates that the nature of academia does not easily allow a precise definition of workload in terms of hours. Within the university, a 40-hour work week, the hour equivalent was chosen for the definition of the Faculty FTE, allocating 1600-hour equivalents for a one year (including annual vacation time), fulltime, ten-month teaching faculty positions. While an hour-based FTE, such as the one currently in use at SGU SOM, does not necessarily mirror the actual time spent for certain activities, it is a useful instrument to compare the workload of different individuals within a similar setting such as within a department, and between the various SOM departments. Each faculty member is asked to self-report on a regular basis, with intermittent updates as appropriate, their amount of time out of their 1.0 FTE dedicated to the following areas by entering their data, as applicable based on their specific assignments: teaching, research, administration, and service. Service activities fall under the umbrella categories of: (a) Service to the institution, (b) service to the discipline and (c) service to community.

The program uses a combination of service learning, professional association activities, community-based activities and working relationships with a variety of organizations as avenues through which its faculty (and students) can provide services to the wider public. The program's mission statement, focus areas and goals indicate its value of faculty and student service. The RSS committee identifies guidelines/outcomes for the program's service activities, measures, monitors, and proposes actions to improve the program's performance on the established measures.

Each faculty member is expected to actively contribute to the program's service outputs. The program's service activities are monitored through the department's RSSC process. Moreover, as part of SGU's performance benefit program, faculty members report on the service activities within the university, the wider community as well as professionally related activities (See Performance Benefit in E4.6 in the ERF). The program notes, however, that, as is the case with research, faculty contracts do not mandate faculty to engage in service activities. Despite this, the program acknowledges the MPH is a professional degree; an inherent component of which is service.

The program notes that like faculty research and scholarly activities, service expectations are directly linked to faculty members track and FTE. All MPH faculty are in the Education track and its service expectations are reviewed during the annual faculty performance evaluation as well as for faculty promotion. Table E5-1a below presents the FTE service expectations of faculty, in the Education track, by academic rank.

Table E5-1a: Service Expectations of Faculty in the Education Track

| Academic Rank | Service |
|--------------------------------------|---------|
| Research Fellow | 0%-20% |
| Clinical Instructor/ Teaching Fellow | 5%-20% |
| Instructor | 5%-20% |
| Assistant Professor | 5%-20% |
| Associate Professor | 5%-20% |
| Professor | 5%-20% |

The process for calculating the cumulative percentages of faculty 1.0 FTE dedicated to service is explained in E4.1. Like faculty research and scholarly activities, the department chair is responsible for ensuring fair distribution of workload to facilitate the achievement of service expectations.

2. Describe available university and school or program support for extramural service activities.

Since the program views service as an integral element of the MPH, in addition to the FTE allocations which allow faculty time to engage in service activities, it supports faculty engagement in service activities through various initiatives:

Service with Collaborating Centers

The program notes that the DPHPM hosts a WHO EOH CC, UNFCCC RCC and GWP. Therefore, the program is administered by the same department in which these centers are housed. However, the program notes these centers are external to the program. The program makes provision for the personnel from those centers to present service opportunities at meetings. Additionally, these opportunities are discussed, and the program chair encourages MPH faculty to get involved in activities and projects. In some instances, MPH faculty members have led initiatives. For instance, the

WHO EOH CC currently has a focus on pesticide use among the agricultural/farming community in the Caribbean. An MPH faculty team have led a review of policies on access and application of pesticides, promotion of health and safety standards towards the use of pesticides and build a network of users of pesticides to continue to engage on effective use of pesticides. This initiative has included 5 Caribbean countries and is done in partnership with the WHO CC. Additionally, students can also undertake their practicum with the centers.

Sharing of Extramural Service Opportunities: The program has created a database of service opportunities which is shared via One Drive. MPH faculty have collaborations with various organizations outside the university. As service opportunities arise, the database is updated. In addition, the CAB shares service opportunities which are added to that database. The information is shared directly with faculty and through them with the PHSA and students. This encourages involvement in extramural service.

Use of University Facilities: MPH faculty can use universities facilities for extramural services whenever the need arises. A request is made through the program chair to the relevant personnel and all necessary accommodations are made. This is inclusive of the use of lecture halls, conference room, IT equipment, IT technical support and printing support.

Recognition of Service

DPHPM, through its hosting of the Gamma Kappa Chapter for Delta Omega Honors Society, has a mandate to recognize excellence in service to the public health profession. The Gamma Kappa chapter during the period 2019 – 2021 have served through its faculty, students, and alumni with distinction in the response to the COVID-19 pandemic in Grenada and beyond. Faculty, students, and alumni have led in partnership with Grenada’s Ministry of Health the policy development, testing, contact tracing and health education and promotion of public health measures in response to COVID-19.

3. Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Service to Grenada Chapter of the Caribbean HIV/AIDS Partnership (GrenCHAP)

Tonia Frame, MPH, PhD, Assistant Professor of Global Health is the President of the Board of Directors of the Grenada Planned Parenthood Association (GPPA) and serves as an Advisor to the Board of the Grenada Chapter of the Caribbean HIV/AIDS Partnership (GrenCHAP). GrenCHAP is a non-governmental organization working to promote Sexual Reproductive Health and Human Rights, with a focus on marginalized populations, such as LGBT, Sex Workers, and Persons Living with HIV (PLHIV). These collaborations have created opportunities for students. For example, in 2021, in PUBH 861-Sexual and Reproductive Health and Rights class, students interviewed the President of GrenCHAP and conducted focus groups with young men in the Government of Grenada’s MPOWER skills training program to develop a curriculum for engaging out-of-school men and boys in family

planning. The curriculum is being finalized and piloted tested in collaboration between GrenCHAP, GPPA and DPHPM through a small grant.

Service to Pesticide Control Board of Government of Grenada

Lindonne Glasgow MSPH, DrPH, Assistant Professor of Environmental and Occupational Health is a member of the Pesticide Control Board for the Government of Grenada. In this role she is involved in evidence-based decision making regarding the use of pesticides. She is also a member of the WHO Collaborating Center and the team lead for the project, 'Pesticide exposures in the agricultural sector in Caribbean countries.' Through these organizations and projects Dr. Glasgow has offered research and service opportunities to MPH students. In PUBH 851-Foundations in Health Policy Analysis and PUBH 854-Health Economics courses, students reviewed the Grenada Pesticide Policy Bill in conjunction with the FAO's Model Pesticide Bill and the final recommendation was costed.

Service to Grenada Planned Parenthood Association (GPPA)

Christine Richards, MPH, PhD, Program Chair and Associate Professor of Global Health is the Vice President of the Board of Directors of the Grenada Planned Parenthood Association. In this role she is involved in oversight of the association and engaged in planning and implementation of sustainable activities for the association. This collaboration is integrated into the program through the provision of experiential learning opportunities. Students were engaged through PUBH 889-Practicum in Public Health, their applied practice experiences and given the opportunity to apply MPH competencies in health communication, cultural competency and working with diverse populations in PUBH 857-Community Health, Culture and Empowerment.

Service to underserved communities

Martin Forde, ScD, R Eng, Track Director and Professor of Environmental and Occupational Health, is the Caribbean Academies of Science (CAS) Water Expert representative on the Inter American National Academies of Science (IANAS) Water Group. In this role, he has been asked to provide training to several underserved communities in water sanitation and hygiene which in turn has given him the opportunity to involve students in conducting and delivery of this training. Dr. Forde also serves as the most senior researcher for the World Health Organization (WHO) Collaborating Center in Environmental and Occupational Health which is hosted within the DPHPM. This has afforded him the opportunity to involve students, in PUBH 816-Occupational Health, in occupational health and safety risk research projects such as reviewing the occupational health and safety risk factors to which garbage waste collectors in Grenada are exposed.

Service to Grenada COVID-19 Response

Satesh Bidaisee, DVM, MSPH, EdD, Track Director and Professor of Veterinary Public Health, provides service to the local government in different areas. Prior to the onset of the Pandemic in March 2020, Dr. Bidaisee began working with the WINDREF Covid Response Team and Grenada Ministry of Health, Covid Response Team. Initial work involves tracking of the international reports on Covid-19 and preparation of Grenada's policy and guidelines for Covid-19 includes the public health measures at the ports of entry, development of testing capacity, quarantine, and isolation

protocols, contact tracing system and coordination of the overall response. Dr. Bidaisee integrates his service to Grenada's Covid-19 response in PUBH 858- One Health: Public Health Applications. WINDREF serves as first certified testing center for Covid-19 for Grenada and included onsite and field testing which coupled with contact tracing provided a significant contribution to Grenada's response to Covid-19. Grenada's Covid-19 Response team included students and alumni from the WINDREF team as well as the Ministry of Health who have successfully navigated Grenada through the pandemic experience.

4. Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on the self-selected indicators of extramural service, as specified below:

Select at least three of the following indicators that are meaningful to the school or program. In addition to at least three from the list that follows, the school or program may add indicators that are significant to its own mission and context. Schools should focus data and descriptions on faculty associated with the school's public health degree programs.

- Percent of faculty (specify primary instructional or total faculty) participating in extramural service activities*
- Number of faculty-student service collaborations*
- Number of community-based service projects*
- Total service funding*
- Faculty promoted on the basis of service*
- Faculty appointed on a professional practice track*
- Public/private or cross-sector partnerships for engagement and service*

The program, based on its RSS form, collects data on the following three indicators from the list provided in the criterion: Percent of faculty participating in extramural service, the number of faculty-student service collaborations and the number of community-based service projects as well as other indicators. For 2019, 85% of the program's faculty members were participating in extramural service activities, in 2020, 95%, and in 2021, 55%. The marked decrease in 2021 appears to have an association with COVID-19 related lockdown directives and where faculty had limited physical service commitments with the communities the program serves. Overall, the program considers faculty members service contributions to be satisfactory.

The program also has three specific service-related measures which it tracks. Table E5-1b below presents those measures and the program's performance against them for the 3-year period 2019-2021.

Table E5-1b: MPH Program Performance on Service-related measures

| Focus Area 3.1: Facilitate participation in public health service activities that translate knowledge into practice. | 3-year period | | |
|----------------------------------------------------------------------------------------------------------------------|---------------|------|------|
| | 2019 | 2020 | 2021 |
| Service-related Goals | | | |
| Percent of faculty (specify primary instructional or total faculty) participating in extramural service activities | 85% | 95% | 55% |
| Number of faculty-student service collaborations | 3 | 6 | 11 |
| Number of community-based service projects | 5 | 6 | 8 |

5. Describe the role of service in decisions about faculty advancement.

SGU's performance benefit program has specific components that address faculty members' service activities and provides incentives and rewards for faculty to engage in service activities towards review for annual bonus payments. The program's VMGO recognizes the importance of service which the program and university includes in its evaluation of faculty and promotion. Additionally, the program has specific goals and objectives that emphasize service, and the RSS committee is charged with guiding and monitoring the program's service activities.

Faculty promotions details are in the SGU faculty handbook (see A1.3 in ERF) which stipulates that community service is one of the elements in consideration for promotion. In addition, the department has its own community service criteria that were established by the Research and Service Committee. The committee's criteria highlight minimum expectations for teaching, research and service activities which are consistent with SOM expectations, and which are used for faculty promotion and annual bonuses.

For candidates to be promoted into higher academic ranks, the department chair is responsible to allocate sufficient time to enable the faculty member to fulfil those standards that are required for promotion (see Faculty Handbook in A1.3 the ERF). The program notes, however, that no specific number of service interactions are mandated/ identified/ expected as it relates to decisions for promotions.

Service is a priority of the program and faculty as outlined in the department's mission and goals and as is required for faculty promotions. Opportunities are many, however the challenge is that the majority of our program's students are online. The program is exploring creative ways to engage students using virtual opportunities and continue to work on building partnerships with public health organizations to create additional opportunities.

6. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The university has an FTE system that allows for the definition of faculty workload.
- The program has a method for collecting and reporting faculty service activities.
- The university has a support system that allows for extra mural service.
- Faculty integrate service experiences into their instruction.
- The program has clear service-related measures which it monitors.
- There is a clear link between faculty service activities and their promotion/ advancement.

Weaknesses

- Not applicable.

Plans for Improvement

- Not applicable.
-



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F1: COMMUNITY INVOLVEMENT IN PROGRAM EVALUATION AND ASSESSMENT

The program engages constituents, including community stakeholders, alumni, employers, and other relevant community partners. Stakeholders may include professionals in sectors other than health (e.g., attorneys, architects, parks and recreation personnel).

Specifically, the program ensures that constituents provide regular feedback on its student outcomes, curriculum, and overall planning processes, including the self-study process.

- 1. Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.*

The program involves its stakeholder groups in program evaluation and assessment based on their role and capacity. As part of its standard operating procedures, the program has 3 main formal structures that it uses for community involvement. These structures are the DPHPM's Biennial Retreat, the MPH Practicum Preceptors/ Site Supervisors, and the MPH Community Advisory Board (CAB).

DPHPM Retreat

DPHPM retreats provide the opportunity for multiple stakeholders to review reports and presentations on the department's MPH program activities including service involvement. Stakeholders provide feedback and recommendations on the program's service activities and measurement of community engagement provide an instructive evaluation and inform further community engagements.

MPH Practicum Preceptors/ Supervisors

Practicum Preceptors/Site Supervisors are another stakeholder group that regularly provides feedback to the program. Practicum activities include service-based activities where site supervisors can provide feedback and evaluate students' competence on community involvement. Practicum site supervisors are public health and public health allied professionals who represent a range of local, regional, and international organizations.

MPH Community Advisory Board (CAB)

The CAB is a group of local, regional, and international professionals who represent different Public Health areas of practice and associated organizations. Membership to serve on the CAB is determined by the program's collaborations and partnerships with public health agencies which is appointed by the program's Chair after consultation with MPH faculty. Additionally, referrals of former and outgoing CAB members identify organizations and persons to consider. The CAB must consist of a minimum of 9 and a maximum of 11 members appointed to serve for a period of 3 years. The CAB has regular meetings quarterly (See CAB By-Laws in F1.1 in the ERF). The meetings are electronically documented via Minutes (see CAB Meeting Minutes in F1.5 in the ERF). The CAB access to all non-confidential MPH documents. At each meeting, its members review different aspects

of the MPH program, as is needed. The CAB provides feedback and makes recommendations for improved functioning. Table F1-1 below presents the current list of CAB members and the organizations they represent.

Table F1-1: Composition of the MPH Community Advisory Board

| Name | Qualifications | Organization | Position |
|------------------------------------------------|-------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Mrs. Eunice Sandy-David (CAB Chair) | BA (Sociology) Registered Nurse | Office of the Integrity Commission | Administrative Manager |
| Mr. Nicholas Snagg | | Grenada Organization of Retired Persons (GARP) | President |
| Dr. Shawn Charles | MPH (Epidemiology) MD (Medicine) | Ministry of Health and Social Security | Chief Medical Officer (Ag.) |
| Dr. Carlene Radix | MPH MD (Medicine) | Organization of Eastern Caribbean States | Head of Human and Social Division |
| Mrs. Chrissie Worme- Charles | MSc (Soc. Work) BSc (Psychology) | Ministry of Social Development and Housing | Permanent Secretary |
| Mrs. Lydia Browne | MSc (Nutrition) | Grenada Food & Nutrition Council (GFNC) | Executive Secretary |
| Ms. Tonia Hyacinth | BSc (Speech- Language Pathology & Audiology) | National Disaster Management Agency (NADMA) | Deputy National Disaster Co-Ordinator |
| Ms. Jacqueline Pascal | BA (Education) | Grenada National Organization of Women (GNOW) | Project lead for Spotlight Initiative & Interim Director for Program of Adolescent Mothers |
| Ms. Kerlin Charles | BSc (Psychology) | Grenada Chapter of the HIV/AIDS Partnership (GrenCHAP) | President |
| Dr. Joy St. John | MPH MBBS BSc | Caribbean Public Health Agency (CARPHA) | Executive Director |
| Ms. Patricia Sheeratan- Bisnauth | MA (Religion & Society) | Caribbean Family Planning Affiliation (CFPA) | Chief Executive Officer |

2. Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.

The DPHPM, is a member of several professional organizations where engagement and feedback are provided on its community involvement including:

Association of Schools and Programs of Public Health (ASPPH)

The program includes faculty representation at the ASPPH leadership council and benefits from the discussions among peer programs and schools and decisions made on how community involvement is conducted and experienced. The feedback from ASPPH also includes faculty membership to ASPPH section committees where colleagues discuss and provide feedback on experiences and examples of community involvement among member institutions. Through these feedback mechanisms, the program receives opportunities to explore and learn about similar experiences from peers and colleagues.

Consortium of Universities of Global Health (CUGH)

The program faculty is represented in the CUGH education competency sub-committee and includes sharing and learning about community experiences and transformation into global health course competency development. The program, during the 2019-2021 cycle, identified partner institutions and received support and feedback from individual members of CUGH to enable the development of selective courses on community health in Costa Rica. These selective courses are currently being offered.

Delta Omega Honors Society

Annual reporting to Delta Omega Honors Society by the DPHPM Gamma Kappa chapter provides an opportunity to review community engagement across chapters to learn and identify examples for community involvement that may be applicable to the local and regional content where the chapter resides. The Gamma Kappa chapter inductees and executives all represent public health practitioners at different levels of practice and experiences who actively share in the opportunities as well as provide feedback on the chapter's work.

World Health Organization Environmental and Occupational Health Collaborating Centers (WHO EOHCC)

The DPHPM has partnered with the WHO/PAHO to develop and deliver an approved workplan through the WHO EOHCC. This workplan is based on the terms and conditions for the establishment of the WHO EOHCC as well as the renewal process which involves review and feedback on deliverables of the workplan and plans for the CC going forward. The workplans influences research and service by faculty and students as well as feedback from constituents about the relevance and impact of faculty/students' activities to resolve PH issues. Additionally, several of the initiatives for the WHO EOHCC includes engaging communities and population groups in the focus of environmental and occupational health.

United Nations Framework Convention on Climate Change (UNFCCC)

The UNFCCC RCC which is hosted by the DPHPM is a representative of the UNFCCC for the Caribbean region, and as a priority, is involved in capacity building for the region in climate mitigation and resilience. The DPHPM faculty partners with the RCC in the delivery of its mandate including training, community consultation and policy development, community education and awareness programs all of which are reviewed, and feedback provided from the community level, local and regional governmental agencies and the UNFCCC head office in Bonn. The DPHPM also benefits from staff officers at UNFCCC RCC who provide technical support and opportunities for instruction in courses, practicum for students and projects for faculty within the monitoring and evaluation mechanism of the UNFCCC.

Global Water Partnership (GWP)

The Global Water Partnership is another international partner who is housed with the DPHPM which provides opportunities for engaging with communities across the region on policy and other water security and safety projects. Faculty are engaged in community-based interventions as part of the GWP work plan which is reviewed and receives feedback from stakeholders including the communities involved, community-based organizations, government agencies and the GWP network.

WINDREF

The DPHPM faculty are frequently involved in community-based projects in partnership with WINDREF. These projects and activities are mentored and reviewed by the Senior Research Fellows at WINDREF and part of the WINDREF annual meeting where projects are presented, and feedback provided by WINDREF Board of Directors. Project reports are also annually reviewed and published in the WINDREF Annual Reports as part of a scientific review process by Senior Research Fellows.

Government Ministries, Civil Society, and Professional Organizations

Community based projects conducted by the DPHPM commonly includes oversight and partnership with the relevant Government ministries. Such projects are built into the cycle of workplan, monitoring and evaluation which provides feedback throughout the design and implementation of community-based work. The DPHPM, based on its MOU with MOH in Grenada, is included in the MOH's annual cycle of planning and faculty based on areas of expertise are identified and involved in relevant areas. Faculty therefore partner with government workers, community-based workers, and their organization in a consultative process of engagement and feedback.

Additionally, several of the program's faculty have membership on different community-based and professional organizations through which they become aware of both educational and practice opportunities. Linked to this, members also receive frequent updates on public health practice, research, and education. Faculty members often discuss and review this information to assess the program's current competencies. Additionally, some faculty members, as part of their professional development, attend professional courses which they sometimes use to assess track-specific competencies and adjust their courses.

Consultants

The program engages with consultants both within the university and externally at different times. The main opportunity for engagement with consultation is the DPHPM's biennial retreat where consultants review different aspects of the MPH program and provide feedback. Faculty and students also work along with consultants to deliver service. This provides an opportunity for coaching and professional feedback which is usually incorporated to improve delivery.

3. *Describe how the program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.*

The program's Community Advisory Board (CAB) is one of the main mechanisms used to assess the continuing education needs and workforce development needs of governmental and community organizations. The organizations represented on the CAB, and those with whom they engage, through its members, are allowed to articulate their needs. The CAB members inform the program of these expressed needs and the program in turn, based on the qualifications, experience and interests of its faculty, responds to those needs. With regards to the organizations that are not represented on the CAB, most past and current service activities and technical consultations were identified and requested by the community organizations, governmental agencies, and other stakeholders. The Evaluation Committee, through the Accreditation Coordinator who also serves as this committee's Chair, provides the members of the CAB with reports from the evaluation processes for evaluation at CAB meetings. The program benefits from CAB members who aid in integrating perspectives from the field of practice into the academic program.

The DPHPM conducts a biennial retreat which focuses on an overall review of the program. The most recent retreat took place in the Fall of 2019. The one which was carded for 2021 was not undertaken due to the COVID-19 pandemic and the university's position on in-person meetings. Members of the university's administration, faculty, CAB, content & methodology consultants, staff, students, and alumni (some of whom serve as Practicum supervisors), community-based and governmental organizations participate in the retreat. In addition to the review of the program's vision, mission, goals and objectives, participants engage in appraisals of course content, competencies, assessments, policies and procedures, evaluation reports, research, and service activities. Other areas such as student recruitment, admissions, enrolment, and graduation are also reviewed. The retreat culminated with a presentation of a list of recommendations and strategic actions. The outcomes of the last retreat can be found in the program's strategic plan which is found in the ERF.

Practicum site supervisors evaluate students' competency achievements at the mid and final stages of the practicum via eValue. These assessments are reviewed by the Practicum Coordinator who reports the finding the program's administration and faculty. These reports are discussed, and necessary actions are taken, as is appropriate.

Additionally, PHSA directly communicate with the program's administration and faculty on matters that are relevant to students. Members of the PHSA are invited to attend all departmental meetings. PHSA also participate in management activities such as midterm evaluations as well as ad hoc reporting which is shared with the program/department administration for its attention. Furthermore, PHSA have membership on each standing committee, except for the GAC and PAPH, as well as on some ad hoc committees. As such, they have voting rights that serve to shape every area of the functioning of the program. Students therefore have an active and integral role in the administrative and policy decision making process of the program and the department.

4. *Describe how the program's external partners contribute to the ongoing operations of the program, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.*

Curriculum Review and overall MPH functioning

The program's biennial retreat provides a structured opportunity for external partners to contribute to the ongoing operations of the program. As part the activities of the program's last retreat, held in October 2019, Dr. Carlos Guzman (MD, MSc), Director of the InterAmerican Center for Global Health and Dr. Dawn Whitehead (PhD), VP at the American Association of Colleges & Universities served as consultants. In preparation for the retreat, program related documents were sent to the consultants. After an initial review, they requested additional document and clarity on selected areas. During the retreat, the consultants provided feedback on the program's curriculum and functioning. The CAB and alumni of the program were also involved in this retreat. They reviewed and provided feedback on every aspect of the program which was included in the retreat. The next retreat will be held in 2023.

Review of MPH Vision, Mission, Goals, Objectives & Evaluation Plan

The program notes that the CAB is one of the most active and involved external partner that regularly contributes to the ongoing operations of the program, inclusive of the development of the vision, mission, goals, and objectives. In 2018 and 2019, the MPH Program reviewed and revised its vision, mission, values, goals, and evaluation measures. At its July 1, 2019 meeting, the MPH CAB reviewed draft versions and provided input for changes.

Development of the Self-Study Document

The CAB was actively involved in the development of the self -study document. Members of the CAB reviewed the entire document during the draft stages of the document as well as the final version. The program's alumni were also involved in the development of the self-study document. They reviewed and provided feedback the same criteria as the CAB members. During these reviews the focus was on whether the narrative was clear, whether the program's efforts were adequately represented, whether there were areas where more details were needed and whether the strengths, weaknesses and plans for improvement were representative of the program's functioning.

Assessment of Community Needs

The CAB provides information on the changing practice and research needs of the communities within which its members work. These needs are discussed and presented to the program. The program reviews the needs to ensure its graduates have the skills required to address them. As a result of these discussions, a list of needs was shared with the program and circulated to all faculty. By extension, faculty members were invited to indicated areas where they which to contribute in addressing the needs identified (See CAB Members' Organizations Needs in F1.4 in the ERF).

Assessment of Graduates' Competence

The program annually collects data about its alumni's competence on public health knowledge and skills from their employers via the Employer Survey and the Employer Interview (see F1-4 in the ERF). The results of this survey are collated, shared with all faculty, and discussed at the department meetings. These discussions serve create an avenue through which course and track directors review the elements of their courses and tracks for relevance. Additionally, alumni, as a stakeholder group, provide information through the Alumni Survey, that the program uses to evaluate its functioning. The program acknowledges the traditionally low response rates of these surveys. In an effort to gather more data as suggested by CEPH after a review of the program's Preliminary Self-Study document, in Summer 2022, the program implemented key informant and focus group interviews (see Employers' Survey Report and Alumni Survey Report in F1.4 in the ERF).

5. Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.

Minutes of CAB meetings are provided in the ERF (see F1.5 in the ERF for CAB meeting minutes). Also included is the report from the most recent retreat (see Retreat Report F1.5 in the ERF).

6. Summarize the findings of the employers' assessment of program graduates' preparation for post-graduation destinations and explain how the information was gathered.

The Employer Survey was sent to 22 employers and preceptors. A total of 9 employers responded. As such the survey yielded a response rate of 41%. Table F1-6 below presents a summary of the data collected.

Table F1-6: Summary of Quantitative Data from the Employers' Survey

| Competency Statement | Excellent | Very Good | Good | N/A |
|------------------------------------------------------------------------------------|-----------------|----------------|------|-----------------|
| Apply epidemiological methods to settings and situations in public health practice | 33.3 % (n=3) | 44.4% (n=4) | 0 | 22.2 % (n=2) |

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------|-----------------|-----------------|
| Select quantitative and qualitative data collection methods appropriate for a given public health context | 33.3% (n=3) | 33.3% (n=3) | 11.1 % (n=1) | 22.2 % (n=2) |
| Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate | 11.1 % (n=1) | 44.4% (n=4) | 0 | 44.4 (4) |
| Interpret results of data analysis for public health research, policy, or practice | 22.2% (n=2) | 44.4 % (n=4) | 0 | 33.3% (n=3) |
| Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings | 33.3 % (n=3) | 11.1% (n=1) | 0 | 55.6 (n=5) |
| Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels | 33.3% (n=3) | 11.1% (n=1) | 0 | 55.6 (n=5) |
| Assess population needs, assets, and capacities that affect communities' health | 22.2% (n=2) | 44.4% (n=4) | 11.1% (n=1) | 22.2 (n=2) |
| Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs | 22.2% (n=2) | 44.4% (n=4) | 11.1% (n=1) | 22.2% (n=2) |
| Design a population-based policy, program, project or intervention | 33.3% (n=3) | 22.2% (n=2) | 11.1% (n=1) | 0 |

As observed above, the response rate to the Employer Survey was low. As such, to address this, and based on feedback from CEPH on the program's preliminary self-study document, in Summer 2022, the program implemented the use of key informant interviews and focus groups to supplement the Employer Survey and to collect qualitative data from employers of the program's graduates in addition to the surveys. Transcripts from interviews are generated and qualitative analysis conducted. The organizations represented were research institute, university, and government. The length of time employing MPH graduates: range of 5-20 years. The survey yielded findings below:

In response to the question of areas where graduates were best prepared, the following themes emerged:

- Communication skills (both written and oral)
- Leadership
- Teamwork
- Cultural competency
- Professionalism
- Research

Verbatim comments related to these include:

- *“Their preparation in research ethics and grasp of ethical principles, especially with vulnerable populations, is excellent and well-suited to the work we are doing. They are*

generally good communicators (both oral and written) and, partly because of this, work well the existing team members we have on the ground. They are also well-qualified to follow rigorous data collection, entry, and checking protocols. They understand the importance good data and how it can drastically alter the outcomes of an epidemiological study.”

- *“tremendous leadership in terms of being able to work on their own, being able to communicate with other persons, the inter-relationship with person within the department, I believe some of them you know would have even created their own friendships”*
- *“for some cultural students, maybe students from Africa and so on, I find that they integrate pretty well into the Grenadian system.”.*

In response to the question of areas in which graduates could benefit from more training or preparation, the following themes emerged:

- Data analysis – use of software
- Manuscript preparation
- Grant writing
- Stronger grounding in epidemiology and biostatistics
- Advance research course

Verbatim comments related to these include:

- *“some idea of writing grants, perhaps little more exposure to searching the literature for grants being able to do very comprehensive literature searches”*
- *“take more initiative to analyze data sets and write reports/results for peer-reviewed presentation or publication.”*
- *“if they had more exposure to statistics, research design and implementation.”*

Verbatim comments in relation to current and future practice needs, the following comments were made:

- *Scientific reporting, and taking the initiative on such reporting, as a critically needed skill.*
- *I think an infectious track would be a great start, just look at the last two years in terms of understanding what drives infections emergent,*
- *I think expertise in the fields of One health or Global Health would be very advantageous.*
- *a need of leadership so maybe public health leadership skills,*
- *Having the broadest approach and knowledge of how to conduct research is probably the level we would expect*
- *so training students in good hypothesis structured research project,*
- *Port health management, international health regulations*

7. Provide documentation of the method by which the program gathered employer feedback.

The program uses its Alumni and Employer Surveys (see Alumni & Employer Survey in B4.2) in the ERF) to identify workplaces of its graduates.’ In each academic year, the program administers its Employer Survey to analyze its graduate's ability to perform the program’s competencies in their employment setting. Both Alumni Survey and subsequent Employment Survey are conducted through the centralized survey system by the university’s the Alumni Relations office. The survey is electronically administered, and the survey data are shared with the program’s Evaluation committee and the Program Chair.

8. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has well-established, distinct formal structures for constituent input into the program.
- The program’ CAB is representative of recognized local and regional organizations.
- The preceptors/ practicum supervisors who supervise MPH students and who provide feedback to the program represent a range of local, regional, and international organizations.
- The program regularly gathers feedback from external constituents outside of its formal structures.
- The program has different avenues through which it engages external constituents in the assessment of content and currency of its curriculum.
- The program has various ways through which its external partners contribute and from which it receives feedback.
- Contributions of external contributors are recorded and form part of the program’s documentation.

Weakness

- Graduates and Employers feedback is limited based on the response rate.

Plans for Improvement

- The program’s alumni relation efforts will further engage graduates and employers to inform the data on destination assessment of competence.

F2: STUDENT INVOLVEMENT IN COMMUNITY AND PROFESSIONAL SERVICE

Community and professional service opportunities, in addition to those used to satisfy Criterion D4, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

1. *Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.*

At each orientation of students, the program introduces students to the research, service, and community engagement activities that are undertaken by faculty within the Department and in which they are all encouraged to participate. The vision and mission of the program are emphasized at this event with a focus on community engagement being highlighted as a core area for realization of the vision and mission.

Track specialization organized meet and greet events are also used to further emphasize the need for involvement in community service activities. Within each track there are track-specific research and service activities as well as other practice-based opportunities in which students are encouraged to participate.

Internship opportunities, community engagement opportunities shared by partners and other public health programs and agencies are shared with students via their SGU email accounts, inviting applications for participation as well as the program's Career Development Site on Sakai LMS.

PHSA is involved in ongoing and new community-based initiatives which students are organized into committees for coordinating activities. PHSA prepares a report of activities undertaken and submits it to the DPHPM through its faculty advisor (see F2.1 for reports). Through PHSA Faculty Advisor, opportunities are shared and if interests are developed, faculty, program and university resources are identified for the particular activities. The importance of these activities is emphasized as opportunities for professional development, portfolio building, networking, and building partnerships.

2. *Provide examples of professional and community service opportunities in which public health students have participated in the last three years.*

Below are examples of professional and community service in which public health students have participated in the last three years:

Pesticides Education Platform

The pesticides education platform was jointly created by SGU students undertaking the MPH practicum and students in the global health program at York University in Canada. The platform was by the students over 3 years with the objective of providing ready access and training on pesticide safety and stewardship for farmers in the Windward Islands and the wider Caribbean.

The site was piloted and received credible feedback from male and female participants. The site will be launched in collaboration with ministries of agriculture.

Reach Within

PHSA has been partnering with *Reach Within* in Grenada since July 2019. *Reach Within* is a community-based organization which focuses on child and adolescent care. During the COVID-19 pandemic, students in the Grenadian school system were out of physical school for a period and some had limited to no access to online tools and technology to access online classes and other school programs. PHSA together with *Reach Within* developed a project to identify students with technology needs and provided some mobile and tablet devices to assist with access to online education. The project with *Reach Within* also recognized social and mental health challenges among the students. *Reach Within* and PHSA partnered with an MD/MPH alumnus who serves as a psychiatric fellow at the University of Michigan and together developed a counselling service online for students to access.

Grenada COVID Response

SGU/WINDREF initially led the testing capabilities for COVID-19 in Grenada with several of the technical team including graduates of the MPH program as well as faculty and students. Students were trained and conducted testing and contact tracing and provided other support for Grenada. Testing and contact tracing capacity was developed by the Ministry of Health and private laboratories. Additionally, SGU/WINDREF and Min of Health collaborated in the roll out of the vaccination program for Grenada where students, faculty and graduates supported the education and promotion campaign and volunteered at vaccination sites across Grenada. The COVID-19 testing, contact tracing and vaccination program continues with students, faculty and alumni continuing to provide support for the efforts and the capacity have recently advanced to include detection of SARS-CoV-2 variants as part of the local and regional identification and tracking of the epidemiology of COVID-19. This collaboration has been ongoing since March 2020.

3. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has a strong relationship with the local Ministry of Health and is a partner with WINDREF which provides opportunities for students to participate in professional and community service.
- The program's faculty are available to provide technical support, mentor students in the process and are encouraged by the institution to engage in community service.

Weakness

- A challenge is that most of our students engage with the program virtually and are therefore not

available for in-person activities.

Plans for Improvement

- Identify and develop online/distance based professional and community service opportunities for students who engage the program online to access.
 - A Public Health Selective, the ‘Costa Rica Selective’, has been developed to provide global health practice opportunities for students. The Costa Rica Selective was delayed due to the pandemic. Its implementation is scheduled to begin in Fall 2022.
-

F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

The school or program advances public health by addressing the professional development needs of the current public health workforce, broadly defined. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

1. Provide two to three examples of education/training activities offered by the school or program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or student at the institution that houses the school or program) and an indication of how the unit identified the educational needs.

Table F3: Professional Workforce Development Training

| | Education/training activity offered | How did the unit identify this educational need? | External participants served* |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Example 1 | Water, Sanitation and Hygiene training (WASH) | Need identified by NGO working with local communities. | 64 participants from 4 communities in 3 parishes in Grenada |
| Example 2 | HealthWISE Work Improvement in Health Services: <i>‘Controlling Occupational Hazards and Improving Workplace Safety’ and ‘Biological Hazards and Infection Control’.</i> | Need identified by the World Health Organization through the WHOCC. | Health care workers from 6 countries 57 registrants: 31 participants on day 1, 34 on day 2 |
| Example 3 | COVID-19 Testing and Contact Tracing for Ministry of Health and Private Laboratories in Grenada | Ministry of Health in Grenada and Laboratories were identified to expand the testing capacity for Grenada in 2020. WINDREF together with DPHPM faculty provided training and quality assurance measures for COVID testing. The training further | 8 laboratory workers from the Ministry of Health and 8 laboratory workers from private laboratory facilities. A train-the-trainer program on contact tracing was developed with |

| | | | |
|--|--|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| | | evolved to include contact tracing and the development of the protocols for testing and tracing. | initial training for 20 identified people including SGU staff and alumni to serve as contact tracers as well as trainers for further training. |
|--|--|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|

2. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program continues to receive and respond to requests and needs identified for training and development.
- The program's faculty include local and international experts in their field/discipline who are recognized and requested to contribute to training programs.

Weakness

- The 2019-2021 period of study was limited in the routine training and development schedule that the program historically delivers.

Plans for Improvement

- The program, with oversight given by the RSS committee, has implemented a plan whereby at least one track leads an education/ training activity every semester.
- The program will continue to engage stakeholders to identify training and capacity building efforts going forward as the communities the program serves emerge from the focus on COVID-19.



CRITERIA G

G1: DIVERSITY AND CULTURAL COMPETENCE

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- **incorporation of diversity and cultural competency considerations in the curriculum**
- **recruitment and retention of diverse faculty, staff, and students**
- **development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination**
- **reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted**

1. List the program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.

The Program's self-defined priority under-represented populations are:

1. Local and regional students
2. Public health practitioners without graduate public health degrees
3. Free-standing students (not including Preventive Medicine students)
4. Faculty from non-Caribbean regions
5. Faculty with dual (joint) degree qualifications

SGU is characterized as a diverse institution and diversity is identified as one of six Critical Strategic Issues (CSIs) to the university. As such, for the program, diversity is a foundational core value. Local and regional, as well as free-standing students are of particular interest and importance to the program being located in the Caribbean, it considers it a social responsibility to contribute to the preparation of a public health workforce that can adequately address the needs of the region. The program prioritizes access for local Grenadian students and regional students from the Caribbean including public health practitioners as an under-represented population in the MPH student population. Professionals working in public health in the region may not have any formal public health training. Therefore, in keeping with its mission, this population is a priority for the program. Faculty from non-Caribbean regions and faculty with dual (joint) degree qualifications are priorities to add interprofessional skills to the

program's expertise. The program recognizes that the educational environment is enhanced and enriched by a true blend of voices and knowledge from varied backgrounds and attributes.

Each semester, the evaluation committee reviews the self-defined and self-reported demographic data of each student enrolment cohort. The committee chair updates the program's administration and presents these data during DPHPM meetings. Based on trends in the student demographic data, the program identified the student populations above as priority groups. For faculty, a review of the faculty complement is conducted by the program's administration whenever the program engages in faculty recruitment. These under-represented populations along with the supporting data were shared with all stakeholder groups during the self-study period. These populations reflect the groups that have historically had low numbers in the program.

2. List the program's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.

The program has goals related to diversity of its student and faculty complement. Below are those goals:

Goal statement 1: Increase faculty with joint degree qualifications by 20%.

Goal statement 2: Increase faculty from non-Caribbean regions by 20%.

Goal statement 3: Increase enrollment of local and regional students by 20%.

Goal statement 4: Increase enrollment of freestanding students (not inclusive of Preventive medicine students) by 20%.

Goal statement 5: Increase enrollments of non-degree mid-career professionals by 10%.

In relation to goal statement 1, across the 3-year period under review, the program noted a small increase in 2021-2022 from the previous two academic years. With regard to goal statement 2, the program also observed a small increase in 2021-2022 academic year compared to the two previous academic years. Across the review period, the program saw fluctuations in relation to goal statement 3. Caribbean students, inclusive of locals, increased in 2020-2021 but decreased in 2021-2022 to the same level of 2019-2020. In relation to goal statement 4, the program observed consistent increases across the 3-year review period, with the increase being a bit more pronounced in the 2021-2022 academic year. For goal statement 5, in the AY 2019-2020, the program had no non-degree mid-career public health professionals enrolled in the program. However, in the next two academic years, the program had persistent increases.

3. *List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of program-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.*

The program embraces the belief that a diverse, equitable, and inclusive environment is pivotal in the provision of the highest quality teaching, learning and research experiences. Below are the actions and strategies used to advance the program's self-defined priority populations:

Faculty Recruitment

Faculty employment opportunities are internationally advertised. This is done with the hope of increasing the number of non-Caribbean faculty as well as those with dual degree qualifications. In the past year, vacancies have been advertised on LinkedIn, HigherEd Jobs and Caribbean Jobs Online. Additionally, the program invites professionals who have been referred by faculty and international colleagues to apply for vacant positions. Moreover, the program notes that while it is not the sole responsibility of the program to hire and retain faculty, the program's faculty and administration have influence over the guest lecturers.

Marketing and Recruitment

The marketing and recruitment efforts of SGU includes initiatives and staff that are reflective of a global strategy across different regions and countries around the world. The Office of Enrollment Strategy includes an international approach to develop SGU as a higher education option for students. The university includes offices in Grenada with staff and focus for the Caribbean region. The New York office includes staff for regions within North America, there is an office and staff in Dubai for the Middle Eastern region, staff for Africa with divisions for East, Southern and West Africa and offices in the Indian subcontinent and in Hong Kong covering the Southeast Asian and Pacific region. The international presence of SGU offices allows for an international recruitment of students into SGU academic programs including the MPH degree.

Public Health Institute

DPHPM offering of Certificate in Public Health is to provide access for local and regional public health practitioners without the minimum requirements for entry into the MPH program to access graduate public health courses and experiences with the possibility of matriculation into the MPH program based on defined performance indicators. This strategy has provided a pathway for local and regional public health students, as well as people in the public health workforce who do not have PH qualifications to be able to access the MPH program.

Scholarships

SGU and the Government of Grenada have an established scholarship program which includes scholarships for Grenadian students to receive a tuition free MPH program. The scholarship desk at the Ministry of Education in Grenada is mechanism for prospective students to apply for scholarships. SGU through the SGS provides scholarships for SGU faculty to access tuition free MPH program opportunity. Many of the faculty members who pursue the MPH program based on scholarships provided are from the Caribbean region or other developing country context including countries in Africa and Asia.

Interprofessional and Multidisciplinary

The diversity of the program is also represented by students across the different degree options including Standalone MPH, MD/MPH (Preventive Medicine) and DVM/MPH (Veterinary Public Health). The experiences in courses, interactions, and selection of topics of interest for CILE and choice of Practicum placement provides for interprofessional and multidisciplinary outcomes which is another construct of how the program identifies with diversity. The program has also benefitted as part of the partnership between SGU and Rocky Vista, School of Osteopathic Medicine where students in the Doctor of Osteopathy (DO) program can pursue the MPH program and add another interprofessional and multidisciplinary dimension to the MPH program diversity experience.

4. List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

The actions and strategies to create and maintain a culturally competent environment and the process used to develop those feature a combination of university, departmental, and program-specific initiatives.

At the university level, there are policies that value all forms of diversity and that support a climate that is culturally tolerant and free of harassment and discrimination. Those policies are included in the student, faculty, and staff handbooks. The MPH Program, which is housed in and administered by the DPHPM, is committed to maintaining those university policies. The DEI policy is found on page 181 of the Faculty Handbook and the Non-Discrimination policy is found on page 184. The university's commitment to diversity can be viewed at <https://www.sgu.edu/about-sgu/diversity/diversity-is-in-the-universitys-core-dna/>.

Moreover, SGU, as part of its values which includes a global community, has established a program called United with a focus on Diversity, Equity, and Inclusion (DEI). Using a top-down approach, all faculty, including those in the MPH program, are required to participate in faculty development sessions aimed at improving faculty's competence as it relates to DEI. The university has also implemented a DEI council, that is chaired by the Assistant Dean for

Multicultural Affairs, which is responsible for the development and evaluation of DEI policies, and which is also an advisory body to the Dean of SOM regarding DEI matters.

The program's administration and faculty are responsible for the curriculum, and they follow the guidance and the continuing efforts of the university in relation to diversity and cultural competency within courses. The program faculty strives to address and build competency in diversity and cultural considerations. From the onset, students learn to appreciate and demonstrate cultural competence due to the diversity of faculty and students in the program. Moreover, the program notes that many of the CEPH foundational competencies require a degree of awareness of cultural values and practices as well as cultural competencies. As such, several of the MPH required course have didactic content, engage students, and assess their knowledge and competence on cultural values. Specifically, foundational competency #8: Apply awareness of cultural values and practices to the design or implementation of public health policies or programs is incorporated in PUBH 806: Social and Behavioral Aspects of Public Health and PUBH 831: Concepts, Practice and Leadership in Public Health. Foundational competency # 20: Describe the importance of cultural competence in communicating public health content is also incorporated and addressed in PUBH 806 (see Table D2-3: Assessment of Foundational Competencies in Criteria D). Also, many of the MPH courses, for example, PUBH 806, 805, 807, 831 and 858 require students to work collaboratively in groups and this provides an opportunity for them to further enhance their cultural competence. For example, BPM502-Basic Principles of Medicine III, Week 1 Culture and Medicine covers cultural competency) as well as PUBH 844- Leadership and Decision making, in Week 3, students learn about The Cultural Basis of Public Health Leadership.

At the program level, students also interact with diverse guest lecturers throughout their MPH journey. These interactions with different stakeholders from diverse backgrounds create and maintain an environment in which cultural competence is a conscious undertaking of the program. Furthermore, students are exposed to culturally diverse community agencies. These opportunities include the IPT projects. Moreover, the program, as well as the PHSA, provide students with opportunities for service learning. Through these activities, MPH students interact with people of diverse backgrounds. These engagements are held regularly and allow the students to demonstrate culture competence through the creation of culturally appropriate documents and provision of services. Likewise, students undertake their Practicum in different cultural settings. As such, they apply and maintain their cultural competence outside of a purely academic setting.

5. Provide quantitative and qualitative data that document the program's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.

Quantitative and qualitative data that documents our approaches, successes, and challenges in carrying out actions and strategies related to our priority populations comes from the demographic data on enrollment and retention of under-represented student and faculty populations. These data demonstrate that program is committed to the education of traditionally

underserved students in the program as well as having a diverse faculty complement. Data for the last 3 years are presented in Table G1-5 below.

Table G1-5a: Summary quantitative data for self-defined priority populations in the MPH program.

| Under-represented population | AY 2019-2020 | AY 2020-2021 | AY 2021-2022 |
|---------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Local and regional students | 37 | 56 | 32 |
| Public health practitioners without graduate public health degrees | 0 | 5 | 8 |
| Free-standing students (not including Preventive Medicine students) | 58 | 61 | 67 |
| Faculty from non-Caribbean regions (<i>MPH PIF only</i>) | 7 | 7 | 8 |
| Faculty with dual (joint) degree qualifications | 8 | 8 | 10 |

The program also monitors the race and ethnicity of its students and faculty. Table G1-5b below presents data on these diversity indicators.

Table G1-5b: Summary quantitative data for self-identified race/ ethnicity of students and faculty

| Race/Ethnicity | AY 2019-2020 | | AY 2020-2021 | | AY 2021-2022 | |
|-------------------------|-----------------|---------|-----------------|---------|-----------------|---------|
| | Student | Faculty | Student | Faculty | Student | Faculty |
| African | 24 | 1 | 32 | 1 | 13 | 2 |
| African American | 11 | 0 | 13 | 0 | 6 | 0 |
| Caucasian/White | 76 | 5 | 101 | 4 | 42 | 3 |
| Indian | 26 | 0 | 28 | 0 | 11 | 0 |
| Indian Subcontinent | 26 | 0 | 26 | 0 | 10 | 0 |
| American Indian | 1 | 0 | 1 | 0 | 1 | 0 |
| Asian/ Pacific Islander | 45 | 0 | 59 | 0 | 23 | 0 |
| Hispanic/Latino | 14 | 1 | 24 | 1 | 9 | 1 |
| Middle Eastern | 25 | 0 | 26 | 0 | 10 | 0 |
| Mediterranean | 6 | 0 | 6 | 0 | 1 | 1 |
| Afro Caribbean | 27 | 10 | 50 | 11 | 22 | 10 |
| Indo-Caribbean | 10 | 4 | 6 | 5 | 1 | 5 |
| Other | 12 | 0 | 22 | 0 | 13 | 0 |

The program notes the data shows that for most of the ethnic groups, there was an increase in the number of students accessing the program.

6. Provide student and faculty (and staff, if applicable) perceptions of the program's climate regarding diversity and cultural competence.

The program notes that this is a new measure for the university and the program. While traditionally the program collected data on the diversity of its students, it acknowledges that students' perceptions related to diversity and cultural competence were not collected. In 2022, the program updated to its Exit Interview to capture that data. Data from the survey is found in Exit Interview 2021-2022 in G1.6 in the ERF. The survey was sent to 89 students. The program highlights there were different response rates based on the questions asked.

In response to the question of whether students of all cultures and backgrounds are respected and valued by the program, 26 students responded, yielding a response rate of 29.2 %. 1 student (3.85%) neither agreed nor disagreed. 9 students (34.62%) agreed and 16 (61.54%) strongly agreed. On the issue of students' comfort talking about their background and cultural competence, 26 students responded, yielding a response rate of 29.2%. 1 student (3.85%) indicated discomfort, 2 students (7.69%) were undecided about whether were comfortable, 8 students (30.77%) were comfortable and 15 students (57.69%) were very comfortable. As it relates to faculty being respectful to students of different races and cultures, 25 students responded, yielding a response rate of 28%. 2 students (8%) were undecided, 9 students (36%) agreed, and 14 students (56%) strongly agreed. In response to the classroom encouraging students to develop an appreciation for diversity, 4 students (15.38%) were undecided, 10 (38.46%) agreed and 12 (46.15%) strongly agreed.

For faculty, in 2022, a survey was developed and administered by the Office of Multicultural Affairs within the Dean of Basic Sciences office. A copy of the report from that survey, Faculty Diversity and Cultural Competency Report, is found in G1.6 in the ERF. The general findings of the survey are shared below.

The majority of the program's faculty and staff (80%) felt they have opportunities to work successfully in setting with diverse colleagues while the remaining 20% neither agreed nor disagreed. 70% of the faculty and staff believed the program effectively manages diversity, 25% neither agreed nor disagreed and 5% disagreed. 74% of them indicated the program accepts people with different ideas, 21% were indifferent and 5% disagreed. 85% felt if they raised a concern about discrimination, the program would do what is right, 10% were indecisive and 5% strongly disagreed. On the issue of harassment, 85% indicated it was not tolerated while 15% were undecided. 90% believed their opinions matter and 10% neither agreed nor disagreed. 95% felt the program is committed to treating people with respect while 5% were neutral. The program recognizes that, for each of the questions, the number of faculty and staff was high enough for the program to take note. There was a 95% response rate on this survey.

7. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- SGU as an institution is characterized by internationalism of the community including faculty and students. The MPH program faculty and students reflect the institution's internationalism.
- SGU has a focus and commitment to Diversity, Equity and Inclusion (DEI) with dedicated offices and administrators to incorporate DEI into the policies and practices as well as curriculum and experiences of the university community from an academic and non-academic perspective. The program is part of the DEI focus of SGU.
- By and large, MPH students are satisfied with the program's culture regarding diversity and cultural competence.
- Most faculty members are satisfied with the program's climate regarding diversity and cultural competence.

Weakness

- The program highlights the gap in its data collection with regard to students' perception of the program's climate regarding diversity and cultural competence.
- The program notes the low response rates on the Exit Interview questions concerning the program's climate regarding diversity and cultural competence.

Plans for Improvement

- In 2022, the program updated its Exit Interview to capture this data and it plans to continue doing so.
 - The program plans to further update the Exit Interview to require students to answer all questions on the survey. A "mandatory response is required" element for questions is being explored for implementation from Fall 2022.
-



CRITERIA H

H1: ACADEMIC ADVISING

The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

- 1. Describe the program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.*

The program offers students a range of advising services in addition to university wide student academic support services. Program services include welcome packages, orientation and onboarding and an advisor-advisee system.

Welcome packages

Every student who is accepted to the MPH program receives all relevant details on the program and is given an MPH Policies and Procedures manual (see A1.3 in the ERF). This manual highlights every aspect of the MPH program and includes information on the MPH academic policies. This manual clearly outlines information for the successful completion of the MPH program.

Orientation and Onboarding

The program includes a mandatory onboarding course which all students are enrolled into and are expected to complete before the start of their first term. The onboarding course is an asynchronous course which details all aspects of the program's academic structure, expectations, and requirements as well as resources and support services available to students. The program also hosts a synchronous dual delivery mandatory orientation session before the start of classes for each entering cohort of students. During the orientation sessions, students are greeted by a cross section of the university's administrators who give a general overview of the university's expectations of students. The program's administration and representative faculty members also present on the program policies and procedures, Applied Practice Experience, CILE, research, and service opportunities and navigating the program's online tools and technology and its Learning Management System. Students can ask questions and or request clarity of the various areas highlighted.

Advisor-Advisee Meetings

Each student is assigned to an academic advisor who assists in determining their academic portfolio and projecting a completion map. Students are encouraged to meet with their faculty advisor, who is available during scheduled weekly office hours to discuss academic and professional development issues. At a minimum, each faculty meets with his/ her advisees three times per semester. As highlighted above, the first meeting takes place after orientation, at which point the Entry Interview (see H1.1), gauging the students' expectations of the program, completion of map/plan for degree completion, and career advisement are done. As part of the process and to ensure consistency, each Faculty is required to follow the Advisor-Advisee Instructional Guide (see H1.1 in the ERF) when meeting with their advisees. Advisement is reflected on the MPH Student Advisement Form (see H1.1 in the ERF) and on Insight.

In addition to the program services, students also benefit from access to the following university wide academic support services:

Department of Educational Services (DES)

The program collaborates with the Department of Educational Services (DES) to ensure that students are given the technical support that they need. The DES offers various services to the program, by way of guidance to enhance academic performance. These include:

Learning Strategists- the learning strategists help students develop a wide range of skills to become more effective learners through individual consultations, workshops, lectures, and presentations. Topics covered by learning strategists include time and task management strategies, study skills, test preparation and test taking strategies, learning styles assessments and long-term memory development.

English Language and Communication Programs- these programs aim to improve students' reading, writing, listening, and speaking skills. They also serve to develop skills for sociocultural communication, critical thinking, and analysis.

Writing Modules- DES and the program collaborated to develop writing modules specifically for MPH students. Students must complete these modules prior to working on their CILE projects. The goal of the writing modules is to assist students in writing development by assessing their strengths and weaknesses and devising a personalized plan for improvement.

Library Services

Library services have collaborated with the MPH program to deliver specific academic services requested. These services include sessions on the library resources with specific focus on public

health content. The librarian presents on how to conduct literature searches using the library databases as well as referencing software and its use.

Office for Instructional Innovation (OII)

OII provides training and support on the use of technology for the MPH program including navigating and engaging the Sakai LMS as well as tools and platforms for classrooms and examinations.

2. Explain how advisors are selected and oriented to their roles and responsibilities.

At the program level, the department administration assists with orienting new faculty members into the roles and responsibilities. Each faculty member is expected to function as an academic advisor. However, new faculty are not assigned to student advisees in their first term but are assigned after their own orientation. The track director assists with orienting and supporting faculty and new members are also encouraged to take the MPH Onboarding course which is part of the orientation for students. Faculty is also provided with an updated version of the MPH Policies and Procedures manual as well as the Advisor-Advisee instructional guide at the beginning of each semester.

Faculty advisement process allocates students to faculty within their specific track. However, due to the disproportionate representation of students in the preventive medicine track, faculty are further randomly to ensure equitable distribution to faculty.

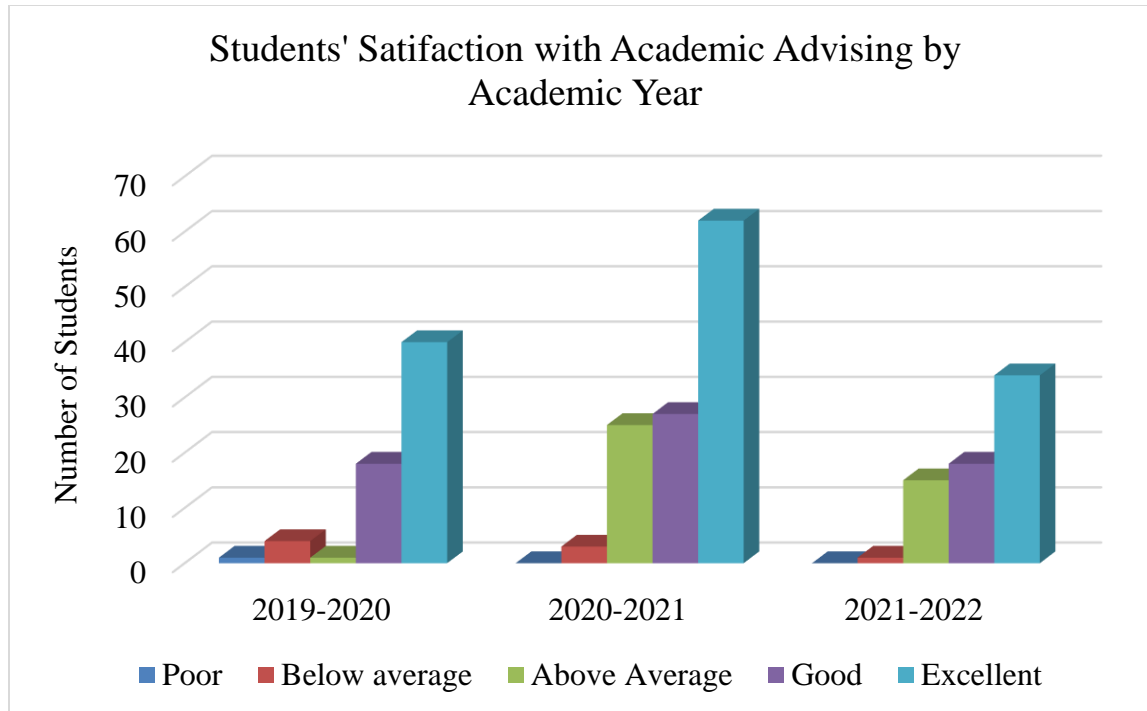
3. Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

The program uses a variety of materials and resources to provide additional and detailed guidance to students throughout their MPH journey. These are provided in H1.3 in the ERF.

4. Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.

Figure H1-4 below presents data on the level of students' satisfaction with academic advising for the last 3 academic years. The program collected only quantitative data for this measure. The program notes that in Summer 2022, two additional questions were added to the Exit Interview

Figure H1-4: Level of Students' Satisfaction with Academic Advising for the Last 3 Years



5. Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

Each student who is accepted into the program receives a welcome package. This package includes an acceptance/welcome letter. This letter, among other things, informs the student of the time and location of the MPH orientation, a required activity for all new students.

Orientation is organized by the DPHPM for both the Summer and Fall terms as a dual delivery session. MPH orientation session is the same for all students regardless of track specialization.

The initial part of the orientation includes welcomes remarks and addresses from the university's administration including the Provost, the Dean of the SOM, the Dean of SGS, the Dean of Students, Department of Educational Services and Psychological Counselling Services.

Presentations are also made by the OII to orient students to the technology and tools in the MPH program and the PHSA to welcome and begin the student peer engagement.

The second part of orientation is an interactive one. DPHPM Chair welcomes the students, highlighting expectations of students. MPH faculty members present on select areas of the program which include an overview of the program, required evaluations, CILE and Practicum. The orientation session concludes with a Q&A session. All faculty advisors are required to meet with their students within the first week of the term to begin the faculty advisor-advisee program.

and engage in the entry interview process. Advisors reiterate the program's expectations, policies, and procedures. During the entry interview and initial advisement, a plan for progressing and completing the MPH program is developed and monitored over time.

6. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The program has a suite of advising services that are available to all students regardless of track specialization.
- The program has a simple but well-defined process for the selection of advisors and for orienting them into their roles and responsibilities.
- The program has a variety of advising materials and resources that are readily available to students.
- Students have consistently indicated satisfaction with the level of academic advising they receive in the program.
- The program has an orientation session for each incoming MPH class.
- The orientation process provides all students with the information and procedures needed to successfully complete the program.

Weaknesses

- The program had limited qualitative data on students' satisfaction with academic advising.

Plans relating to this criterion

- The program plans to continue emphasizing the importance of the survey at different points throughout their MPH journey.
 - The program updated the Exit Interview in Summer 2022 to capture qualitative data on this measure from students.
-

H2: CAREER ADVISING

The school or program provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable.

Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The school or program provides such resources for both currently enrolled students and alumni. The school or program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

1. Describe the school or program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs. Schools should present data only on public health degree offerings.

The University offers a wide range of services that ensure that the University is in partnership with each student during his or her academic journey. To complement the services offered at the university level, the program has implemented a specific public health career development program. The program career development program is led by a dedicated faculty together with track directors in the design and implementation of career advising services.

The Office of Career Guidance and Student Development (OCGSD)

The OCGSD is staffed by associates of University Support Services, and faculty and alumni of St. George's University School of Medicine. OCGSD is designed to assist medical students in obtaining postgraduate residency. Complete information on examination requirements, clinical rotation time schedules, and obtaining postgraduate training is provided to help students navigate the residency application process. The service benefits the program's dual MD/MPH students as well as the Preventive Medicine track students to identify opportunities for post graduate residency programs, specialty fellowships and also practicum options as part of the MPH degree. Together, these 2 groups make up the largest representation of the program's students and, as such, this service is a critical one.

Orientation

During the entry interviews, each student shares his/her background, interest, expectations, and career interests with their respective advisor. Based on this discussion, students are

referred to different faculty and professional personnel to have a follow up discussion on their professional interests. Students are also connected with students in advanced stages of the program and alumni based on shared interests. Students are also encouraged to prepare a professional resume which they use as part of their practicum placement and updated for employment applications and continuing education opportunities.

Advisor-Advisee Meetings

A component of the advisor-advisee meetings is career advisement. Students share interests and faculty share resources as well as research opportunities to provide to students. Advisors also serve as the primary source for letters of recommendation as well as references for employment applications and/or continued professional development. The faculty also support students' alignment of CILE and Practicum as well as course activities throughout the MPH program with their projected career interests. Faculty are required to record minutes of those meetings. Previously, the advisor-advisee meetings were recorded using the MPH Advisement Form (see file in the ERF). However, as of the 2021-2022, InSight, a web-based platform is being used to manage students' records.

MPH Career Day

In response to expressed needs of students and alumni, the DPHPM held a virtual career day in the Fall of 2021 to add to its career advising services. This activity was offered using the Zoom platform where each of the program's track specialization had a time slot that was used to present professional pathways and career experiences of faculty, to discuss career/ job opportunities and to interact with faculty. The activity also allowed students from different track specializations to attend any session in which they were interested.

The program held on August 26th, it's Fall 2022 Career Day as a live virtual event. The 2022 Career Day focused on connecting students and alumni with relevant public health agencies and representatives to identify employment, internships as well as volunteer opportunities. Each track specialization invited public health agencies relevant to the track area to share examples of employment positions, career opportunities and experiences.

Track Meet and Greet

Each track hosts a meet and greet activity once per semester. Although these activities target students in specific tracks, students from other tracks can participate if they wish. During Meet and Greet sessions, students interact with track faculty and learn more about each other's interests, experiences, research and service activities and other related work. Additionally, a guest (a professional whose focus/ qualification is in one of the track areas) or a faculty member of the track presents on a select research project which is followed by an interactive session.

MPH Career Development Services

As a professional degree program, career advising is an integrated part of the MPH program and occurs from the beginning at orientation, throughout the program, upon completion and in alumni

relations. All students are enrolled into the Career Development resource site on Sakai LMS and the content is continuously updated on employment notifications, continued professional development opportunities, training on writing resumes, preparing job applications, participating in interviews and letters of recommendation services. The site includes career centers based on the different program tracks as well as resources on job openings, training programs, scholarships. The ASPPH weekly newsletter is also provided on the site and is circulated along with professional development and extracurricular activities using a mailing list that includes all students and alumni.

Continuing Education and Professional Development

The MPH program supports students and alumni towards seeking continued education and professional development. SGS conducts weekly lunchtime seminars as part of a seminar series. Students receive announcements on the seminars which are delivered by faculty, visiting faculty, research students and scholars who present their work and experience. These benefit students that have a particular interest in a given seminar presentation. Professional development is facilitated by the program which encourages and supports students and alumni to pursue the National Board of Public Health Examiners (NBPHE), Certified in Public Health (CPH) exam. The program through the library subscribes and provides a study guide and practice questions. Additionally, study and review materials are available on a CPH Sakai site and faculty are available to provide academic support to students and alumni who have registered for the exam.

Higher Education

Several standalone MPH students continue their professional development in other graduate education opportunities including doctoral training programs. The MPH program works directly with students and alumni who have an interest in pursuing continued higher education opportunities. Support is provided to prepare and submit letters of recommendations and related documentation in support of students and alumni applications. Additionally, students and alumni benefit from the network of institutions that the international faculty and partners that engage the MPH program that serve as resources and reference persons to higher education opportunities.

Alumni Relations

The MPH program maintains contact with all alumni through the Alumni Relations Coordinator. Alumni relations activities include sharing information about the MPH program to alumni, interacting with alumni who wish to engage in the MPH program and supporting the program's continuous evaluation through alumni and employer's survey. The Alumni survey provides the MPH program with various professional and career development experiences for alumni and serves to identify needs where alumni request. Alumni relations are facilitated through an on-line platform from the SGU website. Alumni register as a member of the SGS Alumni Association and benefit from the services for the website including information related to employment opportunities, platforms for alumni to post their

professional profile and communicate with each other as part of an on-line alumni community.

Employment

For the few alumni that remain unemployed immediately after graduation, the MPH program maintains a professional relationship and provides support by part time employment opportunities as teaching assistants and research assistants and staff in community-based projects. These activities serve to maintain the professional development of alumni and provide earning opportunities as well. Faculty in the MPH program also include alumni and the university employs graduates across the institution.

2. Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

The program benefits from the university's Office of Career Guidance and Student Development (OCGSD). The OCGSD also acts as a liaison with the Educational Commission for Foreign Medical Graduates (ECFMG) which supports MD graduates and their application for residency placement. The office is staffed by associates of University Support Services, and faculty and alumni of St. George's University School of Medicine. The OCGSD advisement is critical for the students and alumni that are either in medical education or medical graduates.

At the program level, a faculty member serves as the Career Development Coordinator to lead career development activities. Track Directors also serve as a resource for their respective discipline in career development for students within their tracks. Additionally, as faculty advisors, professional expertise and experience contribute to the overall career development services available to students.

3. Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

MPH Career Day

The program had its inaugural annual career day on October 22nd, 2021. The event was held via Zoom and each track specialization had a time slot to present on various areas related to the tracks (see event flyer in H2.3 in the ERF). Overall, there were 54 participants. The Epidemiology track session had 13 participants, EOH had 17, Global Health had 12, HPM had 19, Preventive Medicine had 11 and Veterinary Public Health had 7. The program notes some participants overlapped across track sessions.

The anticipated outcomes of the career days are for students to learn about professional pathways options for them. It also aimed to allow faculty and invited public health professionals to share their career experiences with students, to discuss career opportunities and provide the opportunity to interact with faculty.

Global Health (GH) Track Meet and Greet

The GH track specialization held its meet and greet activity on June 18th 2021, via zoom. This activity was attended by all track faculty and 7 track students. During this meet and greet, students got to interact with track faculty and know more about each other's interests, faculty members' research and service as well as the other work they do. Additionally, there were 2 guest speakers (see below) who work in GH. Speakers discussed their career paths, experiences, global health career opportunities as well as the necessary skill sets. The discussion also focused on the importance of creating work/life balance. One presenter discussed her MPH practicum and how that experience presented opportunities for work and a career in global health. The other presenter shared how she was able to successfully practice preventive medicine, conduct research and create balance. Important public health competencies for work in global health were discussed. The guest speakers were:

- Marina Dalton-Brown, MPH (Alumna), Manager of Insights Exchange; Knowledge Management Technical Advisor, Population Services International (PSI), Washington D.C.
- Gloria Akousa Ansa, MB ChB, MBA, PhD, Principal Medical Officer, University of Ghana, Health Services

Career Development Sakai LMS Site

The career development site was launched in 2021 as a centralized resource for students and a location for tracks and faculty to share announcements, opportunities and resource materials for employment, continued education, and general information on the various track specializations in public health. The site also collates resources across the university from training materials and resources for professional development and serves as an interactive space for students and alumni to access and engage in the process of career development.

4. Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable. Schools should present data only on public health degree offerings.

The program encourages its students to provide feedback through student evaluations, exit interviews and consultations with their academic advisors. Students, at the exit interview, evaluate the support services offered to them towards their career development. Prior to the 2021-2022 academic year, the program did not collect data on students' level of satisfaction with career advising. Table H2-4 below presents the data on students' satisfaction with career advising and career-related opportunities for the academic year 2021-2022.

Table H2-4: Students' Perceptions of Career Advising

| <i>Students' Overall Perception of Career Advising from Faculty Advisor</i> | | | | | |
|------------------------------------------------------------------------------------|------|---------------|---------------|------|-----------|
| Options | Poor | Below Average | Above Average | Good | Excellent |
| # of students | 0 | 1 | 7 | 9 | 9 |
| <i>Students' Satisfaction with Career Advising in the Program</i> | | | | | |

| Options | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|-----------------------------------------------------------------------------------------------------|-------------------|----------|----------------------------|-------|----------------|
| # of students | 0 | 1 | 8 | 9 | 8 |
| <i>Opportunity for Students to Engage with Professionals about Careers and Career Opportunities</i> | | | | | |
| Options | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| # of students | 0 | 0 | 12 | 9 | 5 |

Students enrolled in the MPH free standing degree option are the ones who express a level of continued need in the area of requiring career counseling services as alumni. Students enrolled in the MD/MPH and DVM/MPH dual degree programs do not assess any gaps in the career advisement that they received during their stay in the program. The Alumni Survey, highlighted in Criterion 2, serves as a follow up evaluation of where alumni are in their careers and results of the survey have demonstrated alumni that are unemployed have the greatest need of career counseling services (see Alumni Survey in B 4.2 in the ERF).

5. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area

Strengths

- Students have a variety of career advising and services opportunities available to them.
- Career advising and services are available at both the university and program level.
- The program has engaged in several career advising initiatives to boost the services offered to students.
- The program's students are satisfied with the career advising and services offered/ available to them.

Weaknesses

- The program's structured career development program is a relatively new service and alumni prior to Fall 2021 would not have benefitted from the service.
- The program is currently unable to track the use of the Career Development Sakai LMS site.

Plans relating to this criterion

- The program plans to implement a mechanism, in collaboration with the Department of Educational Services and the Office of Career Guidance, to ensure that all faculty members receive training and or development in career advising. Participation to these training sessions would be mandatory for all faculty.
- The program plans to collaborate with the Office of Information Technology and the Office of Instructional Innovation to explore opportunities through which use of the

Career Development Sakai site can be tracked.

- The established career development services will be available to alumni going forward. Alumni would be invited to participate in the MPH Career Day, the Track Meet and Greet sessions and they will have access to the MPH Career Development Services.
-

H3: STUDENT COMPLAINT PROCEDURES

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

1. *Describe the procedures by which students may communicate complaints and/or grievances to program officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.*

Student complaints and/or grievances can be processed through multiple avenues within the DPHPM and other relevant university offices or authorities. The following are the ones that are encouraged and most frequently used by SGU and MPH students:

Direct Communication with Faculty, Advisor, or Department Chair

Students can approach individual faculty members about issues that are directly linked to the circumstances of the problem. If the students are not satisfied with the faculty response, they are encouraged to approach their track directors and department chair. This opportunity is highlighted at every orientation session. Throughout the process, students should also engage their respective faculty advisor. If the issue remains unresolved, students can engage the department chair.

Office of Dean of Students

The Office of the Dean of Students is available to address student concerns throughout the academic year. The DOS confidentially holds specific details of these grievances to protect the interests of the students and other members of the university community. The DOS addresses each case through the disciplinary committee to which one of the Assistant Deans of Students has the responsibility of overlooking. The SGU Student Manual and the DPHPM's Program Design and Policies Manual, which are distributed to all students at the beginning of every academic year explicitly encourage students to utilize their services. This opportunity for filing complaints/ grievances is highlighted during MPH orientation as well of the DOS' portal.

Dean, School of Graduate Studies

The office of the Dean for School of Graduate Studies is available for all MPH students to present any complaints or grievances on academic issues encountered. SGS Dean on receipt of any students queries generally convenes a small committee led by an Assistant/Associate Dean of SGS to meet with the student as well as any additional persons related to the complaint/grievance after which is report is presented to the Dean with recommendations for the

Dean's attention. Students can write directly to the Dean of SGS as well as make appointments to meet in person or online to discuss complaints/grievances.

Public Health Student Association (PHSA)

PHSA provides student representation on several of the department's committees. These representatives can express interests and concerns during general departmental and committee meetings as well as through the Student Government Association. This opportunity is publicized during orientation as well as during PHSA meetings.

Student Handbook

The SGU Student Handbook also provides the published policies and procedures relating to the communication of concerns expressed by students. Students can also find this information in the Department's Policies and Procedures Manual; the program provides each student with a copy of this manual at the MPH orientation. The SGU Student Manual is available to all students via the university's website.

Other Resources

Office of Judicial Affairs is also an office that students can access/engage. Students can also access/engage DOBS/Dean of SOM as well as Dean of SGS for issues that are academic in nature.

Ombudsperson is also a possible office for grievances. These opportunities are highlighted at the MPH orientation and are also publicized on the various portals for each of these offices.

- 2. Briefly summarize the steps for how a formal complaint or grievance is filed through official university processes progresses. Include information on all levels of review/appeal.*

The program is guided by the university's policies which allow students to file complaints and grievances. At the university level, complaints can be made directly to the DOS or through EthicsPoint, a mechanism which enables students to report misconduct to an outsourced third party and which then confidentially send these reports to the appropriate office at SGU. As a general procedure, complaints/ grievances are responded to as described below:

Non-anonymous Reports

Non-anonymous complaints/ grievances are channeled to the Office of the Dean of (DOS), directly or indirectly. Upon receipt of a complaint/ grievance, a determination is made as to which policy the complaint/ grievance falls under. Then, an investigation pursuant to the relevant policy will be commenced. A member from the Office of DOS conducts the initial intake interview with the student. The Office of the DOS and/or its designee may conduct additional interviews with the student and initiate additional investigatory actions with the student (e.g.,

interviews by a department of public safety officer). The Office of the DOS may refer a matter to and/or consult with an appropriate department/office for purposes of an investigation involving non-students, such as faculty or staff. If the complaint/ grievance is against another student, then the Office of the DOS will follow relevant procedures pursuant to the Code of Conduct, and the matter may be referred to the Office of Judicial Affairs.

Reports through EthicsPoint (anonymous or non-anonymous)

If a complaint or a grievance is reported through EthicsPoint, it is shared with the compliance team, using a process overseen by the chief compliance officer. The team is responsible for reviewing all allegations, and taking the appropriate course of action, including but not limited to designating an investigator for investigation and consultation/coordination with the applicable department as appropriate. This platform specifically allows the University and the reporter to interact and enables follow-up communication on reports. Any student who files an EthicsPoint report is assigned a unique code and creates a personal password at the time of their initial report. The student may then return to the EthicsPoint hotline (via internet or phone) to re-access the case. Through this mechanism, the student can provide more details, ask questions, answer questions, and be provided with general feedback while maintaining anonymity (if anonymity is desired).

Students who feel aggrieved in any way can initiate a meeting to complain directly to their faculty advisor or the DPHPM Chair. Resolutions generally result at the level of DPHPM Chair, however, if remains unresolved, students can seek further redress to the respective Dean office and even if needed to the level of the Office of the Provost.

3. *List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.*

Within the last three academic years, no formal complaints or grievances were submitted by students. On occasions where students were dissatisfied with elements of their experiences in the program, as captured in the course evaluations and Exit Interviews, they either discussed these matters directly with the faculty member involved, their faculty advisor, the PHSA and the program's administration; sometimes a combination of these options are used.

4. *If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.*

Strengths

- Students have a variety of opportunities through which they may communicate complaints and/or grievances.

- The university has clearly defined steps/ processes for filling formal and informal complaints and grievances; the program follows these steps.
- There is an opportunity for both informal and formal complaints/ grievances to be filed and resolved.

Weaknesses

- Not applicable.

Plans relating to this criterion

- Not applicable.
-

H4: STUDENT RECRUITMENT AND ADMISSIONS

The program implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

- 1. Describe the program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.*

SGU's recruitment initiatives include local, regional, and international efforts. Moreover, SGU recruitment policies are to seek students for the public health program who will contribute to the promotion of public health concepts, policies, practices, and research throughout the world.

The SGU's Office of Enrollment Strategy (OES) is the lead on the policies and procedures for recruitment. This office conducts recruitment/ outreach activities on six of the seven continents through Open Houses, College Fairs, Public Health conferences, electronic and print Advertisements along with banner placement on high traffic websites. It also conducts campus visits and advertises in university publications and campaigns. When students express an interest in SGU, the OES includes the public health degree program in their interview process and orientation.

The following strategies are used to recruit diverse students:

Advertisements

The University regularly advertises in journals, newspapers, websites, and other relevant media in more than 40 countries. The university highlights the MPH program, in its presentations, documentation, website and online presence and through the marketing and recruitment officers who are trained on the MPH program details. documents, but in most of the advertisements for schools within the University.

Open House Presentations

On average, the University conducts over 100 information session presentations in the United States and over 40 countries each year. The MPH program options are included in each of these events.

College Fairs

The University attends an average of more than 140 graduate and health professional school fairs and almost 40 health-related conferences each year at which its MPH program option is shared.

School/University Visits

The university represented by Enrollment and Planning staff or as well as alumni visit on average, more than 125 schools and universities each year where undergraduate students and student-based organizations are invited to participate and attend sessions on academic programs as SGU including the MPH program.

Professional Contacts

The university encourages networking and the recruitment of students by faculty, staff, students, and alumni. Also, the department encourages the members of the MPH Community Advisory Board (CAB) to informally advertise the MPH program at their various workplaces; CAB members are representatives from across a variety of public health and public health allied agencies and organizations. Also, MPH program brochures are given to CAB members for display in their offices (See MPH Promotion File in the ERF). The program, in collaboration with the OEP, is currently working on strategies to recruit more public health practitioners from the Caribbean region. The program faculty are also represented in numerous professional associations and networks which is leveraged to identify and share the MPH program option.

Conferences and Workshops

SGU participates in several international educational expositions where they participate by hosting informational booths, sponsor/hosts panel discussions as well as sessions including APHA and NAFSA, conferences. There, information on its MPH program is disseminated and where queries are addressed. In addition, the public health faculty and sometimes Enrollment Counselors, when appropriate, attend professional conferences and workshops providing, handing out literature and talking about the central role of public health in today's world.

MPH Career Day/ Open House

The program has recognized the need to complement the centralized activities highlighted above. As a result, it took a decision to host a career fair at least once a year. While participation in this initiative is opened to the public, the targets of this initiative are secondary school students, their teachers, college students and their lecturers. Information about the program is disseminated and prospective students have the opportunity for one-on-one interaction with the program's faculty. The anticipated outcome of this initiative is an increase in the number of standalone students.

Open Access Online Courses

DPHPM delivers annual open access online courses with a focus on One Health. This online series of courses has attracted over 20,000 students from around the world and serves to engage the community on topical and critical public health issues. The online courses also build awareness of SGU and its MPH program.

Virtual Public Health Career Fairs

The MPH program participates in dedicated virtual public health program information sessions organized by SGU Office of Admissions where prospective students receive a presentation on the program by faculty as well as interact with MPH students and alumni. The program also attends SOPHAS EcoCareer Fair sessions held on several occasions during a calendar year.

2. *Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.*

The following are the MPH program's admission criteria.

Admission Requirements

- Graduation from an accredited or approved four-year college or university.
- For North American applicants, the university requires scores from the Graduate Record Examination (GRE). However, candidates may submit scores from the Medical College Admission Test (MCAT) in lieu of the GRE.
- US applicants must submit the MCAT for the MD/MPH dual degree students as well as for MPH students on the path to MD.
- If English is not the applicant's principal language, the official record of a score of at least 600 Test of English as a Foreign Language (TOEFL) points from the written or 250 points from the computer-based exam must be submitted.
- Two letters of reference from academic and professional contacts.

In addition, the program requires applicants to report their GPAs which it then evaluates based on the candidates' educational performance of their context. The admission office defines a minimum GPA of 3.0 or any equivalent academic qualification for non-US educational background based on these conditions.

The program requires all applicants and enrolling students to have at least an undergraduate degree or equivalent. However, with few exceptions, the program has a provision for applicants who are Public Health professionals to enroll in our program through the Public Health Institute (PHI).

Application Review Procedures

The program uses SOPHAS as its application management system. Applicants are required to either do the full review process or the express one. Applicants who are already students of SGU are allowed to complete the SOPHAS Express review; all other applicants must complete the full review.

The program has a Panel on Admission for Public Health (PAPH). The panel established the following procedures for applicant review in collaboration with the OES

Process for MPH Applicants

The Committee on Admissions (COA) receives and processes all applications for SGU programs. When application files are completed, they are forwarded to the PAPH. The PAPH returns its decision to the COA. A letter of determination is then sent to applicants from the Office of Admissions within 48 hours.

Process for Applicants to the MD\MPH or DVM\MPH

These applicants express interest in the public health program by completing the Graduate Programs Application Addendum. The School of Medicine Committee on Admission (SOMCOA) and the School of Veterinary Medicine Committee on Admission (SVMCOA) will conduct the first review of the dual degree applicants, if the respective COA accepts the student to the MD or DVM degree, the files are then forwarded electronically to the PAPH. That committee has one week to review files and return their decision to the Office of Enrolment and Planning/Admissions. Then, the Office of Admissions issues the applicant's final determination letter within a 48-hour time frame.

For the MD or DVM applications that the SOMCOA or the SVMCOA deem as suitable for the MPH to MD or MPH to DVM path, the respective COA forwards them to the PAPH for review for the pathway program. Then, the applicants are notified via a letter from the Office of Admission on the admission decision.

Process for Free Standing MPH Applicants

Applicants for the free-standing MPH program are reviewed by the PAPH committee, using the Admissions Application Review Form (See PAPH Application Review Form in H4.2 in the ERF).

3. *Provide quantitative data on the unit's student body from the last three years in the format of Template H4-1, with the unit's self-defined target level on each measure for reference. In addition to at least one from the list that follows, the program may add measures that are significant to its own mission and context.*

Table H4-3: Outcomes Measures for Recruitment and Admissions

| <i>Focal Area 1.2: Attract students, faculty and partners from the local, regional and global community.</i> | | | | |
|--------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------|---------------------------|--------------------------|
| Outcome Measure | Target | Year 2019 | Year 2020 | Year 2021 |
| 1.2.2: Increase faculty with joint degree qualifications by 20% by 2024* | 10 | 8 | 8 | 10 |
| 1.2.3: Increase faculty from non-Caribbean regions by 20% | 8 | 7 | 7 | 8 |
| 1.2.4: Increase enrollment of local and regional students by 20% by 2024* | Local:13 Regional:10 | Local: 11 Regional: 9 | Local: 13 Regional: 11 | Local: 9 Regional: 12 |
| 1.2.5: Increase enrollment of freestanding students by 20% by 2024* | 13 | 11 | 10 | 15 |
| 1.2.6: Increase enrollments of non-degree mid-career professionals by 10% by 2024* | 6 | - | 5 | 8 |

*Outcomes measures are reflective of the timelines within the DPHPM's Strategic Plan 2019-2024.

4. If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths

- The university has an office that focuses specifically on recruitment.
- The university has several strategies for recruiting a diverse student population.
- The program benefits from the recruitment efforts conducted at the university level.
- The program reviews and provides input on all marketing and admission information that the OES distributes.
- The program implemented program-level recruitment initiatives.
- The university has set policies and procedures for admissions.
- The program, through its Panel on Admission for Public Health, has direct involvement in the admissions process.

Weaknesses

- Applicants for the free-standing MPH are disproportionately represented in the program.

Plans for improvement relating to this criterion

- The program will continue to engage the OES to undertake additional recruitment measures to better attract more freestanding students as well as to promote the PHI.
 - The program intends to continue its career day initiative, its involvement in CareerEco virtual Fair and explore other avenues, allowed by the university, to recruit students.
-

H5: PUBLICATION OF EDUCATIONAL OFFERINGS

Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

- 1. Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.*

The SOM and SVM Catalogues, the Public Health Bulletin, Student Manual and website and online accessible information describe the admission requirements and courses, program calendars, rules, regulations, and guidelines. Additionally, SGU promotes its programs via different modes.

On an annual basis the program publishes its policies, guidelines, and other relevant information on the program (See MPH Program Policies and Procedures Manual in A1.3 in the ERF). Included in these manuals are, among other information, grading criteria.

Relevant MPH materials are also posted on the website <http://www.sgu.edu/graduate-schools/master-of-public-health.html>. Moreover, information on our curriculum can be retrieved from <http://www.sgu.edu/graduate-schools/mph-curriculum.html>. Term calendars can be found at <http://www.sgu.edu/graduate-schools/mph-termcalendar.html> and academic calendars at <http://www.sgu.edu/accepted-students/academic-calendars-mpg.html>.