

REVIEW FOR ACCREDITATION
OF THE
SCHOOL OF PUBLIC HEALTH
AT
THE CITY UNIVERSITY OF NEW YORK
GRADUATE SCHOOL AND UNIVERSITY CENTER

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the School of Public Health at the City University of New York. The report assesses the school's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2011*. This accreditation review included the conduct of a self-study process by school constituents, the preparation of a document describing the school and its features in relation to the criteria for accreditation and a visit in April 2016 by a team of external peer reviewers. During the visit, the team had an opportunity to interview school and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the school and verify the self-study document.

The City University of New York (CUNY) began in 1847, with the founding of the Free Academy, which later became The City College, the first CUNY College. In 1961, CUNY was established under the New York State Education Law with Hunter, City College, Brooklyn College and Queens College as the founding senior institutions. CUNY serves more than 269,000 degree seeking students and confers approximately 35,000 degrees each year.

CUNY has 24 independent academic units including 11 senior colleges, six honors and professional colleges, one of which is the Graduate School of Public Health and Health Policy, and seven community colleges. The Graduate School of Public Health and Health Policy is housed administratively within the CUNY Graduate School and University Center. The Graduate School and University Center is the administrative home of four other independent university-wide units: the CUNY Baccalaureate Program, the School of Professional Studies, the Graduate School of Journalism and the Macaulay Honors College. The Graduate School and University Center holds regional accreditation from the Middle States Commission on Higher Education.

Recently, in November 2015, the SPH officially transitioned from a consortial school of four CUNY institutions, each of which holds separate regional accreditation, to its current model as an independent graduate school that solely administers all master's and doctoral-level degree programs.

The SPH was established in June 2010, and was first accredited by CEPH as a school in June 2011 for a five-year term. Three individual CUNY institutions: Hunter College, Brooklyn College and Lehman College, housed CEPH-accredited MPH programs before merging resources to build the SPH.

Characteristics of a School of Public Health

To be considered eligible for accreditation review by CEPH, a school of public health shall demonstrate the following characteristics:

- a. The school shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.
- b. The school and its faculty shall have the same rights, privileges and status as other professional schools that are components of its parent institution.
- c. The school shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the school of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.
- d. The school of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The school shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the school's activities.
- e. The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.
- f. The school shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the CUNY School of Public Health. The school is a part of the Graduate School and University Center which is regionally accredited by the Middle States Commission on Higher Education. The dean, faculty members, staff and students have the same rights, privileges and status as other schools and colleges at the university.

The school's mission, goals and value statements emphasize the importance of instruction, research and service, and its organizational culture embraces core public health values and goals. The school functions as a collaboration of disciplines and supports interdisciplinary collaboration to address the health of the community

The school's faculty are trained in a variety of disciplines, and faculty ensure that the environment provides linkages to public health practice experiences for students. The school has adequate resources to offer MPH and doctoral degrees.

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

The school shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

This criterion is met. The school has a clearly stated mission with supporting goals, objectives and values. The school's mission, values, goals and objectives were developed with input from faculty and students, to align with broad university goals while reflecting the more specific priorities of the school. The school's mission is as follows:

To provide a collaborative and accessible environment for excellence in education, research, and service in public health, to promote and sustain healthier populations in NYC and around the world, and to shape policy and practice in public health for all.

At the beginning of academic year 2014-15, the school began participating in the university-wide Performance Management Process as an independent school. Under the dean's leadership, the senior associate dean collaborated with faculty, department chairs, administrators and the CUNY Central Office in developing goals and objectives that align with the university-wide mission and goals. In January 2014, administrators, faculty and staff participated in a retreat to develop the seven strategic goals. In January 2015, administrators, faculty and staff developed specific objectives and work plans, and reviewed and updated the school's mission, vision and goals to better reflect current and emerging population health needs.

The school has developed seven goals to carry out the core functions of instruction, research and service. To achieve these goals, the school has identified a range of one to ten objectives for each goal with corresponding indicators and targets.

The school's seven value statements address social justice and equity; integrity and excellence; stewardship; real-world applications and impact; community engagement; health in all policies; and population health promotion using technology. The school communicates its values and mission via the school website and in recruitment presentations and materials.

Community members who met with the site visit team stated that it is clear that the mission of the school aligns with the needs of the workforce and the community.

1.2 Evaluation and Planning.

The school shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the school must conduct an analytical self-study that analyzes performance against the accreditation criteria.

This criterion is met. The school has established evaluation and planning procedures that are guided by the school's leadership. The school uses several sources to collect, evaluate and assess data including the school's fieldwork database, Mail Chimp, the Banner system, the alumni survey, faculty surveys, LinkedIn, CUNYfirst (university system) and course evaluations.

All school administrators including the dean, the associate dean for academic & faculty affairs, the assistant dean of students, the senior associate dean for administration and the department chair from each department play a role in compiling and reviewing data collected through the multiple data sources. The dean is responsible for coordinating with the involved constituents to assure that data are collected, analyzed and reported annually. Data are shared and discussed at the monthly Dean's Cabinet meeting with the deans, department chairs and senior staff.

The senior associate dean led the school's self-study team. The accreditation team created working groups for each major section of the self-study. Faculty and students participated in the development of the document as a whole and contributed to writing the document. Initially, the senior associate dean for administration and the curriculum and assessment coordinator developed a timetable and a list of tasks for each of the four criteria, then developed a work plan and invited the relevant faculty and staff to participate. For example, the sub-committee on curriculum led the faculty in a year-and-a-half long process to review and update program competencies and assure they were appropriately mapped to course learning objectives and course assessments. The Dean's Cabinet was responsible for advising the dean about the mission, values, goals and objectives, and for providing data and insights about students, curriculum, and research and service activities. Copies of the self-study were distributed to school staff, faculty and administrators, and the school asked for third-party comments via the school website.

1.3 Institutional Environment.

The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

This criterion is met. Though the school is a part of the larger City University of New York (CUNY), it functions as an independent unit within the Graduate School and University Center, which is accredited by the Middle States Commission on Higher Education. In addition to public health, the Graduate School and University Center responds to specialized accreditors in areas such as audiology and speech language pathology, education, psychology, business and nursing. The school enjoys the same level of autonomy and authority as all other professional schools and colleges within CUNY.

CUNY has 24 independent academic units including 11 senior colleges (many of which house schools and departments), seven community colleges and six honors and professional colleges (which includes

the Graduate School and University Center), one of which is the Graduate School of Public Health and Health Policy. The honors and professional colleges are separate CUNY entities and are located across the five boroughs of New York City. The college president or school dean for each unit oversees that unit and reports directly to the chancellor of the CUNY system. The chancellor reports to the CUNY Board of Trustees. Recently, in November 2015, the SPH officially transitioned from a consortium school to an independent graduate school that would solely administer all master's and doctoral-level degree programs, as a unit within the Graduate School and University Center.

In June 2010, the school functioned as a consortium which included four separate institutions: Brooklyn, Hunter and Lehman Colleges and the Graduate School and University Center, with Hunter College as the lead institution and with the dean reporting to the chancellor through the president of Hunter College. Beginning in June 2013, the school began the process of transitioning to one central school. The reporting structure has been adjusted and the dean now reports directly to the CUNY chancellor. The transition process was finalized in November of 2015.

The dean is responsible for the overall leadership of the school, including administrative activities, development of the school's budget and resource allocation. The dean, in conjunction with the faculty and department chairs, has responsibility for the recruitment, selection and advancement of all SPH faculty and staff.

All faculty members including the dean, participate in setting academic standards and policies with regard to student admission and the development and implementation of curricula. The CUNY Board of Trustees and the New York State Education Department approve all major proposals for curricular changes.

In a meeting with institutional leadership, the provost stated that she is in full support of the school, and is excited about the growth in research, the increase in student enrollment and increase in staff morale that has already occurred since the school's transition to its current organizational structure last year.

1.4 Organization and Administration.

The school shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the school's public health mission. The organizational structure shall effectively support the work of the school's constituents.

This criterion is met. The school provides an organizational setting conducive to public health learning, research and service. The SPH is led by the dean with supporting associate and assistant deans responsible for administration, academic and faculty affairs, research and student services. Roughly 20 staff support an array of functions under these administrative leaders, including finance, bursar operations, information technology, distance education, academic assessment, research development,

recruitment and financial aid. The dean is directly supported by his cabinet, which includes three associate deans and one assistant dean, department chairs and the chair of the Faculty/Student Council. This cabinet meets monthly to oversee operations of the school. The school also maintains an active Public Health Advisory Council that represents the private sector, several city organizations and public schools.

Academic programs operate through four departments: Environmental, Occupational and Geospatial Health Sciences; Epidemiology and Biostatistics; Community Health and Social Sciences; and Health Policy and Management. The curriculum incorporates a heavy emphasis on interdisciplinary strategies, application, community engagement and the integration of research. For example, teams of faculty representing multiple disciplines teach the fieldwork and capstone courses. Students present their work and receive feedback from other students and faculty across all concentrations.

Faculty members participate in a range of interdisciplinary research and service activities within the school and across university centers which include the Institute for Demographic Research; the NYU-CUNY Prevention Center; and the Center for HIV/AIDS Educational Studies and Training.

Students and alumni who met with the site visit team expressed excitement for the school's change in its governance structure and stated that being centralized will make it easier for students to attend classes and have greater access to the faculty. They also stated that this organizational change will give the school a true identity, make the school stronger and eliminate repetition in course content.

1.5 Governance.

The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy setting and decision making.

This criterion is met. The school has clearly defined rights and responsibilities concerning school governance and academic policies. The school has five standing committees that contribute to school governance. Faculty, staff, students, alumni and community partners are involved in the school's operations.

The Faculty-Student Council is responsible for developing educational policies and standards for admissions, academic performance, and degree requirements for students, consistent with the bylaws and policies of the Board of Trustees and other CUNY policies and procedures. Members of the Faculty-Student Council include all primary faculty, four student representatives and one staff liaison.

The dean, in collaboration with the associate and assistant deans and department chairs, is responsible for coordinating overall planning and evaluation efforts within the school. The Assessment Committee is responsible for compiling data and providing a final report to the Dean's Cabinet and the Faculty-Student Council for all faculty and senior administrators to review and discuss. Members of the Assessment Committee include five faculty members, three student representatives and two staff liaisons.

The dean oversees the school-wide budget and resource allocation. The department chair within each department oversees the departmental budget and resource allocation. Departmental budgets consist of a tax-levy allocation, a portion of indirect cost recovery to principal investigators in the department, a portion of tuition revenue in excess of enrollment targets and any additional fundraising conducted by the department. All departmental budgets are monitored by the dean on a quarterly basis.

The Admissions Committee oversees the development of admission policies and student recruitment. The committee works closely with the Office of Student Services to monitor and oversee the application and admissions process through SOPHAS. The Faculty-Student Council also establishes degree requirements and recommends the granting of graduate degrees, program certificates and honorary degrees to qualified candidates to the Graduate School and University Center. Members of the Admissions Committee include five primary faculty and two staff liaisons.

Each department has its own Faculty Appointments, Promotion, and Tenure Committee, which is responsible for reviewing faculty qualifications for all initial appointments, reappointments, tenure and promotion and for making recommendations to the school-wide Faculty Appointments, Promotion and Tenure Committee. The dean reviews the recommendation and grants subsequent approval.

The associate dean for academic and faculty affairs and the Curriculum Committee oversee the development of schoolwide academic standards and policies. The Faculty-Student Council votes on all policies before they are implemented. Members of the Curriculum Committee include five primary faculty, three student representatives and two staff liaisons.

The Dean's Public Health Advisory Council provides insight into the needs of the public health community, provides input in the development of the SPH's competency, curricular changes and the needs of public health employers. Members of the Dean's Public Health Advisory Council include 19 members (six ex-officio members from the SPH) who include lawyers, a television news medical correspondent, commissioners and executives. The Advisory Council meets bi-annually.

Faculty members hold leadership positions and are members of 18 university committees including the Committee on Academic Technology, the Strategic Planning Committee, the Faculty Affairs Board, the Demography Fellowship Committee, the Building Quantitative Competence Committee.

Students participate in the governance of the SPH through the Faculty-Student Council, the Curriculum Committee and the Assessment Committee. Students in each department elect one student to serve on the Faculty-Student Council and also elects a representative for all master's degrees and one for all doctoral degrees. The Curriculum Committee and Assessment Committee each include two student representatives, elected by matriculated students, one from the master's degree programs and one from the doctoral degree programs. The school also has several student organizations which include the Predictive Modeling Group; the Root Cause Student Group; the Academy Health Club; and the Global Health Student Club.

1.6 Fiscal Resources.

The school shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The school has financial resources adequate to fulfill its stated mission, goals and objectives. CUNY generates three fourths of its support from a combination of city and state levies and taxes. The SPH operates on roughly \$19,000,000 in revenues. Approximately \$10,000,000 comes from state and city taxes and levies; \$4,400,000 from tuition and fees; and \$4,300,000 from research grants and contracts. Gifts generate \$100,000 annually. The school's expenditures are currently less than its revenues. Faculty are 100% funded by these resources and have no explicit requirements for salary coverage.

The school and university work together to prepare a budget request from the state that includes mandatory needs and programmatic requests. The mandatory request includes salary and inflationary increases and any adjustments to energy consumption and rent increases. Tuition generated above the budgeted amount is returned to the school (67%) and appropriate department (33%). Indirect cost recovery varies by college or school within the CUNY system. The CUNY Research Foundation retains between 5% and 6.5%; 70% is retained at the school level, and the SPH returns 20% to the investigator and 10% to the department. If a faculty member partners with a center or institute, 20% goes to the center or institute and only 50% to the college.

The school identified four outcome measures to assess the adequacy of their fiscal support: (1) 10% increases in extramural funding; (2) primary faculty averaging at least \$60,000 in extramural funding annually; (3) >70% of tax levy budget spent on instruction, research and student services; and (4) the establishment of a development campaign with annual targets. The school is close to meeting its first target. Currently, the increase in three year average extramural funding is 8.3%. This 2015/2016 data was

generated from an incomplete fiscal year. On site, the team discovered that a faculty member recently received an R01 grant for approximately \$2,000,000 that would increase the 2015-2016 research expenditures and allow the school to meet its target. The school has met the remaining targets. Table 1 shows the school's budget for the last five years.

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Revenues					
Tuition & Fees	\$3,063,487	\$3,619,548	\$3,700,188	\$3,969,763	\$4,414,981
State Appropriation	\$7,520,927	\$7,171,800	\$6,699,239	\$8,346,609	\$10,059,963
External Grants/Contracts	\$1,601,957	\$3,078,686	\$3,636,464	\$4,439,559	\$4,346,039
Internal Grants/Contracts	\$79,774	\$103,178	\$46,230	\$105,352	\$32,138
Indirect Cost Recovery	\$60,519	\$71,120	\$16,847	\$157,345	\$223,670
Gifts	\$41,980	\$92,929	\$0	\$15,000	\$100,000
Total Revenues	\$12,368,644	\$14,137,261	\$14,098,968	\$17,033,628	\$19,176,791
Expenditures					
Faculty Salaries & Benefits	\$7,716,572	\$7,532,014	\$7,388,694	\$7,301,189	\$8,896,291
Staff Salaries & Benefits	\$2,011,662	\$2,478,594	\$2,516,735	\$4,055,829	\$4,226,751
Operations/Overhead	\$649,493	\$764,392	\$368,293	\$865,935	\$1,083,300
Travel	\$11,195	\$16,349	\$56,661	\$46,048	\$74,520
Student Support	\$195,492	\$0	\$69,044	\$47,371	\$194,081
Total Tax-Levy Expenditures	\$10,584,414	\$10,791,348	\$10,399,427	\$12,316,372	\$14,474,944

1.7 Faculty and Other Resources.

The school shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. The school has adequate personnel and other resources to fulfill its mission and goals in the areas of teaching, research and service. As of fall 2015, the school had 48 primary and 27 other faculty members. The biostatistics core area has four primary faculty members; environmental sciences has seven; epidemiology has seven; health services administration has 13; and social and behavioral sciences has 14. The school also allocates three primary faculty members to its nutrition program.

For all concentrations, the student-faculty ratios are at or below 10:1 based on both primary and total faculty. As of fall 2015, the nutrition concentration had a SFR of 10:1 based on primary faculty and 8.8:1 based on total faculty. The school has searches underway to hire two full-time faculty for this concentration.

The school has 40 administrators (including the assistant and associate deans) and administrative staff who contribute 40 FTE and provide support in administration and finance research and student affairs.

Based on discussions with students and faculty members, site visitors determined that the amount of support staff is adequate for current operations.

The school is in the process of completing a 25,000 square foot expansion of the 125th street campus, to be completed by fall 2016, which will allow for all faculty, staff and students to be housed at that single location. Many currently work out of the Hunter, Brooklyn and Lehman college campuses and the Graduate School and University Center.

The school operates 2,300 square feet of lab space at the Silberman Campus of Hunter College approximately one mile from the school's 125th street campus. It includes four working stations that accommodate 16 students simultaneously.

The university provides the full array of computer related support from end-user technical support to instructional services and connectivity supercomputing access. Currently, students have access to the computer labs at the four campuses that were previously apart of the consortial school. Beginning in fall 2016, the 125th street campus will offer primary access to high technology classrooms, a computer lab and a mobile lab of 20 laptop computers. Most software is available to students in the labs as well. The school provides faculty and staff with desktop computers.

Currently, students have access to the libraries at the four campuses that previously participated in the consortial school. Beginning in fall 2016, primary library access will be at the Graduate School and University Center. The CUNY libraries provide state-of-the-art bibliographic database and electronic journal access. Students have access to the reserves of the entire CUNY network of colleges.

The school identified two outcome measures to assess the sufficiency of resources. The first measure is to ensure that 60% of courses are taught by full-time faculty; the school has met this target with 79% of courses being taught by full-time faculty. The second measure is to maintain a 10:1 SFR; the school has also met this target.

1.8 Diversity.

The school shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

This criterion is met. CUNY and the SPH are committed to creating a culturally inclusive environment for faculty, staff and students and are committed to maintaining diversity as signified by the school's goals and objectives. The school's diversity goals are well aligned with those of the university, as articulated in the Performance Management Process and the CUNY Diversity Action Plan.

The SPH defines its underrepresented populations as Black or African American, Hispanic or Latino and

Asian and Pacific Islander. In an effort to recruit diverse faculty and staff, the school works with the Graduate School and University Center's chief diversity officer to ensure that faculty and staff search committees adhere to the CUNY Diversity Action Plan and the CUNY Search Committee Guide throughout the recruitment and hiring process. The Search Committee Guide requires that the school implement a comprehensive recruiting plan, obtain a large and diverse pool of candidates and develop criteria and procedures for fairly evaluating each candidate. Other faculty recruitment efforts include advertising locally and nationally at minority-serving venues (Hispanic Outlook, Women and Minority Doctoral Directory, HBCU.com and Diverse Issues in Higher Education); and advertising in organizational listservs, and websites (eg, National Association of Hispanic-Serving Health Professions Schools' job bank, the Environmental Careers' Network, EpiMonitor and relevant APHA section listservs).

In an effort to recruit diverse students, the school recruits at the APHA and ASPPH annual meetings, Graduate School and University Center fairs and program-specific symposiums and expos. The recruiter participates in activities that target underrepresented groups including Healthy Start Brooklyn and recruitment sessions with the East and Central Harlem District Public Health Office.

The SPH complies with all university-wide policies and procedures that promote a climate for working and learning in diverse settings and one that is free of harassment and discrimination, including the following: CUNY Policies and Procedures on Equal Opportunity, Non-Discrimination, and Against Sexual Harassment; and the CUNY Policy and Procedures Concerning Sexual Assault, Stalking and Domestic and Intimate Partner Violence Against Students. All faculty and staff are required to complete training on sexual harassment and workplace and domestic violence. Faculty and staff also have access to university-wide support services designed to promote and retain a diverse staff, including the CUNY Diversity Projects Development Fund and work/life services through the Corporate Counseling Associates.

To maintain a culturally inclusive atmosphere, students have access to many university-wide resources including, child care, disability resources, international student services, mental health and wellness services, women's centers and veteran's services. The school's Office of Student Services and the Division of Public Health Partnerships and Community Engagement have also supported several initiatives to promote diversity and cultural competency, such as workshops on immigration and health and Black Lives Matter events.

The school is committed to promoting diversity and cultural competency through its curriculum, practical experiences and service activities. To ensure that students attain cultural competencies, competencies are mapped to specific courses, learning objectives and assessments within those courses. The

Curriculum Committee and individual programs are responsible for ensuring that all curricula address diversity and cultural competencies.

The school has identified five diversity goals and objectives which assesses the percentage of primary faculty who are from underrepresented minority groups (30% target), the percentage of staff from underrepresented minority groups (50% target), the percentage of primary faculty who are female (50% target), the percentage of staff who are female (50% target) and the percentage of students who are from underrepresented minority groups (40% target). According to data provided in the self-study, 30% of primary faculty, 67% of staff and 45% of students are from underrepresented minority groups, 57% of primary faculty are female and 85% of staff are female. The school has met all of its targets for the most recent academic year.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master’s degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

This criterion is met. As shown in Table 2, the school offers the professional MPH degree in nine concentrations, a professional MS degree in one concentration and the professional DPH degree in four concentrations. The school also offers two joint degrees in advanced public health nursing and social work. The school offers the option of specializing in maternal, child, reproductive, and sexual health to MPH and DPH students, and also offers the specialization in public health nutrition to DPH students.

Table 2. Instructional Matrix		
	Academic	Professional
Master’s Degrees		
Community-based Public Health and Health Equity		MPH
Community Health Education		MPH
Environmental and Occupational Health Sciences		MPH
Epidemiology and Biostatistics		MPH
General Public Health		MPH
Health Care Policy and Administration		MPH
Health Policy and Management		MPH
Public Health Geographic Information Sciences		MPH
Public Health Nutrition		MPH
Environmental and Occupational Health Sciences		MS
Doctoral Degrees		
Community, Society, and Health		DPH

Table 2. Instructional Matrix		
	Academic	Professional
Environmental and Occupational Health		DPH
Epidemiology		DPH
Health Policy and Management		DPH
Joint Degrees		
Advanced Public Health Nurse/Urban Public Health		MS/MPH
Social Work & Public Health		MSW/MPH

The MS in Environmental & Occupational Health Sciences program is a professional degree designed for individuals seeking careers as environmental and/or occupational health professionals. The curriculum also includes content about economic, sociopolitical, and regulatory issues. The program is accredited by the ABET (Accreditation Board for Engineering and Technology) in Industrial Hygiene, and is member of the NIOSH supported Education and Research Center for the New York and New Jersey area which offers fellowships to academically qualified individuals wishing to study industrial hygiene. Students in this program complete the same core and two concentration courses as the MPH students in addition to four concentration courses (EOHS 628 Environmental Measurements Laboratory, EOHS 626 Industrial Ventilation and Indoor Air Quality, EOHS 623 Principles of Industrial Hygiene and EOHS 627 Noise and Radiation Hazards and Controls) which allows them to be eligible to sit for the industrial hygiene certification exam.

2.2 Program Length.

An MPH degree program or equivalent professional public health master’s degree must be at least 42 semester-credit units in length.

This criterion is met. The school requires a minimum of 45-semester credit hours for each of the MPH concentrations. One credit is equivalent to one semester hour per week during a fifteen-week semester. Each credit earned requires at least fifteen hours of instruction and at least thirty hours of supplementary instruction and/or assignments. No MPH student has graduated with fewer than 42 credits in the last three years. Students in the MS degree complete 46 credits including a practicum and a capstone.

2.3 Public Health Core Knowledge.

All graduate professional degree public health students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

This criterion is met. All of the school’s degree programs require that students take at least one course in each of the five core areas of public health as displayed in Table 3. DPH students are required to complete these or equivalent courses as pre-requisites, prior to entering the program. The learning

objectives for these required courses contribute to the MPH and DPH core competencies and provide students with a strong foundation of public health core knowledge.

Core Area of Knowledge	Course Number and Title	Credits
Social & Behavioral Sciences	CHSS 610 Fundamentals of Society & Behavioral Health	3
Biostatistics	BIOS 610 Fundamentals of Biostatistics	3
Epidemiology	EPID 610 Fundamentals of Epidemiology	3
Environmental Health Sciences	EOHS 610 Fundamentals of Environmental Health	3
Health Services Administration	HPAM 610 Fundamentals of Health Policy & Management	3

2.4 Practical Skills.

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

This criterion is met. All students are required to complete a supervised practice experience towards the fulfillment of the public health degree requirements. A full-time faculty member is assigned as the fieldwork coordinator and is responsible for overseeing fieldwork activities.

All MPH and MS candidates, including joint degree students, have fieldwork requirements. Standards, policies and procedures for selecting, approving, executing, completing and evaluating fieldwork experiences are outlined in the fieldwork handbook. Master's students complete 180 hours of supervised fieldwork and DPH students complete 180 hours of practice experience which is aligned with their practicum project; MS/MPH students complete 334 hours of fieldwork.

Students consult with a fieldwork faculty advisor to identify appropriate sites or may identify their own sites. A field site contract is developed and includes a summary of the field work project and expected competencies and objectives. Completing fieldwork requirements at their place of employment is discouraged but allowable if the fieldwork is not a part of regular work responsibilities. Candidates for the DPH are responsible for securing their own placement sites. The school described being in the final stages of building a fieldwork database, which will enhance student's opportunities to find suitable sites to complete fieldwork requirements.

Preceptor requirements include having a master's degree, and potential preceptors are screened and approved by fieldwork faculty advisors. Preceptors receive an orientation that outlines their roles and responsibilities. The fieldwork coordinator and DPH Coordinator solicit, assess and approve preceptors for DPH students based on preferred qualifications of a doctoral-level degree in a relevant field, years of

experience and relevant expertise to the proposed project. One-on-one meetings with faculty advisors are available for field site preceptors on an as needed basis.

The school outlines faculty supervision requirements for students, which include several group and individual meetings. DPH students are required to meet with the practicum course director twice a semester. Preceptors are required to submit final evaluations and reviews of both MPH and DPH students' work. A final practicum project report is required for the DPH practicum.

The school has criteria for waiving, altering and reducing the field work experience. For MPH and MS students, waivers, alterations and reductions in master's-level field requirements are extremely rare, according to the self-study. Interviews with faculty suggested that waivers are not being requested by students nor granted in practice. There have been no waivers granted for master's degree students in the past three years. Effective in the fall 2015 semester, DPH students are not allowed to seek a waiver. Prior to fall 2015, waivers were permissible for DPH students with extensive post-master's practice experience (20 plus years) but seldom requested. One practicum was waived for a DPH student in 2014-2015 and one for fall 2015.

2.5 Culminating Experience.

All graduate professional degree programs, both professional public health and other professional degree programs, identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met. All students are required to complete a culminating experience. Students are required to complete a written and oral component and demonstrate application and integration of knowledge and skills gained during coursework and practice experiences.

The MPH and MS-EOHS culminating experience consists of the following components: 1) participation in a capstone course and/or individual meetings with a faculty mentor, 2) completion of either a practice project/essay, based on work conducted during the fieldwork experience, or a research project/essay, based on original research and data analysis, 3) an oral presentation or professional quality poster presentation, 4) a professional portfolio and/or reflection, synthesis and analysis of fieldwork experiences and 5) for the MS-EOHS program, students complete a 100 question comprehensive examination that is modelled after the CIH exam; for the nursing joint degree program, students are required to apply for a grant based on their practice experiences with a total dollar value of at least \$50,000.

Students in the DPH program complete either a traditional dissertation or write three related articles of publishable quality in a peer-reviewed public health or related journal based on original work. The traditional model comprises multiple chapters together in a book format, with an introduction, literature review, methods, findings and implications/conclusions. All students must present their dissertation in a

formal defense which is open to the public. After the defense, the student's committee members discuss the presentation and pose questions. DPH students also complete a self-evaluation/reflection assignment prior to the dissertation as part of the requirements in the practicum course.

Information on the culminating process and options are available in the capstone handbook and on the school's website. The capstone handbook details information and instructions on the written and oral component of the capstone and describes the expectations within the MPH and MS degrees.

2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The school must identify competencies for graduate professional public health, other professional and academic degree programs and specializations at all levels (bachelor's, master's and doctoral).

This criterion is met. The school has identified competencies that guide the development of each degree program. The school has developed 13 core competencies for master's-level degree programs and nine core DPH competencies. The school used source materials from ASPPH and other sources to guide the development of the core MPH and DPH competencies.

The school has developed competency matrices for each set of core and concentration competencies. This process requires all departments to develop measurable learning outcomes for competencies in each program. Each matrix identifies the relationship between courses, competencies and learning outcomes and identifies primary assessment methods used in each course. The MPH concentrations each have a range of four to eight competencies. The DPH programs each have a range of five to nine competencies.

The MS concentration in environmental & occupational health sciences shares concentration competencies with the MPH in the same concentration, because students complete a similar curriculum. After review of course syllabi, site visitors determined that the additional four classes that the MS students are required to complete are competency based.

The core competencies for the MPH and the DPH program were developed through an iterative, multi-year process of reviewing guidance documents and aligning them with the school's values, mission and core themes. The MS and MPH in environmental & occupational health sciences concentration competencies are guided by the Accreditation Board for Engineering and Technology. Both the Curriculum Committee and Assessment Committee work in conjunction with the associate dean for academic and faculty affairs, with input from faculty to regularly review and update the competencies.

The competencies were reviewed and updated based on input from the Curriculum Committee, faculty, and administrators. Though there is no set timeline to review competencies, the Curriculum Committee reviews the competencies in accordance with the five year strategic plan. Also, during monthly faculty meetings faculty members discuss the feedback they get from students, and as the school's structure changed, faculty have discussed aligning the competencies with the mission and goals of the school. Examples of school-wide changes that have resulted in revision of the competencies include the development of a common set of learning objectives MPH and MS courses that are aligned with the competencies.

Competencies for all degree programs are posted on the SPH website and are outlined in all course syllabi. Faculty members also make it a point to review the competencies with students during the practicum and culminating experience and during advising. Students who met with site visitors were familiar with the concept of competencies and the competencies themselves. They were able to discuss the process for identifying competencies for the internship, noting that the process involved discussions with the fieldwork faculty advisor and their preceptors prior to starting the internship.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each professional public health, other professional and academic degree student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

This criterion is met with commentary. The school has established procedures beyond course grades to assess students' mastery of competencies for each degree program and concentration. The school has also identified outcome measures to evaluate student achievement in each program.

Students in the MPH, MS and DPH degree programs are assessed through course specific assignments that are mapped to the learning objectives of that course. All instructors are required to develop a plan detailing how course learning objectives are linked to concentration competencies and how student achievement is assessed within each course. The associate dean for academic and faculty affairs is responsible for reviewing and monitoring syllabi to ensure that this process is consistent. Students are also assessed through the practicum and the capstone. Students are required to develop a work plan that identifies the learning objectives they will be completing and the activities that will assess the level of attainment. The preceptor assesses the level of competency attainment at the end of the internship and students are required to submit two interim reports detailing their level of attainment as they progress through the internship. For the capstone, students' committee members ensure that their projects are linked to learning objectives, and assess their levels of competency attainment during the oral presentation by asking competency-based questions. Each faculty member also completes a rubric to provide students with feedback.

Students in the MS degree program are required to complete a comprehensive exam that assesses their level of competency attainment, in addition to completing the practicum and culminating experience.

Students in the DPH program are also assessed through the preliminary exam that they take after completion of 18 credit hours, a second exam that they are required to take after completion of all coursework and a dissertation. The first exam is a take-home exam that assesses student's mastery of the core and their preparedness to advance in the program. The exam includes questions based on peer-reviewed articles provided to the student at the start of the exam and asks a series of essay-styled questions in relation to theoretical framework, methodological framework and research methods. The second exam has both a written and oral component that assesses the student's preparation and readiness to engage in dissertation research. The written component includes a critical literature review of two substantive public health-related topic areas and two methodological topic areas relevant to the student's planned dissertation research. During the oral portion, a panel of three committee members ask students competency-based questions to assess competency attainment. Committee members grade the exam and students must present an oral defense. The dissertation, similar to the capstone project for masters-level students, synthesizes the knowledge and skills from the coursework and other learning experiences into a cohesive public health project.

All master's-level students have a maximum allowable time of five years to graduate. DPH students have eight years. The graduation rate for the 2010-2011 cohort in the MPH programs is 70%. For the most recent academic year (2014-2015) there are a total of 148 incoming students in the MPH programs, nine students withdrew and one student has graduated. With very low attrition rates and a large cohort, the school is poised to continue to meet the required 70% graduation rate. The 2010-2011 cohort in the MS program has achieved a graduation rate of 75%. For the most recent academic year (2014-2015) there are a total of six incoming students. With low attrition rates, this cohort is also expected to reach the required minimum of 70% for graduation rates.

The commentary relates to the low graduation rates for the DPH programs. The cohort of DPH students who entered in 2007-2008 came close to reaching the minimum required graduation rate at eight years, with a graduation rate of 53%. This cohort currently has four students continuing in the program by permission, past the typical maximum time to graduation, which should allow for the DPH program to achieve a 60% graduation rate once these students graduate. As noted in the self-study, many students in this first cohort attended the program part-time while working full time, thus slowing down their progress. Students in the 2008-2009 cohort achieved a graduation rate of 7%; 14 students entered the program and a total of six students withdrew from the program. Currently there are eight students continuing and one student has graduated. The school has implemented several measures to track DPH students including: more structured advisement and course sequencing, enabling students to progress

more quickly; a dean's scholarship program to enable more students to attend full-time; and curriculum revisions to better sequence and build upon topics and skills, enabling students to be better prepared for advanced coursework and dissertation research. As a result, students who entered the program after 2008 are progressing through the program more quickly. For example, among the 2009 cohort, 32% of students have graduated and 32% have successfully defended their dissertation proposals, for a total of 64% with a year left until the typical time to graduation and a potential 79% graduation rate. Among the 2010 cohort, 25% of students have graduated and 22% have successfully defended their dissertation proposals for a total of 47%, with two years left and a potential 84% graduation rate. With eight students continuing in the 2008 cohort and with the new structure and support of the program, the school should achieve a 57% graduation rate once all students graduate. The school will continue tracking progress and expects to report higher graduation rates in future years.

The school collects job placement data for all programs through an alumni survey that is administered one year after graduation. There were a total of 83 MPH students who graduated in 2015, 94% were employed; 3% were continuing education; 3% were actively seeking employment; and 12 students were unknown. There were a total of four MS students who graduated during this same academic year. Two students were employed (100% employment rate) and two were unknown. One DPH student graduated in 2015 and he or she was employed.

The school conducts assessments of its graduates' ability to perform competencies through the alumni survey administered by the school, a yearly employer focus group and feedback from the dean's advisory council. The most recent survey was administered in spring 2015; a total of 53 students responded. A total of 44 students responded to the question "How strongly do you agree with the following statement: the training I received at the CUNY SPH prepared them well for a career in my chosen field?" Results indicated that, 52% of graduates; 20% of students strongly agreed, 18% were neutral, 5% disagreed and 5% strongly disagreed. When asked "What new skills should be incorporated in our curriculum?" graduates mentioned items like a grant writing course, more biostatistics and training in statistical software and more practical applications of public health.

Feedback from DPH graduates and focus groups with employers, especially at the Department of Health and Mental Hygiene (the largest employer of current students and alumni), indicated a need for more advanced quantitative training. In response, the DPH faculty incorporated more required courses in quantitative methods into the curriculum. Additionally, the epidemiology and biostatistics program developed advanced electives, such as Applied Data Management and Analysis; Surveillance, and Outbreak Investigation; and Time Series Analysis. Alumni also reported too much repetition in coursework as they progressed throughout the curriculum and between degree programs. This finding led to a year-long review by the Curriculum Committee beginning in 2014 focusing on clarifying learning

objectives and sequencing courses. This process led to the school developing a uniform syllabus template that specifies and links competencies with course learning objectives and assessments and wider dissemination of competencies to students and faculty through handbooks and orientation presentations.

Students who met with the site visit team stated that they feel prepared to enter the workforce because of the training they received from the school. One alumna stated that her employer specifically seeks to hire CUNY SPH graduates because they tend to think more analytically and are self-starters in comparison to their counterparts.

In the summer of 2014, 15 employers were a part of the SPH's employer focus group and included health care providers, representatives from non-profit organizations and state and local government agencies. Employers were asked to provide feedback on the SPH's curriculum in relation to preparing students to enter the workforce. Employers stated that students should be more prepared in implementing the public health framework in a public safety environment, learning more about the changes in healthcare funding, gaining more exposure in working with special needs populations and getting more experience in implementation research and quality assurance.

2.8 Other Graduate Professional Degrees.

If the school offers curricula for graduate professional degrees other than the MPH or equivalent public health degrees, students pursuing them must be grounded in basic public health knowledge.

This criterion is not applicable.

2.9 Bachelor's Degrees in Public Health.

If the school offers baccalaureate public health degrees, they shall include the following elements:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses. Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might

include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

This criterion is not applicable.

2.10 Other Bachelor's Degrees.

If the school offers baccalaureate degrees in fields other than public health, students pursuing them must be grounded in basic public health knowledge.

This criterion is not applicable.

2.11 Academic Degrees.

If the school also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is not applicable.

2.12 Doctoral Degrees.

The school shall offer at least three doctoral degree programs that are relevant to three of the five areas of basic public health knowledge.

This criterion is met. The school offers doctoral degrees in four areas, health policy and management, community, society, and health, epidemiology and environmental and occupational health. Each division exceeds the CEPH minimum requirements for primary faculty to offer doctoral-level studies. The school provides financial and advising support for students including the following: the Office of Career Planning and Professional Development which provides career counseling resources; the dean's fellowship; the demography fellowship; opportunity to teach as an adjunct in order to get tuition reimbursement; travel awards to present at conferences; and a DPH grand rounds series.

All DPH students are required to complete the core MPH courses as prerequisites before entering the program. All students are required to take advanced research methods or concentration-specific practice courses, one of which one must be from a Graduate School and University Center department outside of public health. All DPH students must sit for two exams before starting the dissertation process. Students are eligible for the first exam, which follows a written format, after completion of core courses. The second exam, which is both written and oral, occurs after all coursework is completed except PUBH 816 (Advanced Research Seminar II), PUBH 898 (Dissertation Seminar) and PUBH 900 (Dissertation Supervision). DPH students in the epidemiology and health policy and management concentrations take nine credit hours of elective options while students in the environmental and occupational health and community, society, and health concentrations take twelve credit hours of elective options.

Currently, there a total of 41 students enrolled in the community, society, and health concentration (10 students advanced to candidacy and one graduated), 26 enrolled in the environmental and occupational health concentration (one student advanced to candidacy), 18 students enrolled in the epidemiology concentration (six students advanced to candidacy and one graduated) and 31 enrolled in the health policy and management concentration (three students advanced to candidacy).

2.13 Joint Degrees.

If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is met. The college offers two joint degree programs: an MS/MPH in Advanced Public Health Nursing/Urban Public Health and an MSW/MPH in Social Work/Public Health. The SPH collaborates with the Hunter-Bellevue School of Nursing to offer the MS/MPH degree, which targets nurses who seek to obtain administrative/leadership roles in clinical and community-based settings. The SPH collaborates with the Silberman School of Social Work to offer the MSW/MPH. This program is designed to provide a public health foundation to social workers interested in urban health issues and disparities.

Students in the MS/MPH program are required to complete 57 hours of coursework, including the 18 core public health courses and nine to 12 credits in concentration courses. Students also complete 15 credits of interdisciplinary practice experience that are mapped to public health competencies and is comparable to the MPH fieldwork requirement. Students also take both the American Nurses Credentialing Center exam and the National Board of Health Examiners CPH exam.

The MSW/MPH program was recently developed in academic year 2015-2016. Currently, there are no students enrolled in the program. Enrolled students will be required to complete an 87 credit hour curriculum that includes the entire MPH course of study, with the exception of a modified interdisciplinary capstone course.

The curricular requirements for both joint degree programs are adequate to provide ample and equivalent exposure to public health content.

2.14 Distance Education or Executive Degree Programs.

If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the school and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the school offers distance education or executive degree programs, it must provide needed support for these

programs, including administrative, travel, communication and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The school must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met. The mission commits to the establishment and maintenance of a significant research agenda that anticipates all primary faculty will engage in research. The school recently hired a research dean and is investing in the infrastructure necessary to support a significant research enterprise. The school actively promotes research by providing faculty with administrative support, technical assistance, start-up funds and release time from teaching.

In fiscal year 2015 primary faculty members have made over 100 publications and have generated a total of \$2,481,996 in research grants. Faculty have also engaged students in roughly three-quarters of their research projects.

The school has established a strong working relationship with the Department of Health and Mental Hygiene (NYC) that has led to several major projects, including a citywide nutrition survey. Faculty also work with a wide array of community based organizations. Over fifty new projects were funded during the three year data collection window.

The school identified six outcome measures to assess research. For the first outcome measure, primary faculty are expected to publish at least two journal articles a year on average. The target was achieved in 2012-13 and grew to 2.8 per year by 2014-2015. For the second measure, primary faculty are expected to engage in an average of at least two other scholarly activities per year. The school has met both of these targets.

The school has identified three outcome measures related the generation of extramural funding. One measure was to increase external funding school wide by 10% based on a three year average. The data introduced provide figures for the 2012-2013 academic year (\$3.6M), the 2013-2014 academic year (\$4.4M), the 2014-2015 academic year (\$4.4M) and incomplete figures for the 2015-2016 academic year (\$4.7M). The school has met this target. The school also set a target for primary faculty to obtain an

average of \$60,000 of extramural funding annually; the school has met this target. The school also sought to generate at least 40 funded projects each year. The final outcome measure targets student engagement and states that 70% of extramurally funded projects should include students. That metric has fluctuated between 70% and 85%, but the school has met its target for the last three years.

3.2 Service.

The school shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. School faculty members are actively engaged in a diverse spectrum of professional and community service activities. Faculty and administrators engage in professional service through holding leadership and membership positions in professional organizations, participating in NIH-study sections, serving as editors and reviewers for peer-reviewed journals and attending professional organizational meetings. There are CUNY-wide policies that support service to the profession and to the public. CUNY has a multiple position policy allowing full-time faculty to engage in service or employment outside the university for up to an average of one day per week during the academic year. The Academic Personnel Practice policy explicitly lists participation in professional organizations and the community and public service as criteria for reappointment, promotion, and tenure decisions. CUNY's Manual of General Policy outlines service expectations for all primary faculty and service considerations in reappointment and tenure reviews.

In fall 2013 the school created a the Division of Public Health Practice and Community Engagement to ensure that teaching, research and services activities meet the need of the public health practice community in New York City and beyond. The division also engages public agencies, nonprofit groups and community organizations to help shape the school's mission and teaching, research and service activities.

In January 2015 the school hired a full-time clinical professor for the Division of Public Health Practice and Community. This position coordinates the school's fieldwork placement programs, organizes events in partnership with city agencies and community organizations, sponsors a community engagement grant program and develops formal community partnerships with external organizations. The division organized three events including an intersectional forum on advancing health and equity in NYC, summit on translating evidence into action on health equity and a forum on immigration and health.

The school also set and exceeded measures of its service efforts. The school had a goal of 80% of primary faculty will be engaged in professional and/or community service annually and exceeded it for the last three academic years. The school had a goal of collaborating with at least 50 community based and

non-profit organizations annually dedicated to underserved populations and/or advancing health equity which they exceeded for the last two academic years.

Students are encouraged to engage in schoolwide, community and professional service activities. For the last three years, 84% of funded service projects conducted by faculty included student participation. Faculty who spoke with the site visit team stated that involvement with community engagement and related service is integrated in everyday interactions with community agencies and field site placement locations.

Students who met with the site visit team noted that they had the opportunity to participate in a variety of service activities which normally stems from their participation in research activities with faculty members or from their internship.

3.3 Workforce Development.

The school shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

This criterion is met. The school engages in activities that support the professional development of the public health workforce. The SPH appears to be committed to the professional development of the public health workforce and has a specific focus on the New York metropolitan region, as 80% of their graduates remain in the area upon degree completion. The school has also expanded its focus to include targeted regional, national and global areas based on specific workforce needs. These areas include public health informatics and social media, social marketing and health communications.

The school uses five primary sources for assessing continuing education needs. The school reviews reports of local labor market needs, such as the Jobs for New York's Future report. It also conducts focus groups at least once a year with employers and potential employers of graduates. Employer focus groups have focused on topical areas and include examples such as public health social work; skills and competencies needed; and public health/criminal justice needs. In addition to the focus groups, the dean and associate dean for academic and faculty affairs meet with the Department of Health and Mental Hygiene to assess their workforce needs. There is also the Dean's Advisory Council, which provides input in identifying continuing education needs of the public health workforce. Lastly, the senior associate dean for administration serves on the New York City Board of Health and provides input about workforce needs to the dean.

The school has offered continuing education on over 25 different topics; 60-120 sessions were offered to 2000-3000 participants. Continuing education included mandated education and training topics such as special certifications (eg, OSHA-HAZWOPPER), local public health priorities and periodic training in response to emerging public health issues (eg, Hurricane Sandy). In the last three years' faculty have

received \$1.1 million in training and workforce development grants. The school also has a partnership with the NYC Department of Health and Mental Hygiene to provide MPH-level training to participants in the Public Health/Preventive Medicine Residency (PMR) Program.

In November 2015 the school received approval to administer an advanced certification program in public health that allows for students to acquire 15 credits that can be transferred to the MPH program. The curriculum for the certificate includes the five public health core courses. The first cohort will begin in fall 2016. In fall 2015 the school launched the first non-credit bearing certificate program in Public Health Informatics with a cohort of 13 students.

Community members who met with the site visit team stated that the school has an active presence in the community and they like the fact that the school works hard to establish partnerships within the community. Community members also stated that the school is an enormous resource to multiple organizations within the city.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The school shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the school's mission, goals and objectives.

This criterion is met. The school's faculty complement is well qualified in educational training, experience and scholarship to fully support the school's instructional, research and service enterprise. The education and training of the full-time faculty is adequate to cover teaching and mentoring in the five core areas. All primary faculty members hold terminal degrees in various areas related to the public health core areas.

Of the four primary faculty members in the biostatistics concentration, one junior member has a terminal degree in statistics, the other three earned terminal degrees in social science disciplines that are generally quantitative in nature. Some of the faculty members' published work were in areas including geo-spatial mapping, mathematical models in health and social sciences and statistical methods in mental health research. After careful review of faculty CV's, the site visit team determined that the biostatistics faculty complement is sufficient to support the concentration.

The seven faculty members in the environmental concentration have experience in areas such as urban lead contamination, air quality and toxicology and environmental social justice issues. The seven faculty members in the epidemiology concentration examine both infectious and chronic disease issues. The health services administration concentration includes 13 primary faculty members who focus on an array of policy and management topics and global health systems. The nutrition concentration currently has three faculty members who focus on nutrition policy and education related to health outcomes. The social

and behavioral sciences concentration includes 14 primary faculty members who target a wide array of public health issues such as sexual health, adolescent health, and health equity and poverty policy.

The school has 27 other faculty members who have the qualifications to contribute to its academic and scholarly activities. All other faculty members hold a terminal degree in a public health discipline or one related to public health

The school has identified seven outcome measures to assess the qualification of its faculty, four of which are research outcome measures previously mentioned in Criterion 3.1. For the first additional measure, the school's goal is that each faculty member will have an average score of 2.5 on student evaluations. Though the data is not available for the most recent academic year, the school has met and exceeded this target for academic year 2014-215 and previous years. The second goal is that 95% of primary faculty will have earned a doctoral degree. The school has met and exceeded this target. The last outcome measure states that primary faculty will have an average of two 'other' measures of impact in addition to research, such as books, guest lectures or professional meetings. The school does not have completed data for academic year 2015-2016 but has exceed this target in the previous years.

Students who met with the site visit team stated that one of the things they liked most about the school was the faculty; students said that the faculty are very approachable and very supportive of the students.

4.2 Faculty Policies and Procedures.

The school shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met. The school has well-defined policies and procedures to recruit, appoint and promote qualified faculty and to support the professional development of faculty. A comprehensive faculty manual was developed to assist faculty and staff in advising students; navigating academic, administrative, and personnel policies and procedures; and locating employee resources. The manual covers topics such as academics, faculty affairs, student recruitment and admissions and communications. It also includes polices related to employment, benefits and human resources. Other relevant CUNY-wide policies applicable to faculty include the Professional Staff Congress-CUNY Contract; CUNY by-laws; and CUNY Manual of General Policy.

Opportunities for faculty development are available at both the university and school level. Resources and support include research support and consultation, IT support and library assistance. Faculty development can be obtained through the CUNY Office of Professional Development and Learning Management, CUNY Professional Development Program and the New York City's Citywide Training Center.

The Center for Teaching and Learning was recently developed to provide workshops and professional development for junior professors. In 2014 the school created the Office of Sponsored Programs and Research to support faculty and students in identifying funding opportunities, developing project ideas, preparing grant applications, generating protocols for protecting human subjects (IRB) and other aspects related to grant administration.

Policies and procedures for evaluating faculty competence and performance are included in the University-wide Statement of Academic Personnel Practice. This policy and procedure document describes the annual evaluations process and frequency, peer observations and annual reviews for reappointment. Full-time faculty below the rank of tenured full professor must be evaluated annually; tenured full professors may be evaluated annually. Part-time faculty are evaluated and appointed on a semester-by-semester basis for the first ten semesters. The time associated with tenure for full-time instructors with faculty rank is seven years. The department chairperson is responsible for holding an evaluation conference at least once a year. During the site visit, faculty at all levels were aware of all policies and procedures and noted anticipated improvements with the new organizational structure.

Student evaluations are completed each semester for all courses. While there have been several student evaluation instruments used by the consortial campuses, the evaluation requirement is now standardized. The school successfully piloted a unified course evaluation through the DPH program in fall 2015, and it will be implemented schoolwide in fall 2016. Student evaluations and peer observations results are included in annual evaluations and considered in reappointment, promotion and tenure decisions.

4.3 Student Recruitment and Admissions.

The school shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school's various learning activities, which will enable each of them to develop competence for a career in public health.

This criterion is met. The school has student recruitment and admissions policies and procedures designed to locate and select qualified students. The Office of Student Services oversees student recruitment and admissions. Recruitment efforts are consistent with the university's equal opportunity and non-discrimination policy. Five primary recruitment activities are planned and implemented and include external recruitment events at professional conferences and meetings, virtual admission chats, SOPHAS virtual fairs, CUNY graduate admissions fairs and information sessions.

The admissions process requires that MPH students submit a resume, an official transcript, GRE scores, two letters of recommendations and a personal statement of purpose and have a preferred GPA of at least 3.0. The TOEFL is required for non-native English speakers. Students applying to the DPH program

are required to submit GRE scores, three letters of recommendation, a CV/resume, a personal statement and are required to have an MPH. Students who apply without an MPH and are admitted to the program are required to take the five MPH core courses as prerequisites. Admissions sub-committees that are led by department chairs review applications for specific degree programs and concentrations. Recommendations are then sent to the assistant dean of students for final approval. Acceptance is based on the number of seats available, taking into account applicants' diverse backgrounds, relative majors, GPAs, academic history, GRE scores, work experience and writing skills.

The total number of applicants have significantly increased from 668 in 2013 to 1,118 in 2015. As of fall 2015, the epidemiology and biostatistics MPH degree programs had the highest number of applicants totaling at 214. Currently, there are 40 students enrolled in the community-based public health and health equity MPH program, 91 in the community health education MPH program, 44 in the environmental and occupational health sciences degree program, 51 in the epidemiology degree program, 13 in the biostatistics degree program, 30 in the generalist degree program, 30 in the health care policy and administration degree program, 64 in the health policy and management degree program, 37 in the public health nutrition degree program, four in the public health geographic information sciences degree program and 19 in the environmental and occupational health sciences MS degree program,

There are 41 students enrolled in the community, society and health DPH program, 18 in the environmental and occupational health DPH program, 26 in the epidemiology DPH program and 31 in the health policy and management DPH program.

Three outcome measures for student recruitment and admissions are identified and include the following: 1) the mean GRE scores for new MPH and MS matriculates will be 40% or higher; 2) mean undergraduate GPA of new MPH and MS matriculates will be 3.0; 3) one-year retention will be 80%. For the most recent academic year the school met its target for the verbal component of the GRE but not the quantitative component; the school met the last two targets.

4.4 Advising and Career Counseling.

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

This criterion is met with commentary. All students are provided access to advisors with the goal of ensuring students receive academic and professional guidance. All primary faculty have advising responsibilities for students in their respective concentration areas. Faculty have access to advisement materials in the electronic student handbook and the faculty handbook. A new student orientation is offered to all incoming students and emphasizes academic policies and procedures. An electronic student handbook is also available. Students meet with advisors at least once per semester. Annual student

surveys are used to assess student satisfaction with the orientation, advising and career counseling. Student survey results are used to make changes to the orientation process and advisement. An example of a change that has been made is the addition of a “boot camp” to the orientation, that informs incoming students about the school’s expectations for success, briefly mentions the competencies and the curriculum, including the practicum and culminating experience. Students are also informed about the advising process and additional support services available to them.

Upon enrollment in the DPH program, students are assigned faculty advisors by their department chairs. Advisors guide students through DPH coursework, completion of the first exam and application for the second exam. Advisors can also assist in developing dissertation ideas and make recommendations of faculty who can serve as members of the second exam and dissertation committees. The advisor communicates with students to discuss course planning, academic issues, and career guidance, and is responsible for helping students make satisfactory academic progress toward their degree.

The Office of Career Services within the Office of Student Services was established in 2014 and provides career counseling services for all students in degree programs. Examples of tools, resources and services include a career opportunity portal, career counseling and professional writing assistance, career counseling workshops, Public Health Career Fairs, Alumni Networking Events, and instruction on topics such as professional writing and resume writing.

The commentary relates to low student satisfaction in regards to career counseling. According to data from the most recent current student survey (spring 2015), only half of the respondents described receiving adequate or significant support in the area of career services, and respondents expressed a desire for more support. Prior to 2014, career services were provided by each of the “home” campuses in a decentralized manner, which may have contributed to student dissatisfaction and confusion. School administrators noted several new initiatives that have been implemented in the last year to strengthen advisement and career counseling services, for example career services for public health students will now be offered centrally. Administrators also noted that the school will be making more of an effort to communicate these resources to students via orientation and through the school’s website. Further progress towards implementing the new governance structure and centralization of core faculty may also positively impact student accessibility to faculty. Student satisfaction may also improve as they increasingly identify with the unified structure and draw on newly-centralized school resources.

Students are encouraged to resolve course-related concerns with their instructors first, and then to the department chair if needed. If the concern is not course related, students can file a student complaint with the Office of Student Services. The grievance process includes a formal documentation of the complaint and a meeting between a staff member of the Office of Student Services and the student. This staff

member is responsible for determining next steps, and can refer the complaint to the assistant dean of student services if appropriate. The school has not had any formal grievances.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

CUNY School of Public Health

April 18– 20, 2016

Monday, April 18, 2016

- 9:30 am Meeting with Core Leadership Team
Ayman El-Mohandes, Dean
Susan Klitzman, Senior Associate Dean for Administration
Jim Stimpson, Associate Dean for Academic Affairs
Michele Kiely, Associate Dean for Research
Robert Maruca, Associate University Provost for Planning
Ashish Joshi, Assistant Dean for Student Services
Elizabeth Kelvin, Assistant Professor, Epidemiology and Biostatistics
- 10:45 am Break
- 11:00 am Meeting with Preparers of Self-Study
Susan Klitzman, Senior Associate Dean for Administration
Michele Kiely, Associate Dean for Research
Jim Stimpson, Associate Dean for Academic Affairs
Ashish Joshi, Assistant Dean for Student Services
Daliah Heller, Clinical Professor, Health Policy and Management
Mary Schooling, Professor
Robyn Gertner, Curriculum and Assessment Coordinator
Joy Hampson, Administrative Coordinator
- 11:45 am Break
- 12:00 pm Lunch Meeting on Instructional Programs Group 1: MPH and MS Programs
Betsy Eastwood, Chairperson, Health Policy and Management
Heidi Jones, Chairperson, Epidemiology and Biostatistics
Diana Romero, Chairperson, Community Health and Social Sciences
Mary Schooling, Chairperson, Env, Occ and Geospatial Health Sci
Jack Caravanos, Director MS Program in Industrial Hygiene
Jim Stimpson, Associate Dean for Academic and Faculty Affairs
- 1:30 pm Break
- 2:00 pm Team Executive Session and Resource File Review
- 4:00 pm Meeting with Students and Alumni
Rinzhin Wangmo
Dana Watnick
Ann Siegler
Catarina Rivera
Sonia Gonzalez
Tamar Pacht
Chioma Amadi
Princy Bhardwaj
Priscilla Lopez
Jasmine Abdelnabi
Alice Welch
Daniel Lopez
Jochen G. Raimann
Lucretia Jones
Sumana Chandra
Jonathan Zwirn
McKaylee Robertson
Alaina Stoute
Lillian Mehran

5:15 pm Adjourn

Tuesday, April 19, 2016

8:30 am Meeting on Instructional Programs – Group 2: DPH
Betsy Eastwood, Chairperson, Health Policy and Management
Heidi Jones, Acting Chairperson, Epidemiology and Biostatistics
Diana Romero, Chairperson, Community Health and Social Sciences
Mary Schooling, Chairperson, Env, Occ and Geospatial Health Sci
Denis Nash, Executive Officer, DPH Program
Jean Grassman, Track Coordinator, Environmental and Occupational Health
Jim Stimpson, Associate Dean for Academic and Faculty Affairs

9:45 am Break

10:00 am Meeting on Research, Service and Workforce Development
Marilyn Auerbach, Associate Professor, Community Health and Social Sciences
Luisa Borrell, Professor, Epidemiology and Biostatistics
Sandra Echeverria, Associate Professor, Community Health and Social Sciences
Nick Freudenberg, Distinguished Professor, Community Health and Social Sciences
Christian Grov, Associate Professor, Community Health and Social Sciences
Daliah Heller, Clinical Professor, Health Policy and Management
Elizabeth Kelvin, Assistant Professor, Epidemiology and Biostatistics
Meredith Manze, Assistant Professor, Community Health and Social Sciences
Andrew Maroko, Assistant Professor, Environmental, Occupational and Geospatial Health Sciences
Gordon Shen, Assistant Professor, Health Policy and Management Department
Michele Kiely, Associate Dean for Research
Matthew Caron, Research Program Manager
Lynn Roberts, Assistant Professor, Community Health and Social Sciences

11:15 am Break and Resource File Review

12:00 pm Lunch with Employers and Community Partners
Mary Travis Bassett, Commissioner, New York City Department of Health and Mental Hygiene
Andrea Cohen, Senior Vice President for Program, United Hospital Fund
Mitchell Silver, Commissioner, New York City Parks Department
Tracey Capers, Executive Vice President, Programs/Organizational Development, Bedford Stuyvesant Restoration Corporation
Colleen Flynn, Director of Programs, Local Initiatives Support Corporation
Lyndon Haviland, Chairperson of the Advisory Board to the Dean, Graduate School of Public Health and Health Policy
Daliah Heller, Clinical Professor, Health Policy and Management

1:30 pm Break

1:45 pm Meeting with Faculty Related to Faculty Issues, Student Recruitment, Advising
Marilyn Auerbach, Associate Professor, Community Health and Social Sciences
Nevin Cohen, Associate Professor, Health Policy and Management
Nick Freudenberg, Distinguished Professor, Community Health and Social Sciences
Meredith Manze, Assistant Professor, Community Health and Social Sciences
Gerry Oppenheimer, Broeklundian Distinguished Professor, Health Policy and Management
Grace Sembajwe, Associate Professor, Environmental, Occupational and Geospatial Health Sciences
Gordon Shen, Assistant Professor, Health Policy and Management
Emma Tsui, Assistant Professor, Community Health and Social Sciences
Betty Wolder Levin, Professor, Community Health and Social Sciences

3:00 pm Break

3:45 pm Meeting with CUNY Senior Leadership at CUNY Central Office
Vita Rabinowitz, Executive Vice Chancellor and University Provost
Robert Maruca, Associate University Provost for Planning

5:00 pm Adjourn

Wednesday, April 20, 2016

8:30 am Executive Session and Report Preparation

12:30 am Exit Interview