

REVIEW FOR ACCREDITATION
OF THE
CUNY SCHOOL OF PUBLIC HEALTH
JOINTLY OFFERED BY
Hunter College – CUNY
Brooklyn College – CUNY
Lehman College – CUNY
The Graduate School and University Center – CUNY

SITE VISIT DATES:
December 15-17, 2010

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the City University of New York (CUNY) School of Public Health (SPH). The CUNY SPH is jointly offered by four separately accredited institutions within the CUNY system: Hunter College, Brooklyn College, Lehman College and the Graduate School and University Center. The report assesses the school's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2005*. 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 December 2010 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 on site in a resource file. The team was afforded full cooperation in its efforts to assess the school/college and verify the self-study document.

CUNY is the nation's oldest and largest urban public university system. It began in 1847 as the Free Academy, and was established as CUNY in 1961 with four founding senior institutions: Hunter College, City College, Brooklyn College and Queens College. Today, CUNY includes 23 independently-accredited institutions that confer approximately 35,000 degrees each year. The four CUNY institutions involved in the SPH are located in three of New York City's five boroughs, all within a 25-mile radius of one another and all situated on public transportation lines.

The SPH operates on a consorial model, with Hunter College as the lead institution. The SPH dean also serves as the dean of Hunter College's School of Urban Public Health, which houses Hunter's contributions to the collaborative SPH. Two acting associate deans currently support the administrative structure, which also includes program directors for each degree offered and campus directors for each of the four institutions.

Students apply to the CUNY SPH but are ultimately accepted into a concentration that is housed in one of the four institutions, and students pursue a majority of their coursework at the institution that houses their concentration. Faculty hold appointments in one of the four institutions and in the SPH. To date, all faculty located in the units that sponsor the SPH have been considered SPH faculty, but the school has developed procedures to define appointments within the school itself. Curricular, admissions and policy decisions all occur at the school level through schoolwide committees with representation from the four institutions.

This is the CUNY SPH's first review for accreditation. Three of the four institutions involved in the school have sponsored CEPH-accredited programs: Hunter College's public health program has been accredited

since 1972; Brooklyn College's public health program has been accredited since 2001; and Lehman College's public health program has been accredited since June 2010.

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 SPH. Four institutions, each with appropriate regional accreditation, collaborate to offer the school. While the unique organizational structure presents a challenge in identifying whether SPH faculty's rights, privileges and status are "the same...as other professional schools that are components of the parent institution," faculty rights and status within their home institutions remains the same as those in other professional schools, and some analogues exist elsewhere in the CUNY system that provide examples of academic programs that involve multiple separately accredited institutions.

The school clearly operates from an interdisciplinary framework, and the school identifies specific values and existing successes in encouraging interdisciplinary work among faculty and students. Close ties with community and public health practice-based organizations help foster the development of professional public health concepts and values.

The organizational structure was explicitly designed to provide an environment conducive to public health education, research and service. Institutional rewards, such as the emphasis of community involvement and teaching in the faculty promotion process, clearly support public health values.

The school has adequate resources to offer all degrees required by the accreditation criteria, as well as several other degree programs that align with the school's (and its component institutions') history and mission. The planning and evaluation includes broad constituent participation, ensuring that student and community needs are visible and present in the school's decision making processes.

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

The school shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The school shall foster the development of professional public health values, concepts and ethical practice.

This criterion is met. The CUNY SPH has a mission statement with a view to foster the development of professional public health values, concepts and ethical practice. The mission is as follows:

To engage in teaching, research and service to create and sustain a healthier New York City and promote equitable, efficient, evidence-based solutions to pressing health problems facing urban populations around the world. To realize this mission, the SPH works with communities, non-profit and private organizations and government at all levels to build the capacities that help people to lead healthier and more productive lives.

The school plans to focus on four key themes during its first decade, namely:

- Contribute to healthier cities
- Promote healthy aging through the lifespan
- Prevent chronic diseases and improve their management
- Advance health equity

The school identifies four goal statements to address core functions:

Education Goal: To provide a diverse student body with knowledge and skills in public health practice and science. To accomplish this goal, the school plans to recruit and educate a highly qualified and diverse student body. It will increase the number of recruitment activities and the variety of doctoral applicants. It will also increase school expenditure per FTE; maintain MPH and MS graduation rates at 80% or higher; improve the methods for tracking alumni, including certification and career paths; improve academic advisement and career counseling for all students. It will also ensure that all core PH, specialization and elective course offerings address SPH's key themes.

Research Goal: To contribute new and apply existing knowledge to improve the health and well-being of populations, with a focus on the CUNY SPH's key themes. This goal will be accomplished by promoting and increasing faculty research activities. This includes increasing the amount of research dollars per faculty; increasing extramural funding; maintaining and

increasing the diversity of external research funding streams. The school also plans to maintain or increase the number of faculty engaged in research; increase faculty research collaboration with various centers, institutes and initiatives within the university, and governmental and not-for-profit and other organizations and increase the number of faculty and student authored peer-reviewed publications.

Service Goal: To develop, implement, evaluate and promote programs and policies to improve community and population health. This goal will be accomplished through the preparation of a qualified and diverse public health workforce; strengthening the service activities of faculty and students; increase the number of partnerships between school and community leaders, organizations and government agencies in the SPH's future home in East Harlem and elsewhere.

Operational Goal: To promote faculty and staff excellence and diversity. This goal will be accomplished by recruiting and retaining highly qualified and diverse faculty and staff; promoting excellence in teaching and ensuring that faculty continue to maintain above-average teaching ratings as measured by the student evaluation of faculty teaching.

The goals were developed through a collaborative process, involving internal and external stakeholders, over a three-year period, as were the measurable objectives attached to each goal. There are eight core values that guide education, research and service throughout the school. These core values were developed through a multi-stage, inclusive process involving the Dean's Cabinet and the full SPH faculty. An Assessment Committee has been established that will be responsible for future revisions of the mission and goals.

1.2 Evaluation and Planning.

The school shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

This criterion is met with commentary. The school has well developed and appropriately detailed processes and assigned responsibilities for ongoing assessment and planning toward its identified mission, goals and objectives.

The school and its participating institutions participate in strong planning and evaluation processes defined by the CUNY system, which are uniform across the participating colleges. The school has also developed a well-structured and comprehensive planning and evaluation process that monitors and support the performance of the participating institutions and of the school overall in the achievement of the school's missions, goals and objectives.

CUNY develops a master plan every four years, to which all units contribute. The most recent Master Plan 2008-2012 included the development of a school of public health at Hunter College. The university implements and assesses this plan through a performance management process, which includes continuous monitoring and annual reporting from all CUNY colleges. The creation of the school was accomplished through committees and evaluation processes that have been used as a model for the

system of planning and evaluation that the school proposes for the future. These processes built on existing structures at the individual campuses and were undertaken with the involvement of senior leadership, faculty, students, administrators and external stakeholders.

The core of planning and evaluation activities is the Dean's Cabinet, which includes the associate deans and the campus directors for each campus. The Dean's Cabinet develops common assessment tools, oversees the conduct of routine assessment, evaluation and dissemination of results and makes recommendations for improvement. The lead responsibility for program assessment lies with the associate dean for academic affairs and assessment, to whom the school's assessment coordinator reports. Faculty and students participate in planning and evaluation through the Faculty and Student Council and its committees (which are described in more detail in Criterion 1.5), especially the Assessment Committee.

The Assessment Committee consists of one faculty member from each of the consortial campuses, and one student from each of the degree programs. A subcommittee, the Accreditation Committee, is responsible for assuring that on-going evaluation and production of documents for accreditation are carried out. The Curriculum Committee also contributes to assessment and evaluation activities related to the educational activities. The Assessment Committee and the Curriculum Committee are created by the school's By-Laws.

External members of the public health community participate in planning and evaluation through the Public Health Leadership Council (PHLC), a group of approximately 20 leaders of public health, medical and community organizations that meets annually to advise the dean. It recommends to the dean areas in need of further evaluation and reviews the results of evaluation to ensure that the school is meeting its goals and the needs of the public health community. The members of the PHLC represent organizations that have significant current or potential teaching or research activities with the school, and individual PHLC members also serve as resources and advisers to the school throughout the year.

The school has identified two to five outcome measures for each of the school's fourteen objectives (which are linked to its mission and goals). For almost all of the defined outcome measures, data are presented for the past three years. Some data are not available for the full three-year period because of the transition issues related to establishing the collaborative school, but the strong system of data collection that has been established, as well as the collection of baseline data, suggests that the school will continue to build its monitoring and data tracking abilities. The outcome measures and the associated performance data provide a thoughtful and practical basis for meaningful continued evaluation and planning.

The school presented a self-study that well-organized and generally complete, and it served well as preparation for the site visit and for assessment of compliance with criteria. The self-study was produced using a well-organized and inclusive process. The process was led by the acting associate dean for academic affairs, along with an Accreditation Team of four faculty members. Faculty, administrators, staff and students participated in working and information gathering groups on specific accreditation issues. The faculty held four retreats to review issues and draft documents. Drafts were reviewed for factual accuracy by the four campus directors. The PHLC met with the dean and the Cabinet to review the themes, mission, goals and objectives. The preliminary self-study was posted on the SPH website and constituents were asked to submit comments.

The commentary concerns two aspects of the school's current system of planning and evaluation. The first area that merits comment is the large number of outcome measures defined by the school that use terms such as "maintain or increase" rather than an actual numerical target. While these are in fact measurable and provide some focus for planning and assessment, in some cases they seem somewhat unambitious. Such objectives may not reflect the most thoughtful or detailed analysis of the school's goals. The explanation offered for these was that the school is too new to have the experience and track record to allow them to create more specific targets, but that the creation of more specific targets will be part of the strategic planning that will be undertaken in the upcoming year.

The second area of commentary is that many aspects of the planning and evaluation system had been formally developed in the six months prior to the site visit. For example, the approval of the By-laws that created the Assessment Committee and the Curriculum Committee occurred in June 2010. The systems and structures are reasonable, but there has been little opportunity to demonstrate that these effectively serve the needs of the school.

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. CUNY currently consists of 23 independently accredited institutions. The four consortial CUNY campuses that comprise the SPH are Brooklyn College, Hunter College, Lehman College and the Graduate School and University Center (GC). Each of these four campuses is separately accredited by the Middle States Association of Colleges and Secondary Schools, a regional accrediting agency recognized by the US Department of Education. The Graduate School is involved across CUNY campuses primarily with doctoral education and consists of relevant faculty from campuses involved in doctoral education, including the school of public health. The University Center (UC) contains university-wide schools and programs that span campuses and includes organizationally the School of Public Health. Other schools and consortial programs in the UC include the School of Professional Studies, the CUNY Baccalaureate Program, the Graduate School of Journalism and the Macaulay

Honors College. The academic programs within the UC are constituted and governed separately from the Graduate School's governance structures, as well as those academic programs organized outside of the UC at CUNY.

Three of the SPH's consortial members are already currently accredited: the MPH degree programs at the three colleges (Hunter, Brooklyn, and Lehman) are separately accredited by CEPH as programs; the MS-EOHS is accredited by ABET; and the Dietetic Internship (DI) is accredited by the Commission on Accreditation for Dietetics Education (CADE). CADE also accredits the BS degree in Nutrition and Food Science (BS-NFS). Within each of the four consortial campuses, specific schools and programs are also accredited by a variety of other accrediting agencies such as by the National Council for the Accreditation of Teacher Education, the Council of Social Work Education, the Commission on Collegiate Nursing Education, the Department of Baccalaureate and Higher Degree Programs, the American Planning Association, the Council on Rehabilitation Education, the Educational Standards Board of the American Speech-Language-Hearing Association and the Commission on Accreditation in Physical Therapy.

Figure 1 represents what is described in the self-study as the CUNY-level reporting structure. Figure 2 represents what is described in the self-study as the campus-level reporting structure. However, what may be considered as the functional-level reporting structure of the school of public health is represented by Figure 3. This organizational structure is complex and requires further elaboration, based on information from the self-study as well as obtained from multiple sources during the site visit, to understand; however, it is not a truly unique organization for CUNY, as exemplified by consortial programs in the UC of the GC.

Each consortial campus, including Hunter College, has a SPH campus director who oversees the degree offerings and other public health components on the campus. The campus directors report on their home campuses to either a chair (at the Lehman campus) or directly to a provost (at the Brooklyn campus where the campus director is already a chair), with the exception of the Hunter College campus where the campus director reports directly to the dean of the SPH, who in turn reports to the provost of Hunter College. With the exception of the campus director at Hunter College, who appears to have a single reporting line to the dean, the other three campus directors have dual-reporting relationships to either a chair (and then to a dean other than the SPH dean) or provost on each respective campus as well as to the SPH dean. The SPH dean also appears to have multiple-reporting relationships to the provost of Hunter College (as depicted in Figure 2), and to both the president of Hunter College and the president of the GC (as depicted in Figure 1). Further, as described in the self-study and confirmed on site, the SPH dean also sits on the University's Council of Presidents, allowing access to members of the Chancellery and the Board of Trustees via a variety of formal meetings as well as on an as-needed basis. Finally, the dean of the CUNY SPH is also the dean of the Hunter College School of Urban Public Health (UPH),

offering the BS, MPH and MS programs in public health at the Hunter Campus under the direct leadership of a campus director.

The self-study describes that some SPH processes differ slightly from other CUNY schools/institutions due to the collaborative nature of the CUNY SPH to assure involvement of each partner campus and to assure central coordination through the SPH dean. As noted in the self-study, reporting lines are part of the accommodations that have been made, which differ from other CUNY components, to accommodate the consortial nature of the SPH. However, as described further below, while the reporting of the lead institution, CUNY SPH at Hunter College, is not identical to other professional CUNY schools, the School of Public Health at Hunter College has what may be considered a higher level and a greater degree of independence and status than other professional CUNY schools. In addition, the consortial approach to involving faculty from multiple CUNY campuses is established by other consortial programs affiliated with the UC of the GC (Law School, School of Professional Studies, School of Journalism, Macauley Honors program).

The SPH budget and allocation process also differs from that of other schools, involving what is described as a collaborative and iterative process with all consortial campuses, the SPH dean, the University Budget Office (UBO), and the University Office of Academic Affairs (OAA). Criterion 1.6 contains a more detailed explanation of the coordination and collaboration that characterize the budget process.

Finally, the self-study describes how accommodations in faculty appointment, promotion and tenure have also been made based on the consortial nature of the CUNY SPH. In the self-study, a distinction is drawn between faculty appointment, promotion and tenure on the individual's home campus and that as a consortial faculty member in the SPH. Appointment, promotion and tenure on the home campus are through the policies and procedures of the home campus and not subject to the SPH dean's control, except at Hunter College, where the SPH Dean also serves as the UPH Dean. Consortial appointment and reappointment, however, is based on the policies and procedures established by the CUNY SPH and subject to final decisions by the SPH dean.

Figure 1. CUNY SPH University-Level Reporting Structure

Figure 1.3.b.1 CUNY SPH University-level Reporting Structure

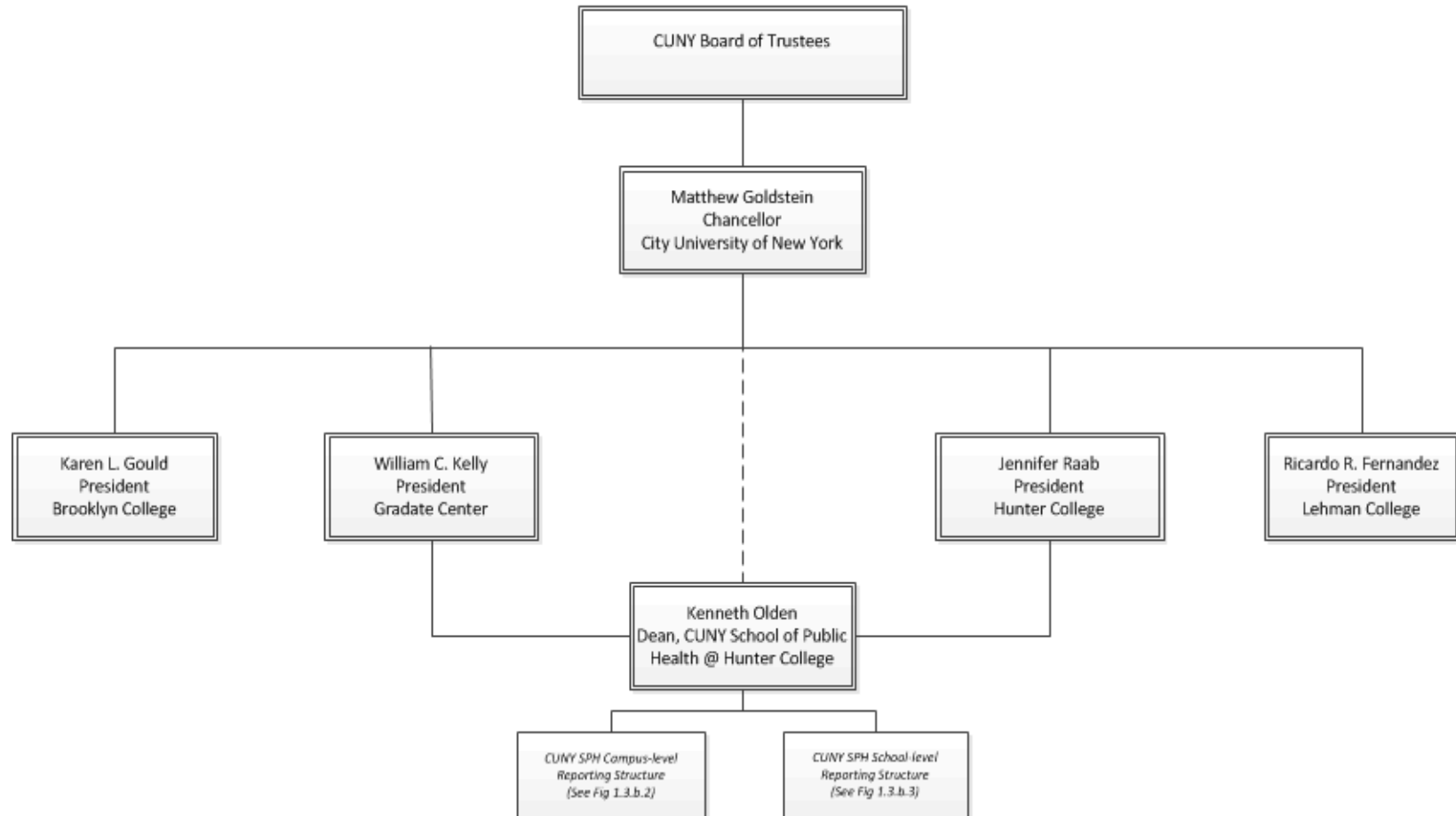


Figure 2. CUNY SPH Campus-Level Reporting Structure

Figure 1.3.b.2 CUNY SPH Campus-level Reporting Structure

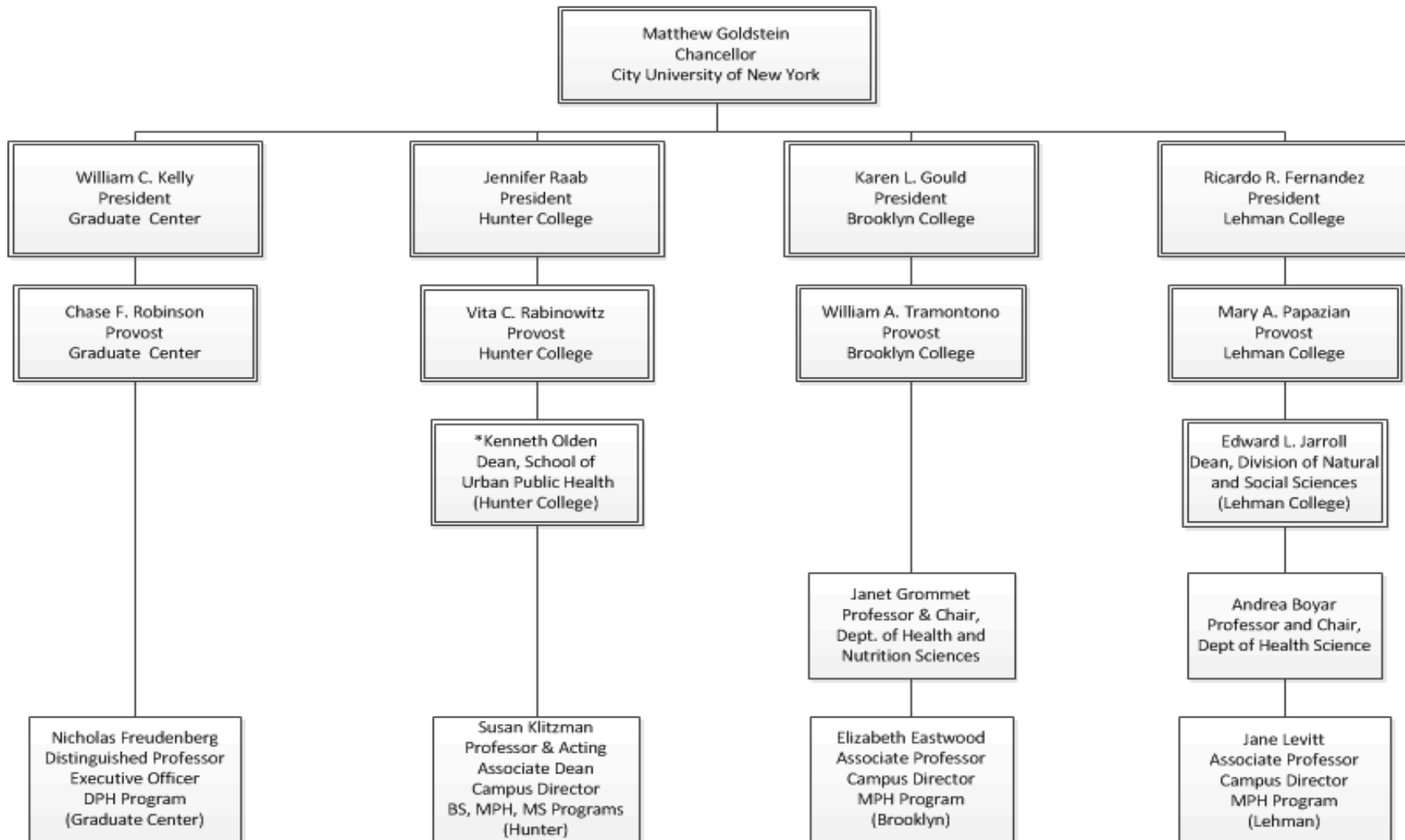
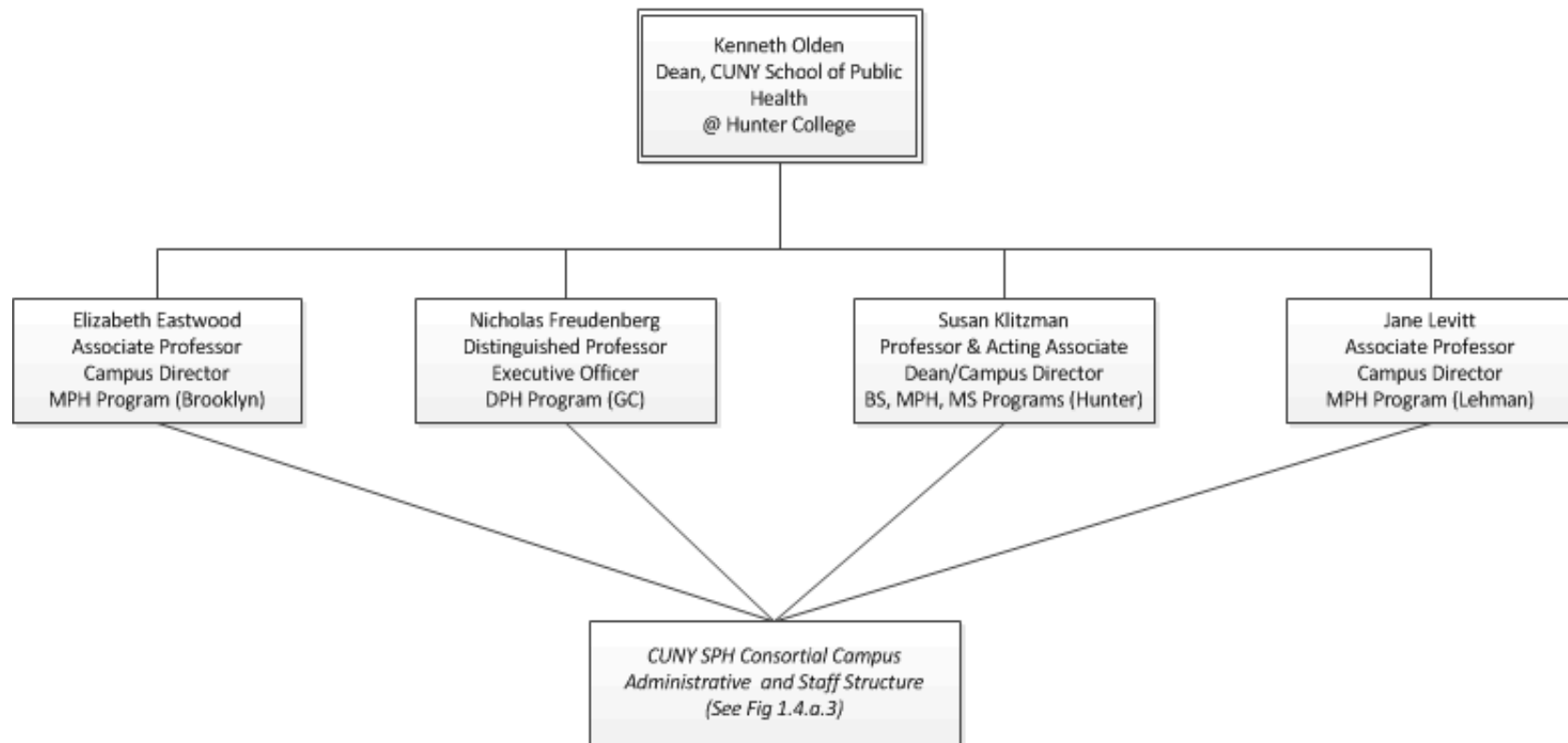


Figure 3. CUNY SPH School-Level Reporting Structure

Figure 1.3.b.3 CUNY SPH School-level Reporting Structure



While the consortial nature of the school is somewhat organizationally different than other CUNY professional schools, two considerations evident during site visit meetings with faculty and administrators are relevant: 1) the consortial nature of other programs at CUNY, which, while not structured as separate schools, do take advantage of collaborations on different CUNY campuses to support educational programs; most of these are organized through the GC; and 2) other deans of consortial programs in the School of Journalism, Law School, School of Professional Studies and Macauley Honors College all serve as members of the Council of Presidents; this membership serves to recognize and foster their consortial arrangements. Thus, very similar, although not identical, organizational structures to the SPH exist at CUNY. As noted by faculty through the highest levels of the CUNY administration, the consortial nature of collaboration between campuses is common at CUNY and is considered part of the institution's culture. This consortial environment is obviously facilitated by the close geographic proximity of the campuses in marked contrast to many, if not all, other university systems.

1.4 Organization and Administration.

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

This criterion is met. The CUNY SPH's internal organization is presented in Figures 4 and 5. The SPH is a consortial arrangement of three CUNY colleges and the GC, which administers doctoral and multi-campus programs for the CUNY system. All CUNY colleges have presidents who report to a single chancellor. The organizational setting, although rather complex, is clearly conducive to meeting the goals and objectives of providing public health focused teaching, research and service to the school's constituents, primarily the citizens of New York City.

The SPH currently has an acting dean, who also holds the title "founding dean." He was appointed by the chancellor of the CUNY system rather than having been selected through a national search. Ultimately, a national search will be conducted for a permanent dean. The dean is referred to as a "university" dean, a title that indicates a dean who oversees a consortial arrangement of more than a single CUNY college. In this role, the dean is a member of the CUNY Council of Presidents, an organization of presidents and "university" deans of the 23 independently accredited colleges in the CUNY system.

Figure 4. CUNY School of Public Health Organizational Structure

Figure 1.4.a.1 SPH Organization

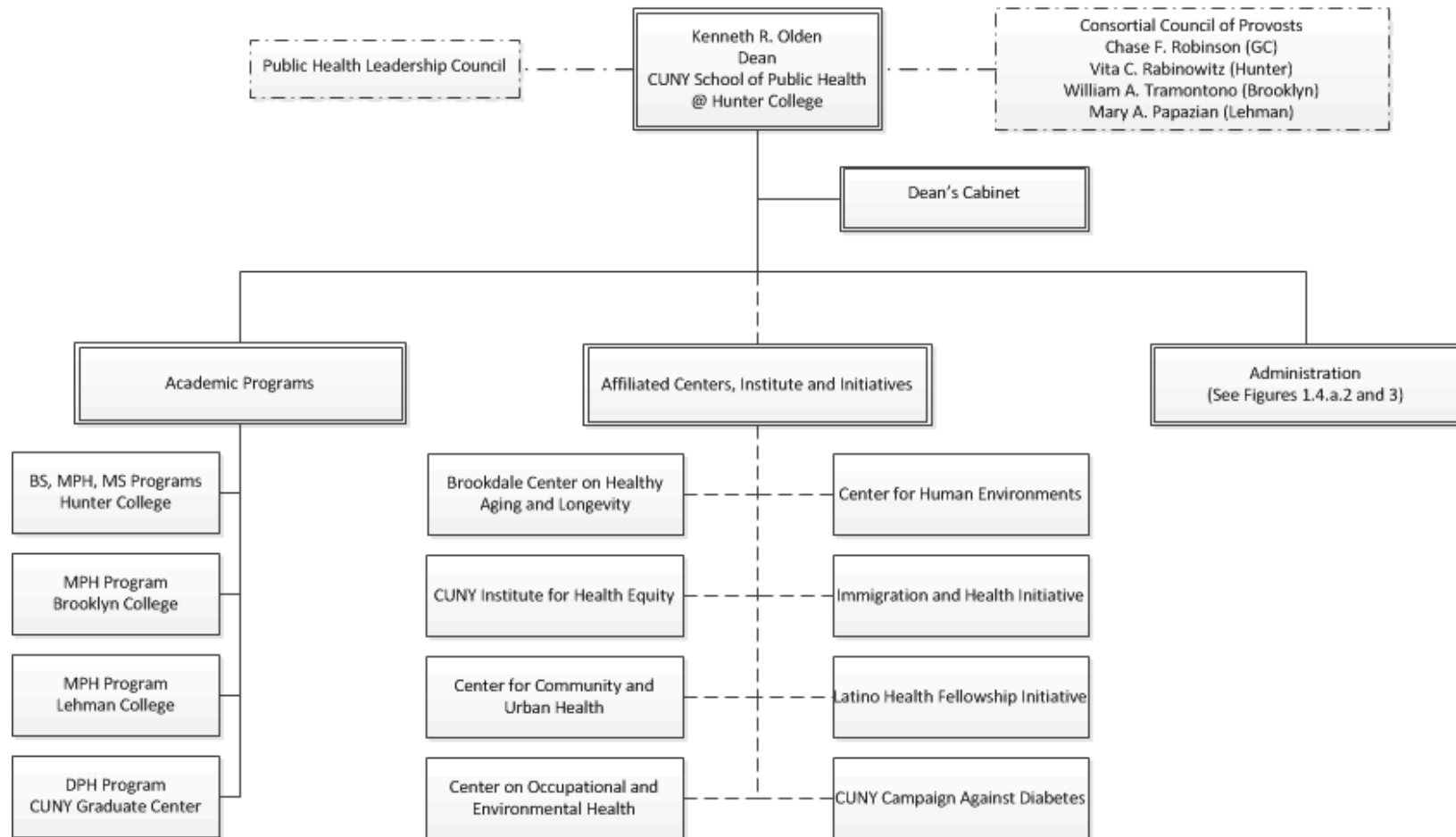
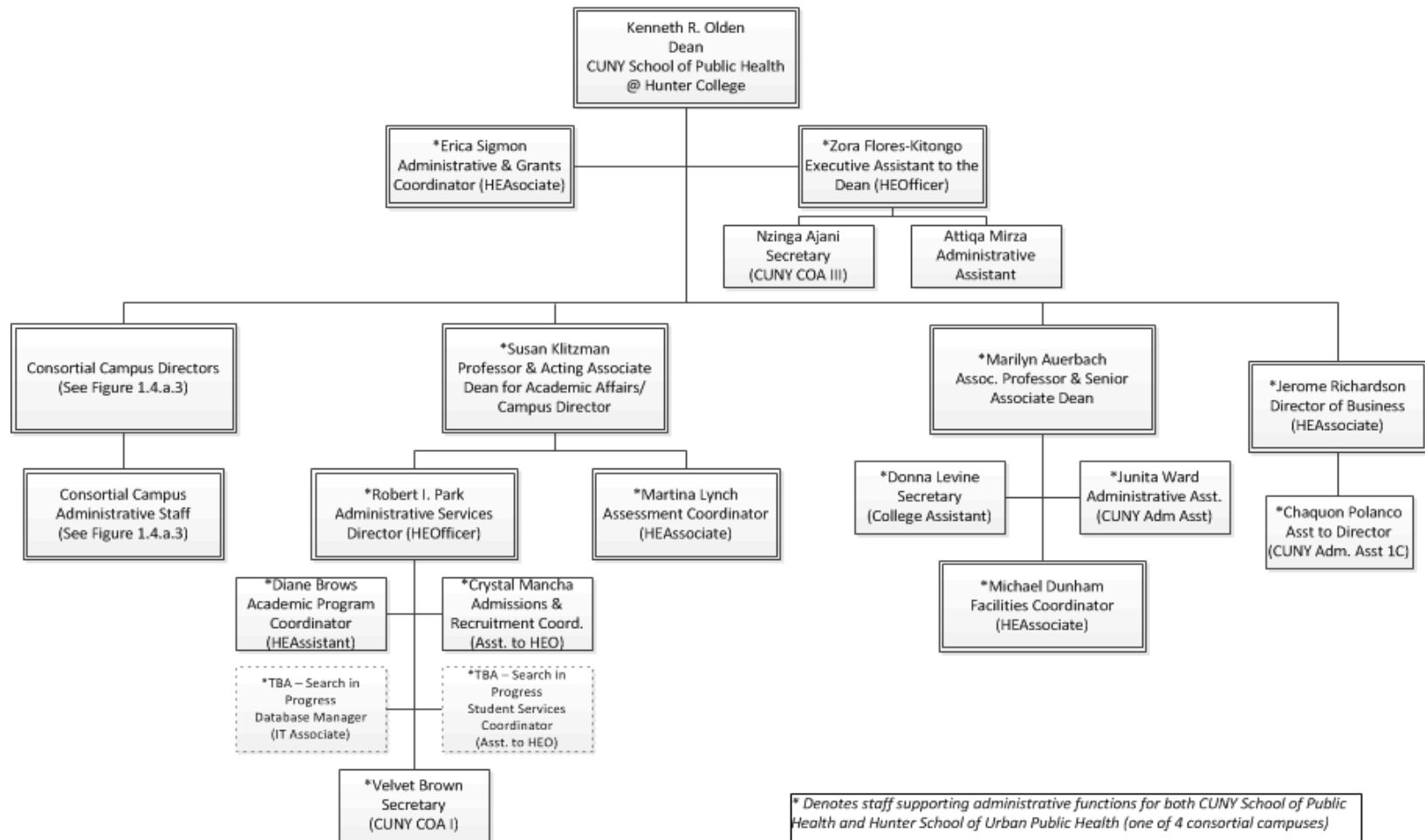


Figure 5. CUNY SPH Administrative Structure and Staff Organization

Figure 1.4.a.2 SPH Administrative Structure and Staff



Two advisory groups support the decision-making of the SPH. One is the PHLC, made up of members appointed by the dean who are representative of external organizations involved in public health research or policy or the delivery of health or health-related services. It advises the dean with respect to the research, programs and workforce development and training of the SPH to ensure that they meet the needs of the community. It recommends to the dean areas in need of further evaluation and it reviews the results of evaluation to ensure that the school is meeting its mission and the needs of the public health community.

The other advisory group, which is not typical of the organization in most schools of public health, is the Consortial Council of Provosts. This council is comprised of the provosts of the consortial units included in the SPH: the GC, Hunter College, Brooklyn College and Lehman College. The Council of Provosts advises the dean on matters related to the policies and operations of the SPH, with particular emphasis on ensuring that needs and concerns of the consortial campuses are addressed and that the policies and procedures of the SPH are consistent with those of the consortial campuses. The Council on Provosts also advises the dean on the implementation of the memorandum of understanding (MOU) that describes the organizational and operational aspects of the consortial arrangement.

The organizational structure is somewhat unique with an advisory group made up of four provosts, who typically operate at a higher administrative level than the level of a dean, but, in this case, work with the dean. This is a very important administrative arrangement for meaningful inclusion of the four consortial members as related to faculty hiring, curricular coordination and fiscal management. The high level of intercollegiate collaboration evidenced at the CEPH accreditation site visit could not be possible without the effective and supportive work of the Council of Provosts.

The SPH is supported by two acting associate deans (they are titled as acting since the dean is also in an acting role), a consortial campus directors group, a director of business and other support staff. The site visit team noted that making the acting associate deans permanent as soon as is feasible will be important for the school's strength and stability. There may be a need for additional administrative and/or academic leadership positions as the SPH further develops and possibly grows. The current arrangement and individuals who serve in the organizational setting appear to work at high levels of efficiency and effectiveness in support of the consortial aspects of the SPH. The administrative organization appears to be well recognized and valued by external constituents of the SPH. The external constituents are highly complementary of the dean and his efforts to involve them in SPH decision-making, they feel well informed and included, and they feel the organization is very responsive to the goals and values of the SPH to work in urban public health.

Policies have been established to assure fair and ethical dealings, all of which are found on the college websites, and these include: CUNY Student Conduct Policy, CUNY Student Grievance Policy, CUNY Policy Against Sexual Harassment, CUNY Policy on Academic Integrity Policy, CUNY Research Conduct Policy, IRB Policies and Procedures, Basic Statement of Academic Freedom for CUNY, Institutional Ethics Board Policies and Procedures and the Affirmative Action Policy Statement. It should also be noted that CUNY is a collective-bargaining based university with well established policies and guidelines as related to salary, conditions of service, policies and procedures for grievances related to the collective bargaining agreements.

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. Rights and responsibilities of faculty, staff and students are clearly defined in the self-study and other documents provided at the site-visit. There were strong perceptions of meaningful inclusion in decision-making provided by faculty and students in the interviews conducted on-site. While CUNY is a system with collective bargaining, there was a clear impression that this provided positive and supportive benefits and in no way was adversarial.

The Faculty and Student Council (FSC), chaired by the dean, made up of the associate dean for academic affairs, the campus directors, all core faculty, two affiliated faculty, two staff members and five students (one elected from students in each of the consortial campuses, except that two are elected from Hunter College, one from the undergraduate program and one from the masters programs) is the primary governance body of the SPH. It is responsible for: formulating educational policy and developing standards for admissions, academic performance and degree requirements for students consistent with the by-laws and policies of the CUNY Board of Trustees and other CUNY policies and procedures; reviewing programs and curricula; recommending to the dean and the CUNY Board of Trustees the granting of undergraduate degrees, graduate degrees and honorary degrees to qualified candidates; considering any other academic matters and making recommendations to the dean and the CUNY Board of Trustees; establishing or abolishing such standing or temporary committees as it deems necessary and considering reports and recommendations of those committees; and recommending revisions to the SPH Governance Plan.

There are several subcommittees of the FSC as follows:

- The Steering Committee establishes the agenda for the meetings of the FSC, identifies major issues for the council's consideration and oversees the activities of the other standing committees. It may also act for the council between council meetings where there is an urgent need for immediate action and when the dean requests such action. The Steering Committee is composed of the chairs of the

standing committees, the dean, the associate dean for academic affairs and other persons designated by the dean.

- The Curriculum Committee reviews proposals for new and revised programs and courses within the SPH and reports its recommendations to the FSC. It also coordinates with the appropriate committees and governing bodies of the consortial colleges. The Curriculum Committee is composed of at least four core faculty members, one each from the four consortial campuses and three matriculated students, one each from the undergraduate, masters and doctoral programs.
- The Assessment Committee recommends procedures for monitoring and evaluating student progress in achieving the expected competencies and the quality of each program. It also assists the dean or his/her designee in evaluating student achievement in and the quality of each program and in presenting annual data assessing performance against those measures. The Assessment Committee is composed of at least four core faculty members, one each from the four consortial campuses and three matriculated students, one each from the undergraduate, masters and doctoral programs.
- The Admissions Committee recommends standards for admissions for each program within the SPH and reviews the qualifications of students proposed for admissions by each of the consortial colleges. The Admissions Committee is composed of at least four core faculty members, one each from the four consortial campuses.
- The Faculty Appointments Committee reviews faculty qualifications for initial appointment and faculty performance in connection with reappointment and makes recommendations to the dean regarding appointment and reappointment to the SPH. The Faculty Appointments Committee also makes recommendations to the dean on the appropriate guidelines for designating core faculty. The Faculty Appointments Committee has five faculty members, two from Hunter College and one from each of the other consortial campuses.

The governance system, in spite of being made up of many members who do not work in immediate proximity, is effective in facilitating faculty and student involvement in decision-making in the SPH. Faculty also have a strong presence in college and system governance. This activity is valued and counted in the area of service provided by faculty. Constituent involvement in governance and advising was clearly recognized and valued by the individuals who attended the site visit meeting with constituents. Many of the attending constituents indicated involvement in the establishment of the SPH as well as active current involvement.

Students indicate high levels of positive involvement in SPH governance. The GC and DPH by-laws mandate student participation in all committees, including Faculty Appointments, Curriculum and Admissions. DPH students have been elected to and served on these committees since the program's inception. Student inclusion on committees is strong and appropriate for the nature of each committee's business. While students do not vote on admissions or faculty appointments, they participate in all policy discussions including on faculty and admissions processes. In addition, students are elected to serve on the Graduate Council, and DPH students have participated in this GC governing body since the program's second year. MPH students at Brooklyn, Hunter and Lehman Colleges have been active participants on faculty search committees, assessment committees and focus groups on program assessment. Doctoral students have formed their own independent organization, meet regularly and

communicate suggestions and concerns to the executive officer and faculty. As a new school, student-led organizations are in an early of development. A factor that tends to reduce student involvement is the nature of the student body being largely part-time students and full-time employees.

1.6 Resources.

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

This criterion is met. The school has many resources to contribute to achieving its mission, goals and objectives. Financial resources across the four consortial campuses as summarized in the self-study have increased significantly in recent years and are projected to continue to increase for the next several years, largely as a result of significant increases in state appropriations used for hiring new faculty. Personnel (administration and staff) are adequate, and office, classroom, laboratory and computer facilities on the three campuses on which faculty reside (Hunter, Brooklyn, and Lehman) all seem appropriate for the size of the SPH faculty and programs on the respective campuses. On the Hunter campus, facilities will improve with the completion of a new building, which the SPH will share with the Hunter social work program; this site will also be located closer to subway lines and, thus, will be more accessible to students than the current location. Library facilities and holdings are very good, particularly since CUNY students have access to libraries on all CUNY campuses. Field experience sites and other community resources that facilitate partnerships with communities are well developed by SPH faculty to support instruction, research and service.

Faculty resources associated with the MPH in the five core areas of public health at Hunter College exceed minimum requirements, and faculty resources on the two consortial campuses where an MPH program is offered (Brooklyn and Lehman) are adequate to support these programs. Although the number of faculty at the Lehman campus (five faculty with a total of 4.8 FTE) contains only one faculty member in the area of Social and Behavioral Sciences, the discipline seemingly most strongly aligned with the community-based and health equity focus of the program, site visitors confirmed that the expertise of Lehman epidemiology faculty member is in social epidemiology and health equity and the expertise of health policy faculty members is also focused in areas directly related to this area of concentration. Hence, faculty expertise for the Lehman MPH program, as well as the other MPH programs, is sufficient to support the MPH degree offerings.

Faculty who participate in the DPH program with appointments in the GC also appear adequate to support the four areas of concentration. Several of the recently appointed faculty reported that they are in the process of applying for an appointment in the GC, a reportedly lengthy process; thus, faculty resources to support the DPH program and its tracks will likely be enhanced as additional GC appointments are made.

During the site visit, students reported mixed experiences in being able to access faculty—most students and alumni indicated that the ability to easily access faculty is strength of the program, though some reported challenges, which they attributed to faculty’s busy teaching and research schedules. Additionally, student to total faculty FTE ratios are 10 or less and appear adequate to support and encourage effective and regular student/faculty interactions.

With this consortial program, the budget process initially appears somewhat complex. Each of the four provosts at the consortial campuses submits an annual operating budget for the public health programs at their respective campuses to the dean of the SPH, along with any special requests and justifications for expenditures. The SPH dean then, in collaboration with the Council of Provosts, makes recommendations and decisions on hiring plans, prioritizing resource requests and allocations and any budget requests. Once a preliminary SPH budget has been established, the SPH dean submits it to the Chief Operating Officer (COO) of Hunter College. Hunter’s COO is the formal liaison to the University Budget Office (UBO), and the UBO reviews the budget and considers requests in consultation with the OAA, SPH dean and the COO of Hunter to ensure alignment of the requests with the SPH goals and objectives. Within the constraints imposed by the budget, allocation of resources to programs, course offerings and faculty assignments are the responsibility of the SPH dean.

If the SPH dean wishes to revise the school’s budget on any of the three consortial campuses that provide direct funding (ie, Hunter, Brooklyn or Lehman), as stated by the three provosts for these campuses, the SPH dean must negotiate the change with the appropriate provost. The Council of Provosts is also a venue in which the SPH dean and/or provosts may choose to discuss budgets and budget changes. This process is thus not substantively different than processes undertaken in non-collaborative settings but is complicated by the fact that three separate budgets, one for each campus, contribute to the overall SPH budget.

School-level administrators, provosts, presidents and the CUNY chancellor confirmed that the overall budget allocation process has been well thought out, but school-level administrators and provosts admitted that some details are still being finalized, particularly in the area of return of grant/contract indirect costs. Nonetheless, overall, the budget for the SPH is adequate to support the school, its stated mission and its programs. Tables 1 and 2 present the overall school budget and the budget contributions by consortial campus for Hunter, Lehman and Brooklyn for fiscal years 2008-2012, either actual or projected. Budget increases across years are largely the result of enhanced state appropriations to support increased faculty FTE. Direct and indirect cost recovery have remained fairly stable both in the overall budget and campus budgets; however, faculty and administrators both reported during the site

visit that an increased emphasis on grant-supported research is likely to enhance grant funding levels in future years.

Table 1. Sources of Funds and Expenditures by Major Category, Fiscal Years 2008 to 2012¹					
	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Source of Funds					
Tuition ²	\$1,843,654	\$2,021,539	\$2,718,883	\$3,021,408	\$3,021,408
State Appropriations ³	\$1,751,478	\$3,738,966	\$5,954,778	\$8,728,414	\$8,844,737
Grants/Contracts Direct Cost ⁴	\$4,099,432	\$5,134,468	\$4,825,577	\$4,825,577	\$4,825,577
Indirect Cost Recovery	\$347,685	\$ 494,552	\$508,360	\$508,360	\$508,360
University Funded Grants/ Contracts	\$ 79,740	\$ 29,300	\$ 84,660	\$84,660	\$84,660
Endowments/Gifts ⁵	--	--	--	--	--
Expenditures					
Faculty Salaries & Benefits	\$3,410,366	\$4,487,332	\$6,239,626	\$7,360,268	\$7,702,109
Staff Salaries & Benefits	\$114,106	\$826,358	\$1,268,883	\$2,331,070	\$2,746,489
Faculty Start Up Funds		\$90,500	\$333,082	\$1,107,605	\$450,000
Library OTPS Resources ⁶	--	--	\$349,974	\$410,000	\$513,000
Student Support	--	\$139,680	\$136,019	\$195,492	\$149,604
Program Operations ⁷	--	\$94,185	\$104,756	\$88,938	\$42,493
Travel ⁸	--	--	\$14,871	\$30,000	\$36,000
Graduate Center Expenses ⁹	\$22,367	\$43,728	\$68,897	\$68,897	\$68,897

¹ Fiscal years (FY) are from July 1st through June 30th (i.e. FY 2011= July 1, 2010 through June 30, 2011).

² Fees are excluded since many are earmarked for college-wide purposes and not specific to public health (i.e. technology fee, student activity fees, etc).

³ State appropriations represent direct program tax levy support.

⁴ Extramural funding for Core SPH Faculty only

⁵ There are no endowment and gift funds specifically earmarked for SPH programs.

⁶ OTPS=Other than personnel services. Library OTPS Resources specific to public health for FY08 and FY09 were not readily available.

⁷ Program Operations include other than personnel service costs (i.e. office supplies, memberships, office equipment, etc)

⁸ Travel expenses for the SPH were not calculated separately from other expenditures in FY08 and FY09.

⁹ The Graduate Center (GC) expenses represent additional administrative expenses only, not already included in other expenditures.

Table 2. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget										
	FY ¹⁰ 2008		FY 2009		FY 2010		FY 2011		FY 2012	
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST	
HUNTER										
Source of Funds										
Tuition ¹¹		\$ 1,353,838		\$ 1,461,184		\$ 1,953,090		\$ 2,186,958		\$ 2,186,958
State Appropriations ¹²		\$ 1,298,699		\$ 3,028,125		\$ 3,892,755		\$ 6,121,484		\$ 5,970,281
Grants/Contracts Direct Cost		\$ 3,806,152		\$ 4,902,381		\$ 4,467,463		\$ 4,467,463		\$ 4,467,463
Indirect Cost Recovery		\$ 298,851		\$ 485,889		\$ 446,474		\$ 446,474		\$ 446,474
University Funded Grants/Contracts		\$ 75,750		\$ 18,300		\$ 42,220		\$ 42,220		\$ 42,220
HUNTER EXPENDITURES										
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty Lines	23.0	\$ 2,458,820	26.2	\$ 3,195,003	28.3	\$ 3,561,743	36.5	\$ 4,475,770	36.0	\$ 4,647,513
Academic Support Lines	0.0	\$ -	0.7	\$ 68,056	0.9	\$ 68,141	2.3	\$ 168,619	3.0	\$ 268,458
Administration Lines	2.0	\$ 83,717	6.5	\$ 716,070	8.4	\$ 1,038,267	14.8	\$ 1,719,806	16.5	\$ 1,960,664
Adjunct	0.0	\$ 110,000	0.0	\$ 192,500	0.0	\$ 374,518	0.0	\$ 380,000	0.0	\$ 335,000
Total Personnel Services:	25.0	\$ 2,652,537	33.4	\$ 4,171,629	37.5	\$ 5,042,669	53.6	\$ 6,744,195	55.5	\$ 7,211,635
Other than personnel services (OTPS)										
Travel/Conferences	0.0	\$ -	0.0	\$ -	0.0	\$ 4,503	0.0	\$ 15,000	0.0	\$ 18,000
Library Resources ¹³	0.0	\$ -	0.0	\$ -	0.0	\$ 310,000	0.0	\$ 370,000	0.0	\$ 473,000
General (OTPS)	0.0	\$ -	0.0	\$ 178,000	0.0	\$ 352,654	0.0	\$ 983,755	0.0	\$ 305,000
Total OTPS:	0.0	\$ -	0.0	\$ 178,000	0.0	\$ 667,157	0.0	\$ 1,368,755	0.0	\$ 796,000
Student Support										
Total Student Support:	0.0	\$ -	0.0	\$ 139,680	0.0	\$ 136,019	0.0	\$ 195,492	0.0	\$ 149,604

¹⁰ Fiscal years (FY) are from July 1 through June 30 (i.e., FY 2011=July 1, 2010 through June 30, 2011).

¹¹ Tuition fees (for all consortial campuses) are excluded since many are earmarked for college-wide purposes and not specific to public health (ie, technology fee, student activity fees, etc)

¹² State appropriations represent direct program tax levy support.

¹³ Library OTPS Resources for FY08 and FY09 were not readily available.

Table 2. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget

	FY ¹⁰ 2008		FY 2009		FY 2010		FY 2011		FY 2012	
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST	
HUNTER TOTAL EXPENDITURES	25.0	\$ 2,652,537	33.4	\$ 4,489,309	37.5	\$ 5,845,845	53.6	\$ 8,308,442	55.5	\$ 8,157,239
LEHMAN										
Source of Funds										
Tuition		\$ 143,306		\$ 145,043		\$ 182,578		\$ 218,870		\$ 218,870
State Appropriations		\$ 361,475		\$ 520,218		\$ 687,196		\$ 922,712		\$ 1,148,661
Grants/Contracts Direct Cost		\$ 286,630		\$ 219,437		\$ 252,704		\$ 252,704		\$ 252,704
Indirect Cost Recovery		\$ 45,484		\$ 5,313		\$ 4,296		\$ 4,296		\$ 4,296
University Funded Grants/Contracts		\$ -		\$ 6,000		\$ 16,500		\$ 16,500		\$ 16,500
LEHMAN EXPENDITURES										
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty Lines	4.0	\$ 474,198	4.5	\$ 626,446	4.8	\$ 668,138	5.3	\$ 709,168	7.3	\$ 900,266
Academic Support Lines	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
Administration Lines	0.0	\$ -	0.0	\$ 3,500	0.7	\$ 45,393	2.8	\$ 212,907	3.0	\$ 242,257
Adjunct	0.0	\$ 30,583	0.0	\$ 29,165	0.0	\$ 74,425	0.0	\$ 70,050	0.0	\$ 70,050
Total Personnel Services:	4.0	\$ 504,781	4.5	\$ 659,111	5.4	\$ 787,956	8.1	\$ 992,124	10.3	\$ 1,212,573
Other than personnel services (OTPS)										
Travel/Conferences	0.0	\$ -	0.0	\$ -	0.0	\$ 4,129	0.0	\$ 7,500	0.0	\$ 9,000
Library Resource	0.0	\$ -	0.0	\$ -	0.0	\$ 20,000	0.0	\$ 20,000	0.0	\$ 20,000
General (OTPS)	0.0	\$ -	0.0	\$ 6,150	0.0	\$ 57,690	0.0	\$ 121,958	0.0	\$ 125,958
Total OTPS:	0.0	\$ -	0.0	\$ 6,150	0.0	\$ 81,819	0.0	\$ 149,458	0.0	\$ 154,958
Student Support										
Total Student Support:	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
LEHMAN TOTAL EXPENDITURES	4.0	\$ 504,781	4.5	\$ 665,261	5.4	\$ 869,774	8.1	\$ 1,141,582	10.3	\$ 1,367,531
BROOKLYN										
Source of Funds										

Table 2. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget

	FY ¹⁰ 2008		FY 2009		FY 2010		FY 2011		FY 2012	
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST	
Tuition		\$ 275,850		\$ 292,862		\$ 356,765		\$ 389,130		\$ 389,130
State Appropriations		\$ 91,304		\$ 190,623		\$ 1,374,827		\$ 1,684,218		\$ 1,725,795
Grants/Contracts Direct Cost		\$ 6,650		\$ 12,650		\$ 105,410		\$ 105,410		\$ 105,410
Indirect Cost Recovery		\$ 3,350		\$ 3,350		\$ 57,590		\$ 57,590		\$ 57,590
University Funded Grants/Contracts		\$ 3,990		\$ 5,000		\$ 25,940		\$ 25,940		\$ 25,940
BROOKLYN EXPENDITURES										
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Faculty Lines	3.0	\$ 320,765	3.0	\$ 426,618	10.0	\$ 1,511,522	11.0	\$ 1,676,000	11.0	\$ 1,700,000
Academic Support Lines	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
Administration Lines	0.5	\$ 30,389	0.3	\$ 38,732	1.3	\$ 117,082	2.5	\$ 229,738	3.3	\$ 275,110
Adjunct	0.0	\$ 16,000	0.0	\$ 17,600	0.0	\$ 49,280	0.0	\$ 49,280	0.0	\$ 49,280
Total Personnel Services:	3.5	\$ 367,154	3.3	\$ 482,950	11.3	\$ 1,677,884	13.5	\$ 1,955,018	14.3	\$ 2,024,390
Other than personnel services (OTPS)										
Travel/Conferences	0.0	\$ -	0.0	\$ -	0.0	\$ 6,239	0.0	\$ 7,500	0.0	\$ 9,000
Library Resources	0.0	\$ -	0.0	\$ -	0.0	\$ 19,974	0.0	\$ 20,000	0.0	\$ 20,000
General (OTPS)	0.0	\$ -	0.0	\$ 535	0.0	\$ 27,494	0.0	\$ 90,830	0.0	\$ 61,535
Total OTPS:	0.0	\$ -	0.0	\$ 535	0.0	\$ 53,708	0.0	\$ 118,330	0.0	\$ 90,535
Student Support										
Total Student Support:	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -	0.0	\$ -
BROOKLYN TOTAL EXPENDITURES	3.5	\$ 367,154	3.3	\$ 483,485	11.3	\$ 1,731,592	13.5	\$ 2,073,348	14.3	\$ 2,114,925
GRADUATE CENTER										
Source of Funds										
Tuition		\$ 70,660		\$ 122,450		\$ 226,450		\$ 226,450		\$ 226,450
Personnel Services	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost
Administration Lines	.5	\$ 17,367	.5	\$ 38,728	.5	\$ 56,897	1	\$ 56,897	1	\$ 56,897
Total Personnel Services:	.5	\$ 17,367	.5	\$ 38,728	.5	\$ 56,897	1	\$ 56,897	1	\$ 56,897

Table 2. Current and Ongoing Contributions by Partner Institutions to the Overall School Budget										
	FY ¹⁰ 2008		FY 2009		FY 2010		FY 2011		FY 2012	
	ACTUAL		ACTUAL		ACTUAL		BUDGET FORECAST		BUDGET FORECAST	
Other than personnel services (OTPS)										
General (OTPS)	0.0	\$ 5,000	0.0	\$ 5,000	0.0	\$ 12,000	0.0	\$ 12,000	0.0	\$ 12,000
Total OTPS:	0.0	\$ -	0.0	\$ 5,000	0.0	\$ 12,000	0.0	\$ 12,000	0.0	\$ 12,000
TOTAL GC EXPENDITURES ¹⁴	.5	\$ 22,367	.5	\$ 43,728	.5	\$ 68,897	1	\$ 68,897	1	\$ 68,897

¹⁴ Graduate Center (GC) expenses represent direct program expenses incurred by the GC and not already included in the other partner institutions' expenses.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Master of Public Health Degree.

The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters 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 partially met. The school offers the MPH in the five core areas of public health knowledge at the Hunter College campus. MPH concentrations in core knowledge areas are also offered at the Lehman and Brooklyn campuses. Additionally, the school offers the MPH in nutrition at Hunter and offers a general MPH at Brooklyn. The school offers a professional doctoral degree, the DPH, in four of the five core public health knowledge areas.

The school offers two professional bachelors degrees, one in the public health area of community health, and the other in the “other professional” area of nutrition and food science; and the school offers two professional masters (MS) degrees, one in the public health area of environmental and occupational health, and the other in the “other professional” area of nutrition. Table 3 presents the school’s degree offerings.

With the exception of the generalist MPH, all curricula are appropriately structured with a defined curriculum that includes core coursework, specialization coursework and practice and/or culminating experiences as required.

The first area of concern relates to the lack of consistency in naming and defining MPH concentrations. Following the links on the school’s website, accessed on November 16, 2010, to access the curriculum for the “general public health” MPH concentration takes reviewers to a Brooklyn College webpage that presents three MPH concentrations: public health, health care policy and administration and health care management. The first is a slightly different name than the school’s website and self-study present; the second is accurate; and the third no longer exists at Hunter College. Site visitors clarified that the “public health” concentration is intended to be the general MPH (GPH) that is presented in the self-study and other accreditation documents. The health care policy and management is consistently presented in the self-study and other documents as HCPA-MPH. The third concentration outlined on the Brooklyn College webpage accessed by reviewers is no longer available, and had not been updated due to an oversight.

The other area of concern is the general MPH (GPH), which does not define a curriculum beyond the core courses required of all MPH students. The school defines six competencies that GPH students are expected to develop in addition to the core competencies expected of all MPH students. It does not,

however, define a set of courses that lead students to develop and refine these competences. Instead, the GPH specialization allows students to choose any elective courses that they deem appropriate, with no established systems for verifying that the chosen courses are indeed appropriate to develop the stated competencies. Faculty did describe a system whereby students write one or two self-identified competencies and choose courses, with advisor guidance. Such a system appears appropriate for ensuring that students attain the self-identified competencies, but there is no similar system to document and verify how a student's chosen courses map to the six GPH competencies.

Table 3. Degrees Offered			
	Abbreviation	Professional degree¹⁵	Campus
Bachelors degrees			
Community Health	COMHE-BS	BS	Hunter
Nutrition and Food Science	NFS	BS ¹⁶	Hunter
Masters degrees			
Community-Based Public Health & Health Equity	CBPH	MPH	Lehman
Community Health Education	COMHE-MPH	MPH	Hunter
Environmental & Occupational Health Sciences	EOHS-MPH	MPH	Hunter
Epidemiology and Biostatistics – Biostatistics Option	BIOS-MPH	MPH	Hunter
Epidemiology and Biostatistics – Epidemiology Option	EPI-MPH	MPH	Hunter
General Public Health	GPH	MPH	Brooklyn
Health Care Policy & Administration	HCPA-MPH	MPH	Brooklyn
Public Health Nutrition	NUTR-MPH	MPH	Hunter
Health Policy & Management	HPM-MPH	MPH	Hunter
Environmental & Occupational Health Sciences	EOHS-MS	MS	Hunter
Nutrition	NUTR-MS	MS ¹⁷	Hunter
Doctoral degrees			
Community, Society & Health	CSH	DPH	GC/Hunter
Environmental & Occupational Health	EOH	DPH	GC/Hunter
Epidemiology	EPI-DPH	DPH	GC/Hunter
Health Policy & Management	HPM-DPH	DPH	GC/Hunter
Joint degrees			
Community/Public Health Nursing/Urban Public Health	CPHN	MS/MPH	Hunter

¹⁵ All CUNY SPH degrees are professional degrees. No academic degrees are offered.

¹⁶ Classified as “other” (non-public health) professional degree. See Criterion 2.8.

¹⁷ Classified as “other” (non-public health) professional degree. See Criterion 2.8.

2.2 Program Length

An MPH degree program or equivalent professional masters degree must be at least 42 semester credit units in length.

This criterion is met. All professional public health masters degrees require more than 42 semester credits of required coursework. Table 4 presents the required credits for each of these degrees. No students have graduated from degree programs that fall below the minimum required number of credits.

The university defines one semester credit as one contact hour per week over a 15-week semester. Courses during January intersession or summer sessions and courses that involve fieldwork or laboratory components employ different scenarios. For sessions other than fall and spring semester, credit is awarded proportionately to those earned during the regular term. Laboratory components associate one credit hour with a meeting of 50-200 minutes per week for a 15-week semester, and, for fieldwork, one credit hour requires 50-100 hours of supervised activity.

Table 4. Degree Length, Public Health Masters Degrees		
Degree	Specialization	# Credits required
MPH	Community-Based Public Health & Health Equity	45
MPH	Community Health Education	45
MPH	Environmental & Occupational Health Sciences	45
MPH	Epidemiology and Biostatistics – Biostatistics Option	45
MPH	Epidemiology and Biostatistics – Epidemiology Option	45
MPH	General Public Health	45
MPH	Health Care Policy & Administration	45
MPH	Public Health Nutrition	45
MPH	Health Policy & Management	45
MS	Environmental & Occupational Health Sciences	46

2.3 Public Health Core Knowledge.

All professional degree students must demonstrate an understanding of the public health core knowledge.

This criterion is met. Most public health professional degrees require completion of a specific course in each of the five core areas. For the DrPH, entering students without a previous MPH or equivalent are required to complete the MPH required courses. The COMHE-BS ensures coverage of the five core areas by including key components of the core areas in the curricula of the various required courses, and the DPH has an interdisciplinary set of core courses that address core public health knowledge.

The school's process for developing curriculum ensures that the core courses at each campus contain the same learning objectives and contribute to the same program-wide competencies. Students may take core courses at any of the campuses, though most students complete core coursework on their home campus. For the MPH, MS/MPH and EOHS-MS, there is a specific course for each of the five core areas. Table 5 presents those courses.

Table 5. Courses that Address Core Public Health Knowledge Areas in the MPH, MS/MPH and EOHS-MS Degree Programs	
Biostatistics	HNSC 7150 Introduction to Biostatistics and Evaluation in Health Sciences I (Brooklyn) PHE 600 Biostatistics in Public Health (Lehman) PH 750 Introduction to Biostatistics <i>or</i> PH 751 Principles of Biostatistics [required for BIOS, EPI, EOHS; optional for CBPH, COMHE, GPH, HCPA, HPM, NUTR] (Hunter)
Epidemiology	HNSC 7120 Epidemiology (Brooklyn) PHE 606 Public Health Epidemiology (Lehman) PH 752 Introduction to Epidemiology for Public Health Practice <i>or</i> PH 753 Principles of Epidemiology [required for BIOS, EPI, EOHS; optional for CBPH, COMHE, GPH, HCPA, HPM, NUTR] (Hunter)
Environmental Health Sciences	HNSC 7130 Environmental Health in the Urban Community (Brooklyn) PHE 702 Environmental Health (Lehman) PH 754 Environmental Health & Safety (Hunter)
Health Services Administration	HNSC 7140 Introduction to Health Care Policy & Administration (Brooklyn) PHE 701 Public Health Policy and Management (Lehman) PH 756 Public Health and Health Care Policy and Management (Hunter)
Social & Behavioral Sciences	HNSC 7110 Social & Behavioral Sciences in Public Health (Brooklyn) PHE 703 Social & Behavioral Dimensions of Health (Lehman) PH 755 Urban Health and Society (Hunter)

For the COMHE-BS, some of the areas of core knowledge are addressed in a single specific course and others covered in two or more of the required courses. The program directors regularly review syllabi of required courses to assure that the curriculum for each degree covers in sufficient depth those core areas for which there is not a separate course. Table 6 presents the courses that address core knowledge areas in both the current curriculum and the curriculum that will be implemented in fall 2011.

There is no provision for waiver of the coursework that covers the five core areas. Doctoral students are expected to have demonstrated completion of coursework equivalent to the five core courses. Those who have completed an MPH or equivalent degree are deemed to have met that requirement. Those who have a different masters degree background are expected to complete the five core courses no later than their first semester of doctoral studies, and that coursework is not counted as part of their doctoral credits.

Table 6. Courses that Address Core Public Health Knowledge Areas in the COMHE-BS		
Core knowledge area	COMHE-BS through summer 2011	COMHE-BS effective fall 2011
Biostatistics	COMHE 330: Epidemiology NFS 402: Seminar in Nutrition & Food Science	COMHE 330: Epidemiology COMHE 411 Seminar in Community Assessment COMHE 413 Research Symposium
Epidemiology	COMHE 330: Epidemiology	COMHE 330: Epidemiology
Environmental Health Sciences	COMHE 325: Environmental Public Health Problems	COMHE 325: Environmental Public Health Problems
Health Services Administration	COMHE 405: Principles of Administration of Health Care Agencies & Institutions	COMHE 405: Health Care Systems & Health Policy
Social and Behavioral Sciences	COMHE 301: Introduction to Community Health Education: Social & Psychological Bases	COMHE 301: Introduction to Community Health Education: Social & Psychological Bases

Table 7 presents the interdisciplinary courses that present doctoral-level knowledge in the five core public health areas.

Table 7. Courses that Address the Basic Public Health Knowledge Areas in the DPH Degree Program	
Core knowledge area	Courses
Biostatistics	PH 802: Advanced Methodological & Ethical Issues in Urban Health Research PH 890: Research Seminar I PH 891: Research Seminar II
Epidemiology	PH 820: Epidemiologic Methods I
Environmental health sciences	PH 800: Cities, Society and Health PH 890: Research Seminar I
Health services administration	PH 800: Cities, Society and Health PH 801: Interdisciplinary Approaches to Urban Health Research
Behavioral and social sciences	PH 800: Cities, Society and Health PH 801: Interdisciplinary Approaches to Urban Health Research PH 890: Research Seminar I PH 891: Research Seminar II

2.4 Practical Skills.

All professional 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 the students' areas of specialization.

This criterion is met with commentary. Students in all public health degree programs are required to complete a practicum experience that is generally appropriate in structure and duration for the degree program. The number of hours and specific focus varies across the degrees and the campuses.

All MPH programs (with some exceptions for the MPH in nutrition) and the EOHS-MS at Hunter College require 210 hours of practice experience. The MPH at Lehman campus requires 180 hours. The MPH at the Brooklyn campus requires 150 hours. Students in the MS/MPH joint nursing degree complete 333 “clinical hours.” Most NUTR-MPH students at Hunter complete a practice experience of either 210 or 300 hours, although a small number of students may complete a special 12-credit internship that is 1200 hours and includes both public health and dietetic internship components. The DPH requires 420 contact hours of leadership development fieldwork. Students are matched to community or public health organizations appropriate to their interests and to their professional goals.

Students learn about practice opportunities through a complex web of formal and informal connections and information sources that include frequent email notifications about opportunities, contacts through student worksites (as most students are also employed), faculty and alumni, and through well established relationships or formal agreements with a large number of community organizations. There are many organizations that have provided practice experiences to students for decades. The school receives NIOSH funding that supports many of the EOHS-MS students to complete paid practice experiences, with a focus on collecting and examining data from interdisciplinary perspective that also meets the rigorous science requirements for MS degree.

There are clear guidelines and detailed documents for each program for selection of the practice site, for defining the practice experience topics and activities, for preceptor evaluation of the student, for student documentation of or reflection on the experience and for general student and preceptor reflections on the experience overall for program improvement. Preceptors are provided guidelines and frequent contact from the supervising faculty member. In some programs, there are also orientation meetings for preceptors.

Field sites are screened and ultimately approved by faculty based on documentation provided by the student and prospective preceptor that include proposed student learning objectives. All field placement sites must provide the following:

- A meaningful public health project in which the student will have the opportunity to work with public health professionals
- A preceptor with public health experience and expertise relevant to the student’s work
- Ability to accommodate to the schedule of the students
- Assistance to the student developing a scope of work, including identification of written product or deliverable for the host agency

The students develop a contract with the organization for the practice experience that identifies the goals and expectations and provides significant detail regarding obligations and expected products or outcomes.

Responsibilities of the field work preceptors are spelled out in detail, and ongoing faculty supervision is also provided. The format and specific components of the detailed evaluations completed by students and preceptors at the end of the experience vary by program and reflect the learning objectives for the project as well as the competencies of the specific program. For example, students at Lehman evaluate their practice experience through a structured seminar; those at Hunter through open-ended reflections in their professional portfolios; and those at Brooklyn by a structured survey administered by the faculty. Preceptors for MS/MPH students complete detailed assessments and confirmation of activities at frequent intervals during the field placement, as well as an overall evaluation at the end of the experience.

The school has procedures for consideration of practice experience waivers for MPH students who are admitted to the program with extensive public health experience. For consideration of a waiver, the student must demonstrate in writing with supporting documents that they have “experience in application of basic public health concepts and of specialty knowledge to the solution of community health problems.” The student’s adviser, specialization coordinator and the associate dean for academic affairs determine if the written summary of the student’s experience demonstrates an applied public health experience in the area of specialization. Although this option has been available, no MPH students have sought or obtained a waiver of the practice experience.

The school also has procedures for a DPH student with five or more years of prior public health leadership experience to apply to base the field project case study on prior experience. This is not a waiver, but a modification of the project from a “prospective” basis for the case study to a “retrospective” one. The student prepares a portfolio of materials that demonstrate the experience, such as programs developed and evaluated, formal leadership positions, accomplishments, papers published; along with a statement by the student why the experiences are sufficient to prepare the student for the leadership positions to which he or she aspires. In general, only students with extensive leadership experience and a documented record of significant public health accomplishments will be approved. Students who are approved for this option register like other students for six credits while preparing the case study and otherwise proceed similarly to other students. To date, seven DPH students have been approved for a retrospective case study. Site visitors’ review of the approval process and circumstances relating to use of the retrospective case study indicate that the process is robust and that students with both retrospective and prospective projects are able to apply doctoral-level knowledge to a practice setting.

The commentary pertains to two areas. The practice experience for the MPH at Brooklyn campus is 150 hours. While the content and student experience appear satisfactory, this minimally meets the expectations for the practice experience. The number of hours is significantly less than the practice experience at other campuses, although the structure and content appear to be sufficient to provide the students a meaningful practice experience, which was confirmed by the students who had participated and by review of some of the practice settings and projects.

The second area of commentary pertains to the joint degree, whose practice experience appears appropriate, but the identification of the public health learning objectives and goals for the practice experience could be more explicit. Criterion 2.7 provides a more extensive discussion of this issue.

2.5 Culminating Experience.

All 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. A culminating experience is required for all degree programs, allowing students to synthesize, integrate and reflect on knowledge acquired during their studies. The culminating experience for the MPH program consists of four components: 1) attendance at a capstone course or individual meetings with a faculty mentor; 2) completion of a major writing project; 3) an oral presentation of the project; and 4) reflection, synthesis and analysis of course and fieldwork experiences. Students are provided with written instructions for the culminating experience. As described in the self-study, students in the DPH program are encouraged to select a culminating research project that analyzes a specific public health issue in depth from multiple disciplinary perspectives and at more than one level of social analysis. DPH students are then required to complete and defend a doctoral-level research project that yields new knowledge under the guidance of a dissertation committee.

The EOHS-MS program also requires a culminating experience. The EOHS-MS and EOSH-MPH culminating experience requirements are virtually the same, except the EOHS-MS capstone paper must reflect an applied science project or research activity resulting in a report that demonstrates both mastery of the subject matter and a high level of professional and public communication skills. Additionally, all EOHS-MS students are required to successfully complete an in-class comprehensive examination covering five rubrics (environmental health science, occupational safety and health, industrial hygiene, toxicology and physical hazards).

Students in the MS/MPH dual-degree program are required to complete a culminating course, NURS 733, Community Public Health Nursing III, consisting of 30 hours of theory and 167 hours of practicum. During the course, students develop a grant proposal addressing the needs identified by the student in two previous courses. MS/MPH nursing students must also complete a professional portfolio begun upon

admission into the program and developed through discussion with their specialization coordinators, addressing a general area of concern related to advanced public health nursing practice. The four nursing core and the first two advanced nursing practice specialization courses include assignments designed to help build the depth and breadth of the portfolio. Additionally, during the last specialization course students complete the culminating capstone project which incorporates all aspects of acquired knowledge throughout their graduate work.

Written policies are in place, detailing the requirements of these culminating experiences. Students and faculty confirmed that students are provided with details concerning competencies and their culminating experiences when they enter their respective programs. Faculty reported that the portfolio, documenting the manner in which each student meets each competency is viewed as an important aspect of demonstrating integration of skills, and that all programs are moving toward an electronic version of the portfolio.

COMHE-BS students combine the practice and culminating experiences in COMHE 401-403 (as of fall 2011, will be the single course COMHE 412: Directed Fieldwork Practicum). In addition to supervised fieldwork, this experience requires students to prepare a pre-professional portfolio and deliver an oral presentation. These components, along with other classroom-based experiences involved in the course, require students to integrate theory and practice and to incorporate ethics.

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 educational programs.

This criterion is met with commentary. The school defines a core set of competencies for all MPH students; concentration-specific competencies that students earn in addition to the common, core competencies; and degree- and concentration-specific competencies for each of its BS, MS and DPH degree programs.

The 13 core MPH competencies, while broad (eg, “Use basic statistical and informatics techniques”), describe an appropriate set of skills and knowledge for the degree. Faculty developed the core competencies after reviewing each of the three component programs’ defined competencies as well as national competency sets. The school has mapped the core MPH competencies to the five required core courses, the fieldwork and the culminating experience, elements that are required for all MPH students regardless of concentration or campus. The school used the same process (examination of existing programs’ competencies and national sets) for definition of a set of four to 13 competencies for each concentration area, and faculty have mapped required concentration courses to competencies in all areas

except the generalist MPH. While the generalist MPH has a set of defined competencies, there are no required courses to map them to (see the discussion of the general MPH in Criterion 2.1).

The school defines 10 degree-wide competencies for the DPH and a set of four to six competencies for each DPH concentration. The degree-wide competencies make reference to the school's urban public health focus and involve skill sets, such as public health ethics, that are important for public health leadership and advanced practice.

While the number of competencies may be fewer than the number outlined at some accredited schools and programs, faculty were able to articulate a logical, iterative process that involved student and stakeholder input. Faculty anticipate that competency revision will be an ongoing process. A more detailed competency mapping project is currently underway, which involves uniform presentation, on all syllabi, of the learning objectives and competencies that pertain to each identified class session and/or assignment. Faculty who met with site visitors noted that this process, along with other ongoing initiatives, is likely to yield information that may shape future competency refinement.

The school lists competencies on its website and on all syllabi. On nearly all syllabi, learning objectives are presented alongside the competencies they support, making linkages clear. Faculty also discuss competencies at new student orientation sessions for both graduate and undergraduate students. Competency updates are informed by alumni and employer survey results and faculty participation in professional meetings and conferences. Faculty have introduced some emerging areas in on-time "special topics" courses, such as GIS, food policy and mass media, and have then incorporated the topics into competency sets and formally-established coursework.

The commentary relates to the need for additional substantive revision of some competencies. Although competencies articulate well into relevant learning objectives, the limited number of competency statements means that 1) some competency sets do not explicitly mention key, commonly-valued concepts in an area; for example, the concentration competencies for the epidemiology MPH do not directly mention surveillance; and 2) some competency sets include repetition and use of compound statements; for example, a competency that appears among both the core MPH competencies and the competencies for the concentration in health policy and management is, "Demonstrate knowledge of the context of public and private health care systems, institutions, actors and environments in which health care and public policy is made and health care is delivered."

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.

This criterion is partially met. The school has identified an appropriate array of procedures for demonstrating the extent to which each student has demonstrated competence. The methods differ slightly among degrees, but all assessment plans involve tracking academic progress through courses that are mapped to competencies. Assessment for MPH students also includes assessment of students' application of skills during the practicum; self-assessments in a portfolio format; and assessment of students' ability to integrate skills during the culminating experience.

For students in MS and DPH programs, examinations serve as additional assessment tools, as do doctoral students' dissertations. Bachelors degree students have a practice experience, the fieldwork course, that allows for assessment of skills and knowledge in a practice setting, and students complete a portfolio that includes competency-self assessment.

The concern relates to the graduation rates, which are lower than the required 80% and which show a declining pattern over the past three years. The program has broken out graduation rates by degree and by concentration area, but the self-study indicates that the median rate was approximately 66%. For the most recent cohort, rates range between 25% (MPH in HCPA) and 73% (MPH in CBPH). In fact, CBPH students have not yet reached the maximum time to graduation, since the first cohort entered in 2006, and time to graduation is five years, so the rate will likely surpass the 80% by the time students reach the maximum time to graduation. The bachelors degree programs have 60% (COMHE) and 68% (NUTR) graduation rates. Some of the low rates are the product of small numbers: the HCPA cohort that produced the 25% rate enrolled only four students (one graduated; two withdrew; and one is still continuing toward the degree). The self-study explains that the graduation rates are related to the program's target student population: working students, often with limited income. These students, the self-study notes, frequently take leaves of absence that delay graduation beyond the five-year time used for calculations. Attrition also appears to contribute significantly to the low graduation rates, but the self-study notes that this, too, relates to the nature of the student population—students are sensitive to cost and may leave their studies for financial reasons. The school links the recent decline in graduation rates to attrition caused by an increase in CUNY's tuition.

The school maintains some records on students who attain certification of professional competence, although the data only reflect students who were certified, not the number of students who attempted certification. In the past three years, seven graduates have achieved the CPH credential and 13 have achieved the CHES credential. Other graduates have been certified in industrial hygiene, safety, hazardous materials, environmental health and dietetics.

Employment data are strong, and alumni surveys show that 83% of respondents were employed in public health. The largest employment sectors are government, non-profit organizations and healthcare. In the most recent graduating student survey, 87% of students reported employment at the time of graduation.

The school also uses data from its 2009 alumni survey and December 2009 employer discussion group and input from the PHLC to assess student achievement. Data from these three groups reflected a generally strong view of students' competence in working with diverse communities, conducting surveys, outreach and education. They also identified the need for greater skill building in data analysis and research design. Faculty have incorporated this feedback into the review and revision of competencies and course content.

2.8 Other Professional Degrees.

If the school offers curricula for 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 met. The school's BS and MS degrees in nutrition aim to prepare students to work in food science and dietetics settings, though they have a population orientation.

Required coursework for the BS in nutrition includes nutrition education, institutional management, food service settings and nutrition and human development. The website and other admissions materials describe it as a degree that provides a general education in nutrition. Competencies include the following: "Use dietary guidelines to make food recommendations to individuals and communities," and "Address nutritional needs of community members at various stages of the life cycle and for diverse population groups."

Required coursework for the MS in nutrition includes nutritional biochemistry, food service and management, food service and environment and several advanced nutrition classes and labs. The website and other admissions materials noted that the degree intends to lead students to qualification for a dietetic internship and eligibility for the exam to become a credentialed registered dietitian. The program is accredited by the Commission on Accreditation in Dietetics (CADE), the accrediting arm of American Dietetic Association (ADA).

Both degrees ensure that students are grounded in basic public health knowledge. The school documents this through required coursework, through definition of competencies for each degree and through mapping competencies to required coursework and other experiences.

BS students take COMHE 330 (Epidemiology), a public health course shared with undergraduate community health students. They also attain introductory competency to the four other core public health areas through their required major classes, which map to public health competencies. Indeed, several of

the defined degree competencies for the BS explain the ways in which students are expected to acquire knowledge and skills that link public health and nutrition/food science: “Apply management principles for community assessment, program planning, implementation and evaluation to community-based public health food and nutrition programs,” and “Identify social and behavioral theories relevant to public health and nutrition.”

MS students take PH 750 (Biostatistics), a public health course shared with MPH students. They also attain introductory competency in the other four core public health areas through required classes, which map to specific public health competencies. As with the BS, several of the defined degree competencies outline knowledge and skill expectations that link the area of study to public health fields. These competencies include the following, “Use social and behavioral theories relevant to public health and nutrition,” “Compile and analyze data on nutrition and health,” and “Participate in organized advocacy efforts for health and nutrition programs.” Faculty who met with site visitors also explained that courses including NUTR 756-757 (Food Science & the Environment) and NUTR 720 have been newly designed or overhauled in recent years to directly incorporate public health perspectives and competencies. Both courses are taught by public health faculty.

2.9 Academic Degrees.

If the school also offers curricula for 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.

2.10 Doctoral Degrees.

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

This criterion is partially met. The school offers what is described in the self-study as a single DPH program with four areas of specialization: Community, Society & Health (CSH); Environmental & Occupational Health (EOH); Epidemiology; and Health Policy & Management (HPM). This program prepares students to be researchers, teachers and senior-level managers who can meet the public health needs of urban populations both in academia and in public and community health practice. The curriculum is interdisciplinary and integrates health, natural sciences and social sciences as applied to public health. The site visit confirmed that one doctoral student specializing in CHS had received notification that she has completed all requirements for her DPH degree, which will be conferred at the next CUNY Commencement. Additional students are enrolled in all four areas of DPH specialization and appear to be making satisfactory progress toward their degrees in all specializations.

For the overall DPH program, faculty and students during the visit confirmed two primary program foci: interdisciplinary education and leadership for public health practice. Interdisciplinary education is evident in the DPH program both through the degree of common coursework taken by all DPH students, regardless of track, and the participation of faculty from multiple disciplines both in teaching and on student committees. The self-study describes the 60-hour curriculum for the DPH program and the four tracks within it. Common courses that all DPH students take include: the doctoral public health core (nine hours); PH 820, the introduction to epidemiology course (three hours); research seminars (six hours), which include PH 890 (Research Seminar I), taught by an CSH faculty member and PH 891 (Research Seminary II), taught by an epidemiology faculty member; and public health leadership development (12 hours).

The 12 hours of public health leadership development consists of: PH892.01 and PH 892.02 (Public Health Leadership Development Fieldwork), which are supervised by a faculty member in the student's track; PH893 (Public Health Leadership Development Seminar) taught by faculty from CSH and epidemiology; and an elective.

Dissertation research constitutes another 12 total hours consisting of PH 898 (Dissertation Seminar), taught by a CSH faculty member and PH 899 (Dissertation Research), supervised by a faculty member in each student's track.

Specialization requirements for the four tracks define six to nine hours of coursework which appear to be unique to each track and not covered by other aspects of the curriculum.

Finally, all students take elective hours in SPH and non-SPH GC courses, such as those in sociology and psychology. Faculty and students indicated that there are some commonly-favored elective courses for students from all tracks. Further details about the DPH curricula requested during the site visit list only five possible courses under electives for students from all tracks.

When site visitors asked the DPH program leadership about how the curricula differ between tracks during the site visit, responses focused on the specialization-specific requirements, the leadership project and the dissertation research project. Interdisciplinary education is also demonstrated by involvement of faculty from multiple disciplines in grading student exams (Exam 1 and Exam 2) and student dissertation committees.

The concern is related to the DPH program: of the required and defined coursework, few courses differentiate tracks or provide a demonstrated depth of coursework in the defined area. Further, the curricula are not sufficiently specific to be able to identify the range of unnamed elective coursework in

the different tracks to be able to discern how much potential overlap between tracks may occur in students' elective selections. The small number of students who have progressed through the program compounds the difficulty in discerning the depth of the tracks and, consequently, the school's ability to offer the required minimum of three doctoral programs. It is incumbent on the school to be more specific in ensuring that policies and procedures are in place to ensure that students receive both the desired leadership skill and interdisciplinary education, and sufficient education in the content for each track to be able to excel in their track content area and justify a different degree from students in the other tracks.

Further, when faculty were asked during the site visit about how students from different tracks would receive guidance relevant to the content of their track in leadership and research seminars taught by a CSH faculty member, the response was that doctoral faculty are still working these matters out, but that other faculty presumably would be incorporated in the seminars as the doctoral program develops. DPH student core course evaluations reviewed during the site visit also mention that core courses should be revised to ensure track-relevant content for all tracks and mention that courses could be better tailored to the different tracks. Both faculty and student comments suggest that the curricula are, perhaps not surprisingly at this very early stage of development in the DPH program, still evolving.

2.11 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 school offers a single joint degree, the MS/MPH in Community Health Nursing. Students complete the five core MPH courses at Hunter alongside other MPH students. They complete an 18-credit concentration that is unique to the joint degree program. The 18 credits include 15 credits of nursing courses and three credits of public health (HPM 750: Public Health Management). The 18 credits, despite their origin in nursing, address public health concepts (eg, NURS 704: Urban Health Care Systems and NURS 749: Health Promotion & Disease Prevention in Diverse Populations) and map to a defined set of competencies that the school has established for students in this joint degree program. Joint degree students also complete nine defined credits (referred to as "electives," though they are prescribed) from either Hunter's community health education MPH track or Hunter's environmental and occupational health MPH track.

The school defines NURS 772: Community/Public Health Nursing II as fulfilling the practice experience requirement and NURS 773: Public Health Nursing III as fulfilling the culminating experience component. These experiences are not evaluated in terms of the core or concentration-specific competencies, as discussed in Criterion 2.7, but they do require population-based assessment and grant proposal preparation that are comparable in rigor and expectations to experiences associated with the standalone MPH degree.

2.12 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 teaching and learning methodologies and to systematically use this information to stimulate program improvements.

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 school has prioritized research that is consistent with its stated mission and goals and that complements the instructional programs' teaching and learning objectives. The self-study states and faculty confirmed during the site visit that all full-time faculty in the SPH, tenured and untenured, are expected to engage in research relevant to public health. Active engagement in basic or applied research is reportedly evaluated in the consideration of promotion and tenure decisions for all faculty members. Faculty also reported during the site visit that research is an area of evaluation during the required annual review of all faculty below the rank of full professor. The school has endeavored to provide an environment conducive to research productivity. For instance, a research committee has been convened for the past year, composed of faculty representatives from the consortial campuses to assess the capacity of the current CUNY research infrastructure and to articulate a research agenda for the school. Additionally, during the site visit, faculty confirmed that CUNY, the SPH and its constituent campuses also offer a variety of types of technical research assistance to faculty, adding to the supportive research environment.

An examination of recent extramural funding levels by campus available during the site visit indicates marked variability between campuses. For example, annual extramural funding in AY10 was: \$4.5 million on the Hunter campus among 28.3 faculty FTE; \$105 thousand among 10.0 FTE on the Brooklyn campus; and \$253 thousand on the Lehman campus among 4.8 faculty FTE. As faculty and administrators explained during the site visit, this variation has resulted from CUNY's historical teaching focus, its relatively recent shift to a more balanced emphasis on teaching/research/service and the proportion of new hires on each campus. Despite recent faculty hiring on all campuses and

proportionately more on the Brooklyn and Lehman campuses, junior faculty at the Brooklyn and Lehman campuses consistently reported during the site visit that they felt well supported and mentored by more established SPH researchers on the Hunter campus and other CUNY research workshops and programs.

Several students reported participating in faculty research projects, including both masters and doctoral students. However, faculty and students both reported that the majority of students are non-traditional (80% was estimated for MPH by faculty) and are working full-time and going to school part-time. In addition, the DPH program is also designed to accommodate both part- and full-time students. Enrolling non-traditional students, as noted by faculty and administrators during the site visit, is consistent with the school's (and CUNY's) mission; nonetheless, non-traditional students' schedules may limit their ability to participate in many research activities.

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. Service is a strength of the school, which offers a community-based learning environment that emphasizes the integration of teaching, service and research. The SPH provides faculty and students opportunities to contribute to and participate in a wide variety of programs in the community. The school has tenure and promotion guidelines that include service and a multiple position policy that allows faculty to work outside the university on service or other projects under specified conditions. The university also provides a four-day-per-week class schedule to allow time for faculty to participate in service or other activities. Faculty felt that the school has been extremely generous in allowing them to be active in service.

In the last three years SPH core and affiliated faculty have been involved in more than 165 service projects and activities with municipal, state and federal government agencies; professional organizations; community organizations and other partners. This includes service projects funded through grants and contracts, as well as voluntary and paid service. During this review period, SPH faculty received a total of 14 non-research awards or contracts from 12 federal, state, municipal and other sources totaling \$2.4 million.

SPH faculty have collaborative relationships with several city, state and federal government agencies that include the New York City Departments of Health and Mental Hygiene, Environmental Protection, Aging and Corrections; the New York City Council and Mayor's Office; the National Institutes of Health; and the National Science Foundation. Faculty also provide consultation and technical assistance in designing, monitoring and evaluating public health related services and policies.

Students are also involved in a variety of service activities. For example, students provide service to a number of non-profit and local, regional and national non-profit and community organizations like the Brooklyn AIDS Project, Federation of Jewish Philanthropies, Bronx Health Literacy Collaborative and Campaign for Bronx Health. Students also worked with the Food and Fitness Partnership to help the group turn their two-year planning grant into a five-year demonstration program. Students and faculty have also been involved in international public health service; for example, six EOHS-MPH students and faculty were involved in assessing and monitoring hazardous waste in Ghana, Senegal, Panama and the Dominican Republic. Also various student organizations and clubs emphasize service. Students who met with site visitors reported that service activities have been a rewarding experience for them. They mentioned that they have not only received job offers but have been able to more carefully plan their career paths as a direct outcome of their involvement in various service activities.

3.3 Workforce Development.

The school shall engage in activities that support the professional development of the public health workforce.

This criterion is met. The school is strongly connected with the practice community in many meaningful ways that result in a large number and great variety of both formal and informal workforce development activities and opportunities. The school sponsors forums, conferences, presentations and certificate programs on a wide variety of topics that are relevant to the public health and human services workforce. Many practitioners participated in the site visit and consistently commended the school on its involvement with the practice community, including its role in providing training opportunities for their workforce.

For the past three years, the school has documented more than thirty continuing education programs provided by faculty on public health topics, reaching more than 5,000 public health or community health professionals. In addition, core faculty have participated in almost fifty funded training programs in collaboration with other organizations that include federal, state and local governmental agencies, private foundations and consortia of health professionals.

In 2009, the dean formed a Workforce Development/Continuing Education Committee to assess the school's existing activities and to identify opportunities and unmet needs of the New York City public health workforce. In December 2009, this committee convened a focus group of representatives of key employment sectors and organizations in the region to discuss skills needed by the workforce. Participants identified a number of skills that need to be developed more fully, including a number of technical areas related to data collection and use, expository and grant writing and cultural competence. Several meetings have been held within the school and with community stakeholders to explore ways to address cultural competence in future workforce development activities.

In addition to the work of the Workforce Development/Continuing Education Committee, the school has several advisory groups that include practitioners that provide information used by the school to shape and change both formal curriculum and other workforce development activities.

The school offers five certificate programs and six other somewhat extended training programs for the workforce. The certificate program topics include Aging, Aging and Mental Health, Geriatric Care Management, Dietetic Internship Certificate of Completion and Grief Counseling. The non-certificate extended training programs include two hazardous materials and emergency response trainings, one each on protective services for adults and homeless shelter administration and several trainings in administrative topics for human service workers.

As noted elsewhere, the school has a strong emphasis on engagement with the community and the clearly stated and supported expectations of service activities from faculty. Workforce development is a key component of their general approach to community engagement and service.

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, research and teaching competence, and practice experience, is able to fully support the school's mission, goals and objectives.

This criterion is met. Faculty are classified as having primary responsibility and expertise in one of six areas: biostatistics (n=5), environmental and occupational health (n=7, with 1 classified as "substitute"), epidemiology (n=7), health policy and management (n=13), nutrition (n=5), and social and behavioral sciences (n=16, with 2 classified as "substitute"). All core faculty are indicated as being 100%, full-time appointees. Twenty-nine (55%) hold tenure and 22 (42%) are on the tenure track. All but one core faculty member hold a terminal doctoral degree (including the MD). Terminal degrees have been earned at highly reputable institutions across the US and represent the core disciplines of public health and related disciplines. More than 70% of the core faculty hold degrees in one of the core areas of public health. Nine (17%) of the core faculty have held major leadership positions in health-care or governmental organizations.

Interviews with core faculty indicated that this group that is very positive about working at CUNY and is dedicated to preparing students to work in urban public health. The level of direct involvement in the work of students in the New York area is impressive. There has clearly been an emphasis on hiring new faculty with research expertise to enhance the potential of the faculty to bring in external funding for the SPH that is responsive to researching public health needs in the urban setting.

Fifty-one secondary and other faculty were listed as contributing to the teaching mission of the SPH, and they were classified as having expertise in the same six areas: biostatistics (n=4), environmental and occupational health (n=1), epidemiology (n=4), health policy and management (n=9), nutrition (n=9), and social and behavioral sciences (n=23). Thirty-three (65%) held a terminal doctoral degree. The range of percent time contributed to teaching was 10 to 50%, and many of the “other contributing” faculty hold very high level positions in health-care and governmental organizations.

Core and other faculty are well equipped and dedicated to support each of the school’s degree concentrations. The mission to educate public health professionals to work in urban public health settings is well-supported by this dedicated and prepared faculty.

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. Policies and procedures related to faculty have been established for the CUNY system as a whole, and these have guided faculty affairs for several years. They have proved to be efficient and effective in matters related to faculty. In addition, the policies and procedures have been reviewed and agreed upon by the collective bargaining leadership. The SPH follows these policies and procedures, making slight adjustments as needed to accommodate the consortial arrangement. The Council of Provosts plays a critically important role in facilitating the application and modification of existing CUNY policies within the school’s consortial arrangement.

Each of the four institutions in the consortial arrangement has a faculty handbook that covers issues related to academic freedom, integrity and resources, ethics and legal issues, intellectual property rights, non-discrimination and personnel matters, tenure deliberation and decision policies and workload. SPH faculty-related rules are found in the SPH Faculty Handbook (Working Draft-August 2010). The SPH Handbook includes many topics of interest to faculty, but ones related to faculty policies and procedures include: the appointment process; faculty responsibilities; and evaluation, tenure and promotion. CUNY policies and procedures related specifically to faculty evaluation and promotion/tenure policies and procedures are found in the Hunter School of Health Sciences Guidelines for Tenure and Promotion (1998). These documents provide clear descriptions of faculty annual reviews procedures and criteria and procedures for granting tenure and promotion.

Faculty appointments may be initiated by the individual consortial campuses or the SPH Faculty and Student Council. The SPH Faculty Appointments Committee reviews faculty qualifications for initial appointment and faculty performance in connection with reappointment and makes recommendations to the dean regarding appointment and reappointment to the SPH. Faculty recruitment policies and

procedures for CUNY are described in the Manual of General Policy. It details conditions and procedures of recruiting and hiring new faculty. The Manual of General Policy indicates that the process is as follows:

- The primary responsibility for recruitment shall rest with department chairpersons, who in turn are responsible for the work of the personnel committees that they chair. Department personnel committees shall be accountable for their recruitment efforts, and they shall maintain written records of the recruitment process.
- Each position for which a department recruits must be justified and defined on the basis of a defined set of criteria.
- When the need for a position is clearly established on the basis of the criteria set forth in the policy, the department shall mount a recruiting effort on a national scale that includes a number of defined features, which relate to equal opportunity and fairness.

Promotion and tenure review includes review of teaching, research and scholarly writing and service, as well as general levels of expectation in each for tenure and promotion to associate and full ranks. Tenure review includes the following:

Teaching

Teaching is evaluated both through student evaluations and peer faculty evaluations. In general, peer faculty evaluations must be positive in order to qualify for tenure. Candidates are also expected to score an average of 3.0 overall in their most recent semesters on questions such as Item #16 of the College's Student Evaluation of Teaching form. These ratings should show positive growth over time.

Research and Scholarly Writing

Every candidate for tenure is expected to engage in research and scholarly activities. The candidate should demonstrate scholarly research potential as evidenced by positive evaluations from peers. Research can take many forms such as laboratory, epidemiologic, evaluative, behavioral and policy studies. Evidence of research activity is best reflected by articles accepted by refereed journals and authorship of scholarly books. Normally, four such accepted scholarly contributions are expected, at least three of which should be peer reviewed articles or authored books.

Service

Faculty should participate in professional and/or community endeavors. Policies recognize that the nature of such participation is different among the various academic disciplines. Examples of such service include: participation in professionally relevant community service projects; invited presentations or contributions to professional meetings; elected officer and/or committee membership in professional organizations; and service on professional review or editorial boards. All members of the faculty in all ranks should also fulfill necessary institutional service obligations to the school and the college.

For promotion, levels of expectation on these criteria are detailed in this document. Interviews with faculty during the site-visit validated the importance placed on service activities as a criterion for promotion and tenure.

Pre-tenured faculty are reviewed on an annual basis by the department chair. This review includes multiple sources of information including course evaluation results; peer observation results (as conducted every semester); and other evidence of program/course development, research and scholarly

writing, including performance in other duties such as administration, student guidance, mentoring and public and professional service. The department chair meets with the faculty member to review all of the information, makes an assessment of performance and makes recommendations for improvement.

Support for faculty development is considered a strength of the CUNY system and the SPH. As a part of the collective bargaining agreement, new faculty hires are given an eight-course (24 credit-hour) release to be used in the first five years to allow for time to develop research and scholarship. New hires are also provided funding to travel to conferences or to hire research assistants. Career Enhancement Fellowships are available for junior faculty for the purpose of increasing minority faculty or enhancing the work of faculty committed to eradicating racial disparities. Faculty are eligible to apply for sabbatical leave every seven years. A new program provides funding to support interdisciplinary teams to develop innovative programs in undergraduate education.

4.3 Faculty and Staff Diversity.

The school shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The school has a reasonably diverse faculty, and a staff whose diversity reflects that of the New York City region. Sixty percent of the faculty are female, and 27% are racial or ethnic minorities. For the staff, 78% are female and 61% represent racial or ethnic minorities.

The SPH faculty is 12% African-American, 7% Hispanic/Latino, 9% Asian/Pacific Islander and 73% white. This represents an increase in faculty from traditionally unrepresented groups since 2007, when the faculty composition was 6% African-American and 6% Hispanic/Latino. Of the 18 new faculty hired in the past three years, five (28%) are racial or ethnic minorities. In meeting with faculty, it was apparent that a significant number of faculty members are foreign-born, although that was not presented in the school's data. School leaders and faculty noted that their composition is more diverse than that of the average for schools of public health. They expressed some frustration at not having been able to further increase the faculty diversity, noting that they had identified promising diverse candidates in the past few years whom they had not been successful in hiring, due at least part to having lower salary structure than competing institutions in New York and nearby.

Of the 18 staff, 45% are African-American, 6% Hispanic/Latino, 5% Asian/Pacific Islander, and 39% white. Of the ten administrative staff hired in the past three years, five (50%) are racial or ethnic minorities.

Diversity and inclusion are identified as core values of CUNY, and it is evident that a significant part of the identity of CUNY and of the school derives from its connection to diverse and underserved New York City

communities and populations. The school's leadership by an African-American dean also provides visibility to the school's commitment to diversity. CUNY and each of the four Consortial Campuses have adopted faculty and staff recruitment and selection policies and procedures to promote opportunity and fairness. These include detailed requirements for job descriptions, search plans, search committees and candidate evaluation and selection. Recruitments are widely publicized locally and nationally. Search committees must document that all applicable policies and procedures were followed during a search. At each hiring campus, a designated senior administrator, such as a dean for diversity, must approve each step before a position can be filled.

CUNY has a university-wide initiative designed to assist full-time untenured junior faculty that is intended in part to assist diverse new faculty to be successful. This program, the Faculty Fellowship Publications Program, sponsored by the Office of Compliance and Diversity Programs, assists in the design and execution of scholarly writing projects essential to progress toward tenure. The University Affirmative Action Committee and the vice chancellor for human resources management established the Diversity Projects Development Fund to support activities for or about populations that are traditionally under-represented within higher education. The purpose of the fund is to assist in the development of professional activities that promote diversity, multiculturalism and nondiscrimination on the basis of race, color, national or ethnic origin, religion, age, sex sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status.

There are a number of other CUNY activities that support diversity in various ways. The John F Kennedy, Jr. Institutes support a number of aspects of workforce development in health, education and human services, including the employment of persons with disabilities. The Center for Lesbian and Gay Studies provides leadership toward understanding and addressing the issues that affect lesbian, gay, bisexual and transgender individuals and members of other sexual and gender minorities. The CUNY Institute for Health Equity at Lehman College collaborates directly with fourteen community organizations to build the capacity to address health problems in their communities, to providing learning opportunities for students to work toward health equity and to strengthen multidisciplinary research on health equity issues.

Many other activities on the consortial campuses provide opportunities for discussion and scholarly activities related to diversity, including a Diversity Lecture Series (Brooklyn) and the Pluralism and Diversity Committee (Hunter).

4.4 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 Office of the Dean and the SPH Admissions Committee oversee the admissions policies and procedures for the SPH, including setting admissions standards for all degree programs and specializations. Admissions subcommittees, which review applications for specific degree programs and specializations, make recommendations and forward them to the SPH Admissions Committee for approval.

Over the past two years, the SPH's recruitment efforts have been very successful. The SPH employs a full-time recruitment and admissions coordinator or recruiter who works closely with the associate dean for academic affairs, the academic services director and the campus directors to reach out and respond to prospective SPH students. The school now has a diverse student body which has been aided by the processes that have been put in place. The school uses various recruitment tools like its website and the internet to market its offerings to prospective students. Prospective students are directed to the recruiter, who in turn, invites them to register for an upcoming information session. Information sessions are designed for every SPH degree program and offered throughout the academic year. Sessions include a PowerPoint presentation that covers an overview of public health; the SPH's mission and philosophy; available degree program and specialization; goals and career opportunities; degree requirements/costs; admissions requirements; and a question-and-answer session.

The recruiter also attends career and graduate fairs, professional conferences and meetings at CUNY and other universities in the local metropolitan area to answer questions and distribute literature on SPH programs to prospective students. In addition, the recruiter and SPH faculty and staff organize targeted on-site recruitment sessions at locations where large groups of prospective applicants are likely to work or go to school. The school advertises its attractive features such as low tuition in relation to similar programs at private universities; its programs that are geared to working adults; classes that are held in the evenings; options for part-time and full-time study; and the availability of student scholarships.

Students applying to the MPH or MS programs require a bachelor's degree from a regionally accredited institution; an undergraduate major in natural or social sciences, health studies, nutrition or a related field; an undergraduate average of B in the student's undergraduate major and an average of B minus in the undergraduate record as a whole. For the DPH program, requirements for student acceptance into the program include completion of an MPH, MS or similar graduate degree in a related field and at least three years of prior relevant teaching, research and/or programmatic work experience. Students with advanced degrees in fields other than public health, such as law, medicine or nursing are also considered.

Over the past three years, applicants, acceptances and enrollments continue to grow. The self-study indicates that in 2007, the number of MPH, MS and DPH applicants was 282, 196 were accepted and 149 enrolled. In 2009, there were 512 MPH, MS and DPH applicants, 332 were accepted and 204 enrolled.

Most SPH students attend school on a part-time basis. By the fall 2010 semester, there were a total of 81 full-time MPH students and 289 part-time students.

4.5 Student Diversity.

Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The recruiter, academic services director and associate dean for academic affairs meet regularly with faculty to assess recruitment targets, including the numbers of minority students being recruited. Plans are underway to meet individually with faculty in each degree program to develop outreach strategies catering to the needs of particular student populations. For instance, this fall, the recruiter met with the EOHS faculty and designed outreach to governmental agencies, and, in particular, to CUNY campuses and programs that have large numbers of minority students. In order to recruit a diverse student body, the dean and faculty are undertaking the development of pipeline programs (eg, at CUNY community colleges) for students to earn bachelors, joint bachelors-masters or masters degrees in public health.

The location of the school has been a significant factor in attracting a large number of minority students. However, Hispanic/Latino students are underrepresented compared to the New York City population as a whole. The self-study presents data that indicate that ethnic minorities made up 52% of the student population in 2009; 22% were African American, 12% Hispanic/Latino and 18% Asian/Pacific Islander. The data also show that from 2007 to 2009, there was a marked increase in the proportion of all racial and ethnic minorities among students: African American (15.7% to 22%), Hispanic/Latino (7% to 12%) and Asian/Pacific Islander (5.7% to 18%).

There is a university-wide effort to increase the number of Hispanic/Latino students at the university. For example the university is collaborating with the Latino Health Fellowship and Center for Puerto Rican Health in this effort. In fall 2011, the school will be moving into its new building in the heart of Harlem, a largely Hispanic and African American community. It is expected that the move to Harlem will contribute to an increase in the number of Hispanic and African American students. In addition to already existing ties that faculty and students have to organizations within this community, representatives from the school have already initiated outreach efforts by meeting with community groups and leaders to map out plans for future research and service.

4.6 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. Academic advisement is available to prospective students, matriculated students, non-matriculated students and prospective students. Academic advisement starts with a prospective student's first contact with the program; thereafter, faculty continue offering academic advice throughout the admissions process and beyond.

Initial student inquiries are handled by the SPH recruiter. The recruiter then invites the prospective student to the next information session held at the school, where faculty offer individual meetings with prospective students to discuss curricular or career goals. Matriculated students are sent information packets and the student handbook, and the school assigns an academic advisor to each person who accepts an offer of admission. Non-matriculated students may also be assigned an advisor to encourage capable students to apply for matriculation and to provide suggested courses of action for those who do not meet the necessary academic requirements but who have a strong interest in public health.

Career counseling activities such as seminars on resume writing or dressing for success are offered by the Career Services Office on each college campus. Students are encouraged to join the listserv hosted by the student's degree program and/or specializations to receive information on position openings, professional meetings and award and grant opportunities. Also specialized groups offer career counseling as one of their activities. For instance, the Latino Health Fellowship Initiative provides ongoing informational listings of organizations, field placements and employment opportunities throughout the year for Latino students and students interested in working with Latino populations. Students are also frequently invited to attend career fairs that are sponsored by CUNY campuses or by governmental agencies and private organizations.

According to the self-study, a recent survey was conducted at a student town hall meeting of all SPH students to assess students' satisfaction with advisement and career counseling. The survey showed that 34-39% of the students found advisement adequate, 16%-39% found it somewhat adequate and 11-21% found it completely inadequate. Also, during the student focus groups that were conducted at the same time, students expressed some dissatisfaction with the advising process. Students reported that they sometimes received contradictory information from different advisers. They also wanted to be provided with timely advising on fieldwork and culminating experience and asked that the school improve its website to provide regularly updated information on course offerings.

The site visit team discussed the issue with students and alumni, and the response was mixed. Some students and alumni commented on dissatisfaction with some aspects of advising, like being unable to see meet with advisors because of their busy schedules; others were very happy and thought they had great advisors who provided much-needed help and wise counsel. It appears that school leaders and faculty have taken strong and decisive actions to address the root causes of past dissatisfaction. In

discussions with faculty, they confirmed that as a response to the survey, changes were made by the Dean's Cabinet. Students are now more carefully matched with an advisor; the advisement period prior to student registration has been expanded; improved written guidelines have been produced and the associate dean for academic affairs convened a session with all faculty to review advisement procedures and faculty responsibilities.

Agenda

Council on Education for Public Health Accreditation Site Visit

CUNY School of Public Health

December 15-17, 2010

Wednesday, December 15, 2010

- 8:30 am Breakfast Meeting with Self-Study Coordinators
Susan Klitzman, Acting Associate Dean for Academic Affairs
Mark Goldberg, Associate Professor, Environmental and Occupational Health Sciences
Arlene Spark, Program Director, Nutrition
Martina Lynch, Evaluation and Assessment Coordinator
Zora Flores-Kitongo, Executive Assistant to the Dean
Robert Park, Director of Academic & Student Services
- 9:00 am Team Review of Resource File
- 9:30 am Meeting with School Leadership
Dean Ken Olden
Neal Cohen, Distinguished Lecturer
Susan Klitzman, Acting Associate Dean for Academic Affairs
Marilyn Auerbach, Acting Associate Dean
Nicholas Freudenberg, Executive Director of the DPH Program
Jane Levitt, Campus Director
Betsy Eastwood, Campus Director
Anthony Rini, University Executive Director of Academic Financial Affairs & Planning
Len Zinnanti, Acting Chief Operating Officer, Hunter College
- 10:30 am Break
- 10:45 am Meeting with Faculty Track Coordinators and Program Directors for MPH & DPH
Stacey Plichta, Program Director MPH and Track Coordinator, DPH, Health Policy and Management
Renata Schiavo, Program Director MPH, Community Health and Health Education
Lorna Thorpe, Program Director MPH, Epidemiology and Biostatistics
Jack Caravanos, Program Director MPH, Environmental & Occupational Health Sciences
Arlene Spark, Program Director MPH, Nutrition
Jane Levitt, Director, MPH Program at Lehman College (CBPHHE)
Betsy Eastwood, Director, MPH Program at Brooklyn College (GPH, HCPA)
Judith Aponte, MS/MPH Dual Degree Program – Nursing and Public Health
Diana Romero, Coordinator, DPH Community Society and Health
Jean Grassman, Coordinator, DPH Environmental and Occupational Health
Luisa Borrell, Coordinator, DPH Epidemiology
Nancy Sohler, Faculty, Epidemiology
- 12:00 pm Break
- 12:15 pm Lunch Meeting with Preceptors
Andrea Mantsios
Taeko Frost
Vasudha Reddy
Jennifer Rosen
Ken Wilson
Joel Shufro
Deborah Pointer
- 1:30 pm Break
- 1:45 pm Site Visit Team Meeting: Faculty & Staff Involved in Evaluation & Planning Efforts
Susan Klitzman
Mark Goldberg
Arlene Spark
Martina Lynch
Zora Flores-Kitongo

Jane Levitt
 Betsy Eastwood
 Nick Freudenberg
 Neal Cohen

2:45 pm Break and Site Visit Team Meeting

4:15 pm Meeting with Students and Alumni
 Zoey Laskaris
 Calah Lambertson
 Marlene Calvo Minarik
 Marlon Joseph
 Liza Fuentes
 Kate Fahy
 Susan O'Brien
 Emmanuel Schwimmer
 Alice Welch
 Jen Pierre-Louis
 Zena Abatzis
 Marielle Hall
 Harlem J. Gunness
 Candida Abreu-Bido

5:15 pm Adjourn to Dinner and Team Executive Session

Thursday, December 16, 2010

8:30 am Breakfast, Team Review of Resource File

9:00 am Meeting with Faculty Associated with BS & MS Degrees
 Jessie Daniels, BS COMHE
 Renata Schiavo, BS COMHE
 Khursheed Navder, BS NFS
 Arlene Spark, MS NUTR
 Jack Caravanos, MS, EOHS

10:30 am Meeting with Junior and Senior Faculty
 Luisa Borrell, EPI
 Jennifer Dowd, BIOS
 Mimi Fahs, HPM
 Jean Grassman, EOHS
 Christian Grov, SBS
 Shiro Horiuchi, BIOS
 Tom Matte, EOHS
 Renata Schiavo, SBS (COMHE)
 Lorna Thorpe, EPI
 Mary Schooling, EPI

11:45 am Break

12:00 pm Lunch with Employers and Community Partners
 Beverly Watkins
 Marie Bresnahan
 Rebecca Kalin
 Malcolm Pike
 Paolo Boffetta
 Oliver Fein
 Barry Collier
 Cecil Corbin-Mark
 Anne-Marie Flatley
 Pamela Vossenas
 Jean Goldberg
 Jane Bedell
 Adam Karpati
 David Grass

1:15 pm Break

1:30 pm Meeting with Core Faculty
 Tracy Chu, HPM
 Mark Goldberg, EOHS
 Lydia Isaac, SBS (COMHE)
 Elizabeth Kelvin, BIOS
 Betty Wolder Levin, SBS
 Andrew Maroko, EOHS
 Denis Nash, EPI
 Marilyn Aguirre Molina, SBS (CBPHHE)
 Lynn Roberts, SBS (COMHE)
 Gerry Oppenheimer, HPM
 Ming Chin Yeh, NUTR

2:30 pm Executive Session/Resource File Review

3:15 pm Break (Travel to CUNY Central Office)

3:45 pm Meeting with Consortial Campus Senior Leadership
 Provost William Tramontano
 Provost Mary Papazian
 Provost Vita Rabinowitz

4:45 pm Meeting with CUNY Senior Leadership
 Matthew Goldstein, Chancellor
 Alexandra Logue, Executive Vice Chancellor and University Provost
 President Jennifer Raab, Hunter

5:45 pm Adjourn to Executive Session and Dinner

Friday, December 17, 2010

8:45 am Executive Session
 Review Resource File and other Documents
 Report Preparation

1:30 pm Exit Interview
 President Jennifer Raab
 Vita Rabinowitz
 Neal Cohen
 Dean Ken Olden
 Susan Klitzman
 Marilyn Auerbach
 Nick Freudenberg
 Jane Levitt
 Betsy Eastwood