SEPTEMBER 2024

Self-Study Report

Prepared for the Council on Education for Public Health

CUNYSPH

GRADUATE SCHOOL OF PUBLIC HEALTH & HEALTH POLICY

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ABBREVIATIONS AND ACRONYMS USED IN THE SELF-STUDY

ABET	Accreditation Board of Engineering and Technology
APHA	American Public Health Association
APR	Academic Program Review
APT	Appointments, Promotion, and Tenure
ASPPH	Association of Schools and Programs of Public Health
AY	Academic Year
CDO	Chief Diversity Officer
CEPH	Council on Education for Public Health
CHES	Certified Health Education Specialist
CHPP	Community Health and Health Policy (PhD concentration)
CHASS	Department of Community Health and Social Sciences
CIH	Certified Industrial Hygienist
COACHE	Collaborative on Academic Careers in Higher Education
COMH	Community Health (MPH concentration)
CPH	Certified in Public Health Exam
CUNY	City University of New York
CUNYfirst	CUNY Fully Integrated Resources and Services Tool
CUTRA	City University Tuition Reimbursement Account
DEI	Diversity, Equity, and Inclusion
DOHMH	Department of Health and Mental Hygiene (New York City)
EOHS	Environmental and Occupational Health Sciences (MPH concentration and MS degree)
EOGHS	Department of Environmental, Occupational, and Geospatial Health Sciences
EPHS	Environmental and Planetary Health Sciences (PhD concentration)
EPIBIOS	Epidemiology and Biostatistics (MPH concentration)
EPI-BIOS	Department of Epidemiology and Biostatistics
EPID	Epidemiology (PhD concentration)
ERF	Electronic Resource File
FY	Fiscal Year
GC	CUNY SPH Governance Council
GSGA	CUNY SPH Graduate Student Government Association
GSUC	Graduate School and University Center
HCSC	Health Communication for Social Change (MS degree)
HHI	Harlem Health Initiative
HPAM	Department of Health Policy and Management
HPM	Health Policy and Management (MPH concentration)
IPEDS	Integrated Postsecondary Education Data System
IRDB	Institutional Research Database
MPH	Master of Public Health
MS	Master of Science
MSCHE	Middle States Commission on Higher Education
NIH	National Institutes of Health
NIOSH	National Institute of Occupational Safety and Health
NUTR	Public Health Nutrition (MPH concentration)
OBF	CUNY Office of Budget and Finance
OCS	CUNY SPH Office of Career Services
OEL	Office of Experiential Learning
OTPS	Other-than-personnel expenses
PHD	Doctor of Philosophy
PI	Principal Investigator

PMP	Performance Management Process
POPHI	Population Health Informatics (MS degree)
PS	Personnel expenses
REHS	Registered Environmental Health Specialist
RF	Research Foundation
RHIA	Registered Health Information Administrator
SOPHAS	Schools of Public Health Application Service
SPAR	Office of Sponsored Programs and Research
SPH	School of Public Health
SF	Strategic Framework
UNICEF	United Nations Children's (Emergency) Funds
UWI	University-wide initiatives

Introduction

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

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

The City University of New York (CUNY) is the nation's largest and oldest urban public university system. The University's roots date back to 1847, as the nation's first free public institution of higher education. In 1961, legislation formally joined seven municipal colleges together with the vision of creating a great, modern university to serve New York City.

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

CUNY spans twenty-five campuses across the city's five boroughs, offering 1,063 degrees at the associate's and bachelor's level, 711 degrees at the graduate level, and 80 certificate programs.

c. number of university faculty, staff, and students

CUNY employs a total headcount of approximately 18,237 part-time and full-time faculty and 22,309 staff, including senior administrators, non-teaching instructional staff, and both full-time and part-time classified staff. The University serves more than 225,000 students across its twenty-five schools and colleges.

d. brief statement of distinguishing university facts and characteristics

CUNY is recognized as a critical bloodline of New York City, distinguishing itself with a longstanding commitment to diversity and equity, affordability and access, and providing a high-quality education across all five boroughs. It is inextricably joined to the city it serves, with over eighty percent of its freshman students being New York City public high school graduates, and more than eighty percent of its alumni remaining in New York after program completion. Its graduates contribute to all aspects of the city's economic, civic, and cultural life.

CUNY is one of the most diverse and affordable university systems in the country, serving its residents for generations as an Ellis Island of education. Nearly eighty percent of students are from a racial/ethnic minority group, and sixty percent are the first in their families to enroll in an institution of higher education. CUNY actively recruits and retains students from underserved communities through financial support and a number of initiatives and programs, including Accelerated Study in Associate Programs (ASAP), the CUNY Black Male Initiative (CUNY BMI), and the Percy Ellis Sutton Search for Education, Elevation, and Knowledge (SEEK) Program.

The University offers a wide range of academic programs across its eleven senior colleges; seven community colleges; and seven graduate, professional, and honors schools and colleges. Its faculty body is comprised of diverse and accomplished educators, researchers, and scholars, and includes 13 Nobel Laureates, 26 MacArthur Fellows, and 151 Fulbright Scholars. CUNY colleges are frequently ranked among the best in creating upward mobility and economic opportunity for low- to moderate-income graduates, fulfilling the University's historic mission to provide a public first-rate education to all students, regardless of means or background.

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

All CUNY colleges and schools are regionally accredited by the Middle States Commission on Higher Education (MSCHE) except the CUNY School of Law. Additional specialized accreditors to which the institution responds can be found in ERF INTRO.1.e – CUNY Accrediting Bodies.

f. brief history and evolution of the school of public health (SPH) and related organizational elements, if applicable (e.g., date founded, educational focus, other degrees offered, rationale for offering public health education in unit, etc.)

The City University of New York began training public health professionals in 1968 at Hunter College. It was one of the first public institutions without a school of public health to meet the growing demand for professionals who could tackle the complex health problems facing the nation's increasingly diverse cities, and to translate the promise of the health and social reforms of the 1960s into public health practice and policy in urban neighborhoods. By 2006, CUNY offered MPH degree programs at three campuses: Hunter, Brooklyn, and Lehman Colleges. Believing that New York City and CUNY would be better served by uniting these public health programs, the University developed a collaborative school of public health, integrating the resources of the previously independent programs.

In 2013, following a national search, the CUNY Board of Trustees appointed Dr. Ayman El-Mohandes as the School's first permanent Dean. Dean El-Mohandes is an internationally recognized pediatrician, epidemiologist, and academic leader whose research has focused on reducing infant mortality in low income and minority populations. Prior to his appointment to CUNY, he served as Dean of the College of Public Health at the University of Nebraska Medical Center for four years, where he tripled the school's research portfolio, doubled the faculty, grew the student body tenfold, and launched several innovative academic programs.

In 2015, the CUNY Board of Trustees approved a resolution to transition the existing consortium School to a unified graduate school that would administer all master's and doctoral degree programs, continuing as a unit within the CUNY Graduate School and University Center (GSUC). All School administration, faculty, and staff moved in a newly-renovated space on West 125th Street in Central Harlem, Manhattan.

Most recently, New York City and State leadership partnered with CUNY to launch the Science Park and Research Campus (SPARC) in Kips Bay, a first-of-its-kind innovation hub for various health care programs across the University, including the CUNY Graduate School of Public Health and Health Policy (CUNY SPH). The new campus will offer 90,000 square feet of new, modern facilities with state-of-the-art laboratories, research centers, libraries, study areas, and classroom space, enhancing research and education for students and faculty. The new location will facilitate collaboration between faculty, students, and staff, with local community organizations and health social services agencies, strengthening existing relationships and creating new approaches to the well-being of Central and East Harlem and other low-income communities. SPARC Kips Bay is expected to break ground in 2026 and be completed by the end of 2031.

The CUNY SPH offers a rich and broad array of academic programming. It administers the MPH degree in five concentrations; an ABET-accredited MS degree in Environmental and Occupational Health; innovative MS programs in Community Health for Social Change and Population Health Informatics; and PhD programs in three concentrations. Pipeline programs, including 4+1 partnerships, expand the School's reach and access. Advanced Certificates are available in Public Health and Industrial Hygiene.

Dean El-Mohandes and the faculty and staff of CUNY SPH have established a clear pathway toward the development of a world-class school of public health that taps into the richness of the City University of New York, New York City, and beyond. In sum, the Graduate School of Public Health and Health Policy is poised for its next stage of development: creating a national model for a public school of public health that reflects the diversity and challenges of cities in America and the world.

2) Organizational charts that clearly depict the following related to the school:

a. the school's internal organization, including the reporting lines to the dean

The School's administrative organization is shown in Figure INTRO.2a.1 and its academic administrative structure is shown in Figure INTRO.2a.2. Both figures are also available in ERF INTRO.2.a – Organizational Charts.

Figure INTRO.2a.1: CUNY Graduate School of Public Health and Health Policy Administrative Organization

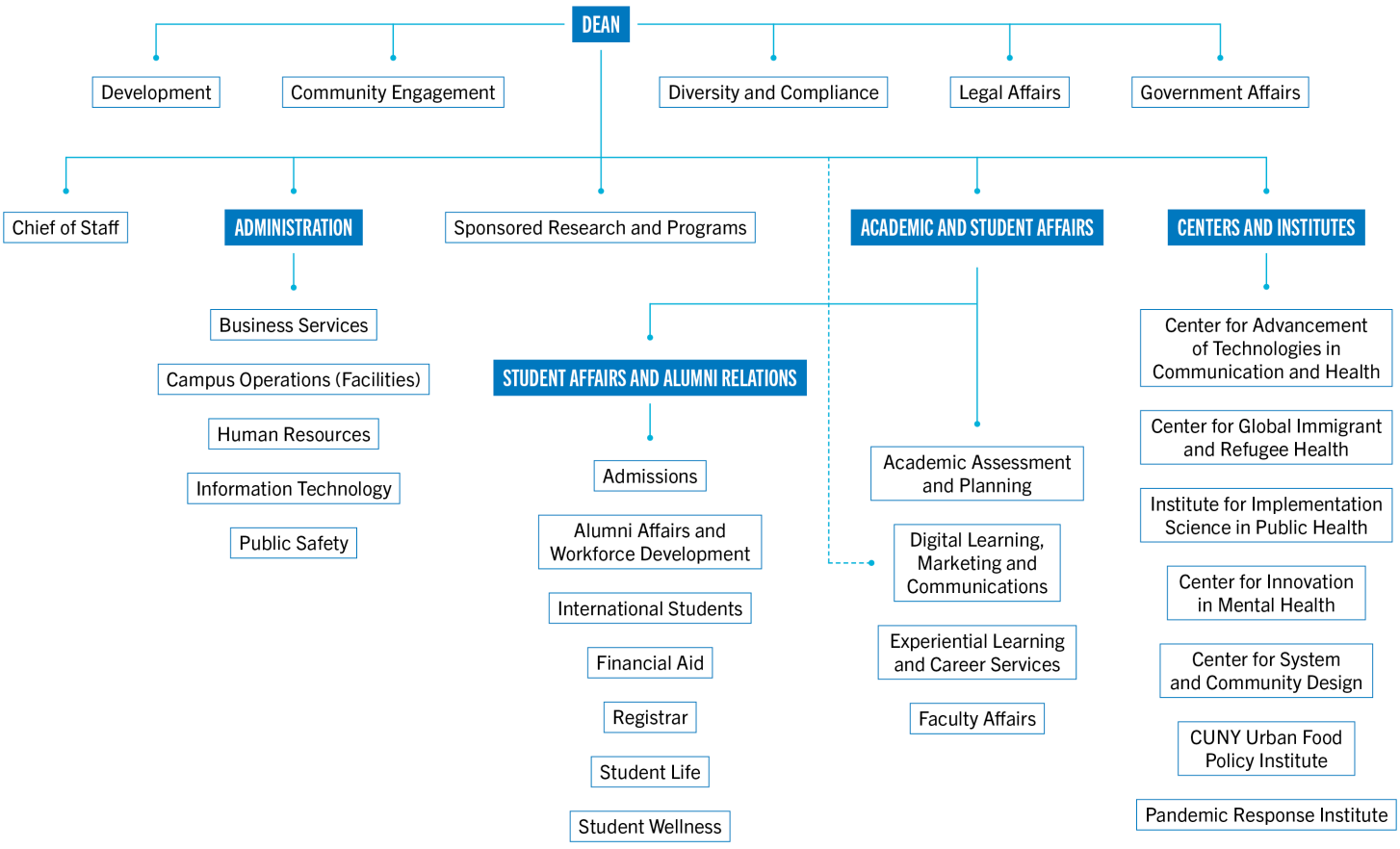
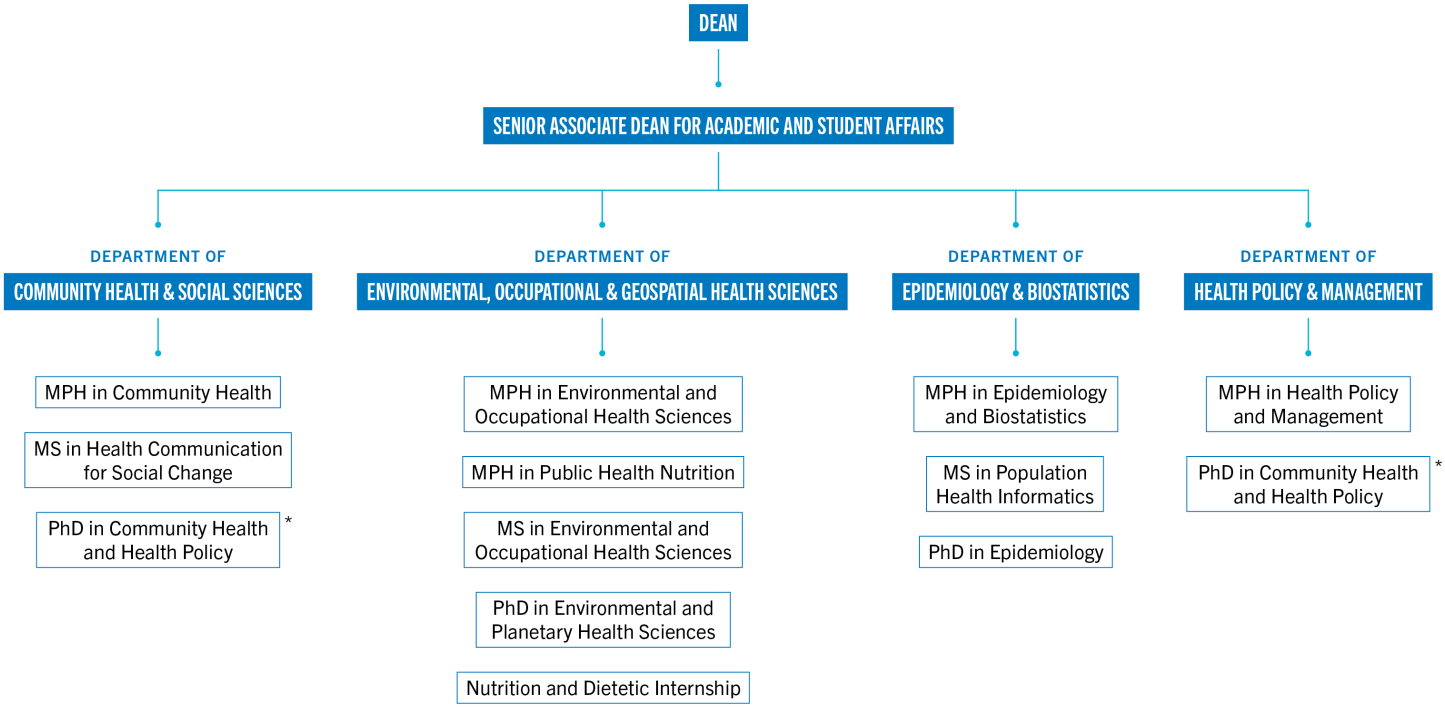


Figure INTRO.2a.2: CUNY Graduate School of Public Health and Health Policy Academic Departments and Programs

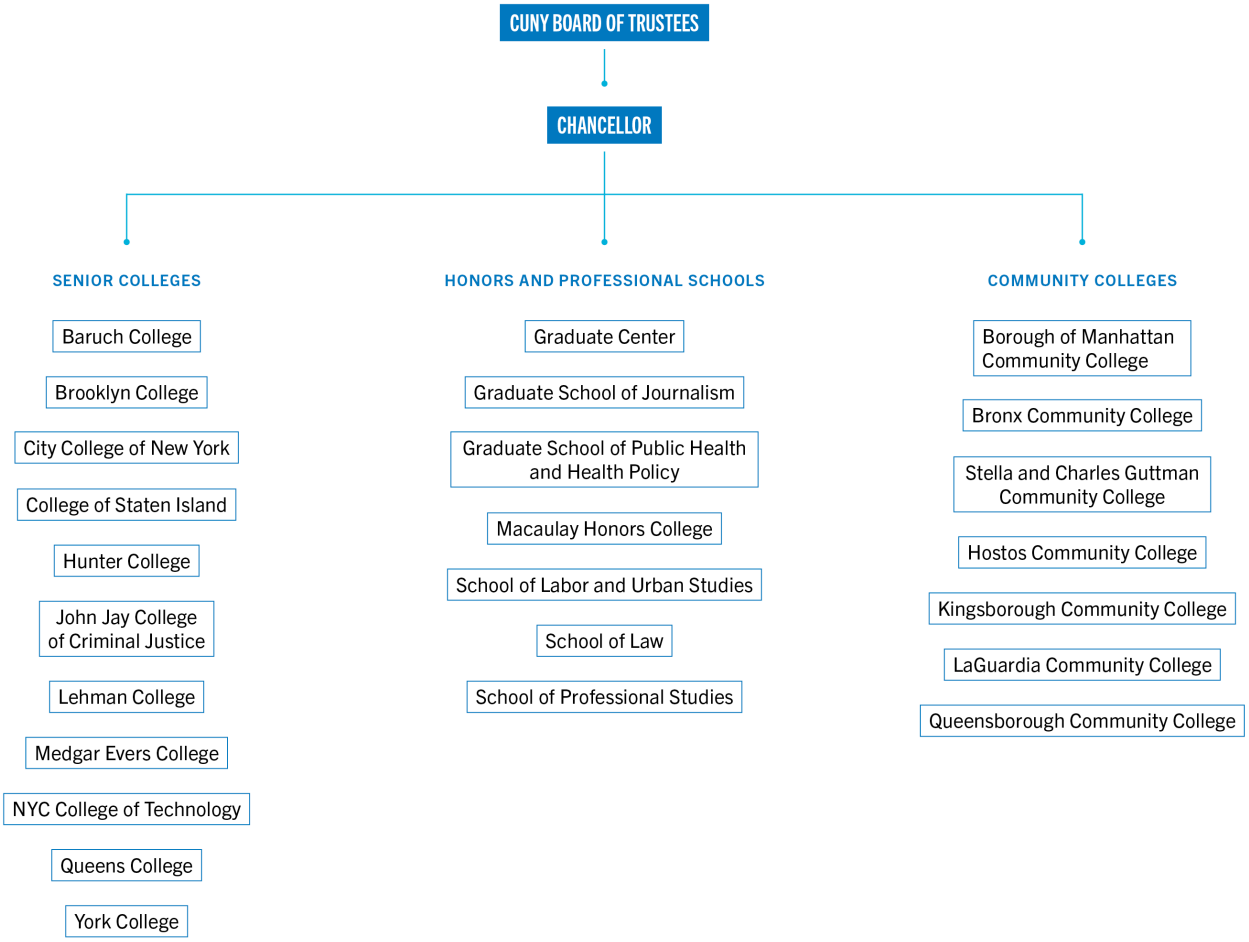


* SHARED PROGRAM

b. the relationship between school and other academic units within the institution. Organizational charts may include committee structure organization and reporting lines

As shown in Figure INTRO.2b.1, the Graduate School of Public Health and Health Policy operates as one of twenty-five independent academic units within CUNY. This figure is also available in ERF INTRO.2.a – Organizational Charts, and is described in further detail in Criterion A4.2.

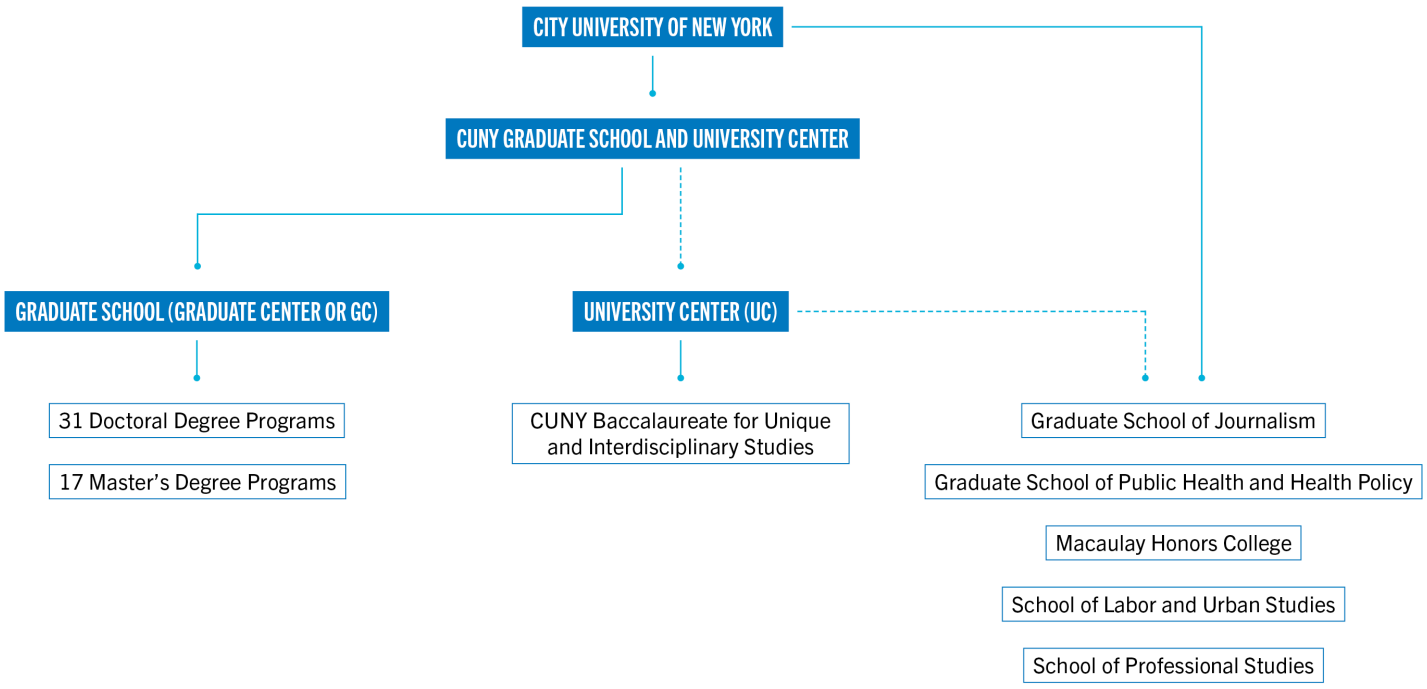
Figure INTRO.2b.1: The City University of New York Schools and Colleges



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

As shown in Figure INTRO.2c.1, although the Graduate School of Public Health and Health Policy is housed administratively within the CUNY GSUC, the School's Dean reports directly to the Chancellor of the City University of New York. This figure is also available in ERF INTRO.2.a – Organizational Charts, and is further described in Criterion A4.1.

Figure INTRO.2c.1: CUNY Graduate School and University Center



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

Not applicable.

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

Table INTRO.3.1 lists all degree programs, concentrations, and available modalities at the CUNY SPH. All degrees are conferred by the GSUC, on behalf of the CUNY SPH.

Table INTRO.3.1: Instructional Matrix - Degrees and Concentrations					
			Categorized as public health	Campus based	Distance based
Master's Degrees	**Academic**	**Professional**			
Concentration	*Degree*	*Degree*			
Community Health		MPH	X	MPH	MPH
Epidemiology and Biostatistics		MPH	X	MPH	MPH
Environmental and Occupational Health Sciences	MS	MPH	X	MS, MPH	MS, MPH
Health Communication for Social Change	MS		X		MS
Health Policy and Management		MPH	X	MPH	MPH
Population Health Informatics	MS		X		MS
Public Health Nutrition		MPH	X	MPH	MPH
Doctoral Degrees	**Academic**	**Professional**			
Concentration	*Degree*	*Degree*			
Community Health and Health Policy	PhD		X	PhD	
Environmental and Planetary Health Sciences	PhD		X	PhD	
Epidemiology	PhD		X	PhD	

4) Enrollment data for all of the school's degree schools, including bachelor's, master's and doctoral degrees, in the format of Template Intro-2. Schools that house "other" degrees and concentrations (as defined in Criterion D18) should separate those degrees and concentrations from the public health degrees for reporting student enrollments.

Enrollment of students in each degree and concentration for Fall 2024 is presented in Table INTRO.4.1.

Table INTRO.4.1: Student Enrollment, Fall 2024		
Degree		**Current Enrollment**
Master's		
	TOTAL MPH	**713**
	Community Health	199
	Epidemiology and Biostatistics	193
	Environmental and Occupational Health Sciences	51
	Health Policy and Management	225
	Public Health Nutrition	45

Table INTRO.4.1: Student Enrollment, Fall 2024		
Degree		**Current Enrollment**
	TOTAL MS	**98**
	Environmental and Occupational Health Sciences	31
	Health Communication for Social Change	39
	Population Health Informatics	28
	TOTAL 4+1	**23**
Doctoral		
	TOTAL PHD	**101**
	Community Health and Health Policy	50
	Environmental and Planetary Health Sciences	16
	Epidemiology	35

A1. Organization and Administrative Processes

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

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

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

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

The Governance Council (GC) is the governing body of the CUNY SPH, pursuant to the bylaws and policies of the CUNY Board of Trustees. Voting members of this council include all full-time instructional faculty; elected adjunct and research faculty; elected non-teaching instructional staff; elected students; and senior associate, associate, and assistant deans with underlying faculty titles. Non-voting members are encouraged to attend and participate in all Governance Council meetings.

The Steering and Elections Committee facilitates elections to the GC for adjunct and research faculty, and non-teaching instructional staff (see: Table A1.1.2). Adjunct faculty and non-teaching instructional staff representatives serve three-year terms, while research faculty serve one-year terms. In the instance of an expected vacancy, adjunct faculty, research faculty, and non-teaching instructional staff may self-nominate or be nominated, with voting taking place in the spring semester for the following academic year. The student body elects student representatives for one-year terms, in accordance with applicable SPH and University procedures and the calendar for student elections, held each spring for the following academic year.

The GC has established the following standing committees: Steering and Elections Committee, Budget Committee, Curriculum Committee, Assessment Committee, Admissions Committee, and Committee for Equity and Inclusion. Other committees required by University policy and included in the CUNY SPH bylaws and governance plan include the School-wide Student Academic Appeals Committee and the Committee on Appointments, Promotion, and Tenure (APT), which exists School-wide, as well as within each department. The composition, as well as names and ranks of members as of the 2023-2024 academic year, can be found below in Tables A1.1.1 – A1.1.10.

Voting faculty members of each department elect their representative faculty member to each GC committee for a three-year term, providing all departments with equitable opportunities to participate. Each committee elects its own chairperson. The Dean appoints one administrative staff member and one student member nominated by the student government to each of the Curriculum, Assessment, and Budget Committees, and any other committee that the Dean deems appropriate. For the Committee for Equity and Inclusion, two students are elected by the general student body during the scheduled elections in the spring, with final approval by the Dean. Administrative staff serve three-year terms, while students serve one-year renewable terms. Each committee has the authority to establish appropriate subcommittees, and the Dean has the authority to establish ad hoc committees for the benefit and advancement of CUNY SPH.

Table A1.1.1: Membership of the Governance Council, 2023-2024	
Composition	**Membership**
All primary faculty	All 48 full-time instructional faculty
Senior Associate Deans, Associate Deans, Assistant Deans with underlying faculty titles	Terry McGovern, Senior Associate Dean for Academic and Student Affairs Susan Klitzman, Senior Associate Dean for Administration Michele Kiely, Associate Dean for Research Lynn Roberts, Associate Dean for Student Affairs and Alumni Relations Marilyn Auerbach, Associate Dean for Faculty Affairs Jennifer Keane, Assistant Dean for Administration and Strategic Initiatives Sergio Costa, Interim Assistant Dean for Digital Learning, Marketing, and Communications
10% of full-time non-teaching instructional staff	Mohit Arora, Director of Technology Lauren Fowler, Academic Advising Coordinator Julie Katz, Research Programs Manager Paulo Lellis, Administrative Specialist and Project Director Matthew Paczkowski, Associate Director of Academic Affairs Lea Dias, Director of International Student Services (Alternate) Margaret Krudysz, Director of Admissions (Alternate)
The President of the Graduate Student Government Association, ex-officio	Zaire Ali
Six elected student representatives	Josh Levine, CHASS Student Representative Rachel Thompson, EOGHS & Doctoral Program Representative Justine Maffei, EPI-BIOS Representative Bryant Tufino Flores, HPAM Representative (and Alternate) Malika Christopher, Master's Program Representative
Two research faculty members	Honoria Guarino, Research Associate Professor Vacant
One adjunct faculty member	Robin Moon, Adjunct Associate Professor Nicholas Grosskopf, Adjunct Professor (Alternate)

Steering and Elections Committee

The Steering Committee is responsible for preparing the agenda for Governance Council meetings, identifying major issues for the Council's consideration, and overseeing activities of the other standing committees. It also oversees the elections to the Governance Council and its committees.

Table A1.1.2: Membership of the Steering and Elections Committee, 2023-2024	
Composition	**Membership**
Chairperson of Governance Council	Glen Johnson, Associate Professor
The Dean (or their designee)	Ayman El-Mohandes, Dean
Chairpersons of the Standing Committee	Ghada Soliman, Professor, Chair of the Admissions Committee Sean Haley, Associate Professor, Chair of the Curriculum Committee Sheng Li, Assistant Professor, Chair of the Assessment Committee Christian Grov, Professor, Chair of School-wide APT Committee Karen Florez, Associate Professor, Chair of the Budget Committee Sasha Fleary, Associate Professor, Chair of the Equity and Inclusion Committee
One member of the non-teaching instructional staff	Mohit Arora, Director of Technology
One elected student member of the Governance Council	Zaire Ali

Budget Committee

The Budget Committee is responsible for reviewing the CUNY SPH's financial plans to ensure alignment among planning, budget, and assessment. The Committee reviews and analyzes the annual budget, makes reports to the Governance Council regarding the School's budgetary priorities, and makes recommendations to the Dean based on the strategic priorities and mission of the School.

Table A1.1.3: Membership of the Budget Committee, 2023-2024	
Composition	**Membership**
Chair of the Governance Council or a member of the Steering and Elections Committee	Glen Johnson, Associate Professor, EOGHS
One faculty member from each department	Karen Florez, Associate Professor, EOGHS – Chair Pedro Mateu-Gelabert, Associate Professor, CHASS Heidi Jones, Associate Professor, EPI-BIOS Kathleen Cravero, Distinguished Lecturer, HPAM
One administrative staff member	Matthew Paczkowski, Associate Director of Academic Affairs
One student member of the Governance Council	Malika Christopher
Executive leadership	Ayman El-Mohandes, Dean Susan Klitzman, Senior Associate Dean for Administration Theresa Matis, Executive Director for Budget and Finance Doris Suarez, Chief of Staff

Curriculum Committee

The Curriculum Committee is responsible for the comprehensive oversight of academic program development and maintenance. This includes reviewing and approving proposals for program changes, assuring the ongoing and systematic review of degree programs, and establishing policies and procedures for developing and revising interdisciplinary curricula.

Table A1.1.4: Membership of the Curriculum Committee, 2023-2024	
Composition	**Membership**
One faculty member from each department	Sean Haley, Associate Professor, HPAM – Chair Chloe Teasdale, Assistant Professor, EPI-BIOS Meredith Manze, Associate Professor, CHASS Mary Schooling, Professor, EOGHS
One administrative staff member	Hannah Stuart Lathan, Director of Experiential Learning and Career Services
One student member of the Governance Council	Justine Maffei
Senior Associate Dean for Academic and Student Affairs and/or their designee, ex-officio non-voting member	Robyn Gertner, Executive Director of Academic Strategy and Operations

Assessment Committee

The Assessment Committee leads the development and execution of assessment planning, with the goal of assuring the overall quality of instruction and student satisfaction with the School's learning environment. The Committee is responsible for evaluating the impact of curricular instruction; assessing student, alumni, faculty, staff, preceptor, and employer experiences; and assuring adherence to accreditation requirements.

Table A1.1.5: Membership of the Assessment Committee, 2023-2024	
Composition	**Membership**
One faculty member from each department	Sheng Li, Assistant Professor, EPI-BIOS – Chair Ann Gaba, Assistant Professor, EOGHS Nevin Cohen, Associate Professor, HPAM Scott Ratzan, Distinguished Lecturer, CHASS
One administrative staff member	Lauren Fowler, Academic Advising Coordinator
One student member of the Governance Council	Rachel Thompson
Senior Associate Dean for Academic and Student Affairs and/or Director of Academic Affairs, ex-officio, non-voting members	Robyn Gertner, Executive Director of Academic Strategy and Operations

Admissions Committee

The Admissions Committee recommends standards for admission for each program within the School, and recommends to the departments the qualifications of students proposed for admissions. The Committee also recommends timeline and procedures for coordinating among the Departmental Admissions Committees and administrative offices involved in admissions processing. The doctoral program faculty representative informs the Admissions Committee about the progress of doctoral admissions periodically throughout the admissions period.

Table A1.1.6: Membership of the Admissions Committee, 2023-2024	
Composition	**Membership**
One faculty member from each department	Ghada Soliman, Professor, EOGHS – Chair Spring Cooper, Associate Professor, CHASS Bruce Lee, Professor, HPAM Zachary Shahn, Assistant Professor, EPI-BIOS
Two administrative staff members	Matthew Paczkowski, Associate Director of Academic Affairs Craig Willingham, Deputy Director of CUNY Urban Food Policy Institute
Associate Dean for Student Affairs and Alumni Relations and the Director of Admissions, ex-officio, non-voting members	Lynn Roberts, Associate Dean for Student Affairs and Alumni Relations Margaret Krudysz, Director of Admissions

Committee for Equity and Inclusion

The Committee for Equity and Inclusion centers the CUNY SPH's commitment to nurture a diverse, equitable, and inclusive campus climate. The Committee collaborates and consults with other committees and administrative units of the School, as relevant, to make recommendations and advocate for: equity and inclusion to be valued and recognized at all levels and sectors of the institution; a culture that promotes equity, diversity, and inclusion by acknowledging and responding to the voices of faculty, staff, and students, as well as the community; and the development of thoughtful and innovative approaches to solve complex CUNY SPH community issues related to equity and inclusion, and long-term and short-term goals, as set forth in the School's strategic plan.

Table A1.1.7: Membership of the Committee for Equity and Inclusion, 2023-2024	
Composition	**Membership**
Five faculty (represented by two tenured, two tenure-track, and one non-tenure track)	Sasha Fleary, Assistant Professor, CHASS – Co-Chair Levi Waldron, Professor, EPI-BIOS Rachel Piltch-Loeb, Assistant Professor, EOGHS Victoria Ngo, Associate Professor, CHASS Vacant
Five staff members	Himani Sharma, Academic Program Specialist – Co-Chair Daneen Anderson-Mercer, Associate Director of Human Resources Paulo Lellis, Administrative Specialist and Project Director Toya Cox, Academic Program Specialist Tina Lin, Student Career Advisor
Two students elected by the student body	Nimra Rahman Antionette Wearing
Chief Diversity Officer or their designee, ex-officio, non-voting member	Sahana Gupta, Chief Diversity Officer

Student Academic Appeals Committee
The Academic Appeals Committee is responsible for hearing cases of student academic appeals, including grade appeals and program dismissal, gathering evidence when needed, and rendering a final decision on the appeal. The Academic Appeals Committee oversees training of students and faculty on student academic integrity.

Table A1.1.8: Membership of the Academic Appeals Committee, 2023-2024	
Composition	**Membership**
One faculty member from each department, and one faculty member at large	Spring Cooper, Associate Professor, CHASS Brian Pavilonis, Associate Professor, EOGHS Luisa Borrell, Distinguished Professor, EPI-BIOS Nevin Cohen, Associate Professor, HPAM Karmen Williams, Assistant Professor, HPAM
Director of Academic Affairs, ex-officio, non-voting member	Robyn Gertner, Executive Director of Academic Strategy and Operations

School-wide and Departmental Committees on Appointments, Promotion, and Tenure
An APT Committee exists within each of the School's four departments, as well as School-wide, as further described in Criterion E3.1. Departmental APT Committees review faculty qualifications for initial appointment and faculty performance in connection with reappointment, including reappointment with tenure and promotion. These recommendations are then shared with the School-wide APT Committee, which in turn, is responsible for making recommendations to the Dean. The School-wide APT Committee is also responsible for educating faculty regarding academic personnel actions including retention, tenure, and promotion; periodically reviewing the procedures for conducting teaching observations and annual faculty evaluations; and confirming that annual evaluations address teaching, research, and service activities across all relevant departments and other units, consistent with CUNY Board of Trustees policy. All faculty members who serve on the School-wide APT Committee must be tenured, with the rank of associate professor or above. Departmental APT Committees permit one untenured member each, with the rank of assistant professor or above; however, members with a rank of assistant professor are not permitted to vote in matters of faculty pursuing full professor rank.

Table A1.1.9: Membership of School-wide APT Committee, 2023-2024	
Composition	**Membership**
The Dean or designee, ex-officio non-voting member	Ayman El-Mohandes, Dean
Chairpersons (or their representative) of the four departments	Christian Grov, Professor, CHASS – Chair Ilias Kavouras, Professor, EOGHS Levi Waldron, Professor, EPI-BIOS Terry Huang, Distinguished Professor, HPAM
Four faculty members, one from each department	Jean Grassman, Associate Professor, EOGHS Nicholas Freudenberg, Distinguished Professor, CHASS Nevin Cohen, Associate Professor, HPAM Renee Goodwin, Distinguished Professor, EPI-BIOS
One at-large faculty member	Diana Romero, Professor, CHASS

Table A1.1.10: Membership of Departmental APT Committees, 2023-2024	
Composition	**Membership**
Chair of Department and four additional faculty members	*CHASS APT* Christian Grov, Professor – Chair Diana Romero, Professor Nicholas Freudenberg, Distinguished Professor Meredith Manze, Associate Professor Sasha Fleary, Assistant Professor *EOGHS APT* Ilias Kavouras, Professor – Chair Glen Johnson, Associate Professor Jean Grassman, Associate Professor Ghada Soliman, Professor Suzanne McDermott, Professor *EPI-BIOS APT* Ilias Kavouras, Professor – Chair Denis Nash, Distinguished Professor Levi Waldron, Professor Chloe Teasdale, Assistant Professor Katarzyna Wyka, Associate Professor *HPAM APT* Terry Huang, Distinguished Professor – Chair Katarzyna Wyka, Associate Professor (Substitute) Bruce Lee, Professor Nevin Cohen, Associate Professor Sean Haley, Associate Professor

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

   a. degree requirements
   b. curriculum design

Decision-making for degree requirements and curriculum design follow identical processes, as described below:

Departmental faculty are responsible for the design and curricular requirements of academic programs within their respective departments, including concentration and elective coursework, while the Curriculum Committee is responsible for the design and curricular requirements of the master's-level core curriculum. Doctoral directors provide recommendations to their respective departments on all matters regarding doctoral program curricular requirements. Other units within the School may be consulted during the curriculum review process, including the Office of Academic and Student Affairs and the Office of Business and Finance.

All proposals for new or revised academic programming or coursework are initiated within an academic department. Departmental faculty vote and must approve a proposal before it is brought to the Curriculum Committee for review and vote, and then to the GC for review and vote. Finally, proposals are submitted to the University's Board of Trustees and its Committee on Education Policy for review and approval. Proposals requesting substantive change to a program, and new degree programs, are submitted to the New York State Education Department for approval before implementation.

   c. student assessment policies and processes

Student assessment policies and processes are primarily determined by requirements set by the University and accrediting bodies, including the School's regional accreditor, the Middle States Commission on Higher Education (MSCHE). Various School units and committees are responsible for implementation of these requirements, depending on the type of student assessment. For example, academic departments and the Curriculum Committee are responsible for directing the assessment of student learning at the course and program levels, while the Assessment Committee is responsible for leading assessment of student satisfaction through surveys and other activities.

   d. admissions policies and/or decisions

The Admissions Committee recommends standards for admission for each academic program, qualifications of students proposed for admissions, and timelines and procedures for admissions processing. The doctoral program faculty representative informs the Admissions Committee about the progress of doctoral admissions periodically throughout the admissions period. The Committee works closely with the Office of Admissions to monitor and oversee the application and admissions process through the Schools of Public Health Application Service (SOPHAS). Faculty members evaluate student applicants in their program areas and determine an admission outcome.

   e. faculty recruitment and promotion

Rigorous policies and procedures that guide recruitment and advancement of faculty are developed at the University level, including the statement of Academic Personnel Practice (Policy 5.01 of the Manual of General Policy), as well as Article 18: Professional Evaluation of the agreement between Professional Staff Congress and CUNY. These policies are designed to comply with all applicable laws, regulations, and collective bargaining agreements; promote opportunity and fairness; and attract the best candidates

for positions. In accordance with the statement of Academic Personnel Practice, the CUNY SPH maintains a School-wide Appointments, Promotion, and Tenure Committee, which is responsible for reviewing faculty qualifications and making recommendations to the Dean regarding all initial appointments, reappointments, and awarding of tenure and promotion. An APT Committee also exists in each of the four academic departments.

f. research and service activities

The Office of Sponsored Programs and Research (SPaR) supports and facilitates the School's research endeavors by identifying and promoting funding opportunities targeted toward faculty research interests; overseeing programs to support grant writing, particularly for junior faculty; working with the University to facilitate grant writing and re-submission, and building science teams; representing the School in various research-related university endeavors and initiatives; and facilitating interdisciplinary collaboration within the School, with other schools across CUNY, and with external partners. Many related policies are based on requirements set by federal government funders and the CUNY Research Foundation (RF). The Associate Dean for Research and the SPaR team develop additional research-related policies and guidelines, which are shared with the School, departmental leadership, and faculty. The School-wide APT Committee sets overall research and service expectations for faculty. Departmental APT Committees implement the initial review of faculty based on both the School-wide and department-specific criteria.

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

A copy of the School's governance plan and bylaws are provided in ERF A1.3 – Governance Documents.

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

As shown in Table A1.4.1, School faculty and senior administrators serve on a wide range of University committees, addressing such issues as administration, assessment, curriculum, governance, research, strategic planning, students, and technology. The CUNY SPH served an especially critical role during the COVID-19 pandemic, providing the University with valuable guidance and consultation by its expert faculty and administrators. As examples, Professor Bruce Lee was appointed to the CUNY Coronavirus Task Force, while Associate Professor Elizabeth Kelvin advised on both CUNY random surveillance COVID-19 testing protocol and policies for safe travel of CUNY faculty and students during the COVID-19 pandemic.

Table A1.4.1: Participation on University-Wide Committees, 2018-2024

Name	CUNY Committee
Luisa Borrell	Knowledge Creation and Innovative Research Committee
Nevin Cohen	Food Collaboratory
	Food Service Selection Committee
Spring Cooper	LGBTQ+ Council
Nicholas Freudenberg	Urban Health Collaborative Group
Ann Gaba	Food and Nutrition Discipline Council
Terry Huang	Graduate Education Task Force
Elizabeth Kelvin	Random Surveillance COVID-19 Testing Protocol
	University Study Abroad Relaunch Advisory Committee

Table A1.4.1: Participation on University-Wide Committees, 2018-2024	
Name	**CUNY Committee**
Michele Kiely	Conflict of Interest Officers Council
Susan Klitzman	Administrative Council
	SPARC Kips Bay Subject Matter Expert Space Committee
	Enterprise Resource Planning Initiative
Bruce Lee	Coronavirus Task Force
Meredith Manze	Student-Parent Task Force
	American with Disabilities Act Advisory Committee
Ayman El-Mohandes	Council of Presidents
Terry McGovern	COACHE Task Force
	Academic Affairs Council
Christopher Palmedo	SPARC Kips Bay Subject Matter Expert Space Committee
Stacey Plichta	Institutional Review Board (IRB)
Lynn Roberts	Student Conduct Council
	Enrollment Management Council
	Local Vaccination Authority
	Student Affairs Council
Ghada Soliman	Faculty Career Success Fellows Cohort
	SPARC Kips Bay Subject Matter Expert Space Committee
Levi Waldron	High Performance Computing Center Advisory Committee

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

Full-time and part-time faculty engage in regular and meaningful interactions, both in formal and informal capacities, through their service, research, and teaching activities, as described below.

The GC and its committees provide the opportunity for part-time and full-time faculty to partake in discussions and decision-making related to curriculum, budget, and other school matters. The GC meets three times per semester; all full-time instructional faculty are members, and all other faculty, including adjuncts, are invited to attend. The School's bylaws explicitly include part-time faculty representation with voting privileges, promoting higher levels of their engagement (see: Table A1.1.1). Part-time faculty are often encouraged to join full-time faculty in other departmental initiatives and activities, including academic program reviews and accreditation efforts. Examples of such engagement over recent years across various GC committees and their activities can be found in ERF A1.5 – Faculty Interaction.

Many faculty members participate in a range of collaborative research and scholarship activities within the School, as well as across the University. The CUNY SPH is home to a number of centers and institutes, which provide research opportunities to both part-time and full-time faculty. For example, within the CUNY Urban Food Policy Institute, a number of adjunct faculty serve in staff roles including Adjunct Lecturer Craig Willingham (Managing Director), Adjunct Assistant Professor Rositsa Ilieva (Director of Policy), Adjunct Assistant Professor Ivonne Quiroz (Fellow), and Adjunct Associate Professor Robin Moon (Fellow). All work with a number of full-time faculty within the institute. Additionally, a number of part-time and full-time faculty collaboratively contribute to publications featured in academic journals. Examples include Adjunct Professor Nicholas Grosskopf and Distinguished Professor Christian Grov's publication in *AIDS Education and Prevention*; Associate Professor Christopher Palmedo, Distinguished Lecturer Scott Ratzan, Adjunct Lecturer Amanda Pierz, and Adjunct Lecturer Dima Masoud's publication in *BMC Health Services Research*; and Distinguished

Professor Nicholas Freudenberg, Adjunct Assistant Professor Rositsa Ilieva, and Adjunct Lecturer Craig Willingham's publication in *Health & Place*.

Lastly, there are a number of collaborative program/course development and co-teaching opportunities for full-time and part-time faculty. For example, Adjunct Professor Nicholas Grosskopf served as Program Coordinator for York College's Bachelor of Science in Public Health, working with CUNY SPH full-time faculty and staff to launch the 4+1 partnership. Adjunct Lecturer Rosann Costa has taught in the EPI-BIOS Department for thirteen years, and worked with full-time faculty in her department to design elements of PUBH 613 – Designs, Concepts, and Research Methods in Public Health Research, a master's core course. Assistant Professor Chloe Teasdale and Adjunct Professor Michael Merson collaborated to develop and co-teach a topics course in health policy and management titled "Introduction to Global Health." There are other examples of full-time/part-time teaching teams, such as Associate Professor Glen Johnson co-teaching sections of PUBH 614 – Quantitative and Qualitative Data Analysis Methods in Public Health Research with Adjunct Lecturer Stephanie St. Pierre, as well as Adjunct Lecturer Amanda Pierz.

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

Strengths: The CUNY SPH has established an effective organizational infrastructure that supports efforts in meeting the School's mission and goals. The School's commitment to inclusive, transparent, and collaborative decision-making is reflective in its strong governance model, with extensive opportunity for faculty, student, and staff participation. The School has taken significant steps to expand and enhance governance representation, as reflected in Goal Six of the CUNY SPH Strategic Framework. In recent years, three new committees have been introduced into the bylaws and governance plan, including the Budget Committee, the Committee for Equity and Inclusion, and the Academic Appeals Committee; total voting memberships across the Governance Council and all affiliated committees has increased from 83 to 136; and adjunct faculty, research faculty, senior administrators, and staff are now provided representation as voting members.

Weaknesses and Future Plans: The relatively small size of the School, eligibility requirements, and high number of seats to fill present some challenges in identifying members for all GC and committee positions. The School will continue to explore ways of offering flexible participation. For example, the majority of GC committee meetings are now held remotely rather than in person.

A2. Multi-Partner Schools (applicable ONLY if functioning as a "collaborative unit" as defined in CEPH procedures)

Not applicable.

A3. Student Engagement

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

1) Describe student participation in policy making and decision making at the school level, including identification of all student members of school committees over the last three years, and student organizations involved in school governance. Schools should focus this discussion on students in public health degree programs.

As critical stakeholders of the CUNY SPH community, students are provided a number of opportunities to participate in policy making and decision-making. Students have formal representation on the CUNY SPH Governance Council and its committees, including the Steering and Elections Committee, the Committee for Equity and Inclusion, the Curriculum Committee, the Assessment Committee, and the Budget Committee. As described further in Criterion A1.1, students are elected to the GC by the student body for one-year terms, in accordance with applicable SPH procedures and the calendar for student elections. Student representatives nominated by the Graduate Student Government Association (GSGA) are appointed by the CUNY SPH Dean to the Curriculum and Assessment Committees, and any other committee that the Dean deems appropriate, for renewable one-year terms.

Student membership for the 2023-2024 academic year can be found in Criterion A1.1. Tables A3.1.1 and A3.1.2 below lists student representatives for the prior two academic years.

Table A3.1.1: Student Representation on Governance Council, 2022-2023	
Committee	**Student Name**
Governance Council	Doris Chiu, ex officio Amanda Pierz, CHASS Representative Greg Klimaytis, EOGHS Representative Christina Samurkas, EPI-BIOS Representative Vacant, HPAM Representative Ariani Alemzadeh, Master's Program Representative Amena El-Harakeh, Doctoral Program Representative
Steering and Elections Committee	Amanda Pierz
Budget Committee	Greg Klimaytis
Curriculum Committee	Christina Samurkas
Assessment Committee	Amena El-Harakeh
Committee for Equity and Inclusion	Ariani Alemzadeh Adriana Padilla

Table A3.1.2: Student Representation on Governance Council, 2021-2022	
Committee	**Student Name**
Governance Council	Antonio Maltese, ex officio Mariam Mohammed, CHASS Representative Fiona Conway, EOGHS Representative Catalina Uruchima, EPI-BIOS Representative Bradley Meacham, HPAM Representative Sherline Altidor, Master's Program Representative Dima Masoud, Doctoral Program Representative Natalia Surujnath, Alternate

Table A3.1.2: Student Representation on Governance Council, 2021-2022	
Committee	**Student Name**
Budget Committee	Bradley Meacham
Curriculum Committee	Fiona Conway
Assessment Committee	Dima Masoud
Committee for Equity and Inclusion	Alanna Cruz Natalia Surujnath

The CUNY SPH Graduate Student Government Association is another critical governance body, comprised of students in good academic standing who are elected by their peers to represent and serve the CUNY SPH student body. The elected officers of the GSGA select one delegate and one alternate from among their members to serve on the University Student Senate (USS), which represents and serves the CUNY-wide student body. The CUNY SPH delegates and alternates on the USS may also be elected by the USS membership to chair or serve on committees. The GSGA fulfills a number of responsibilities, in accordance with its constitution, including advocating for student interests to the faculty and administration, enacting legislation and making official decisions that affect the student body, allocating student activity fees in a responsible and accountable manner that facilitates the growth of student activities, and ensuring fair representation of all students within the School. Membership for the 2021-2022, 2022-2023, and 2023-2024 academic years are found below, in Table A3.1.3:

Table A3.1.3: Graduate Student Government Association Membership	
2023-2024	
Role	**Student(s) Name**
President	Zaire Ali
Vice President	Shari Jardine
Treasurer	Antionette Wearing
Master's Senators	Bryant Tufino Flores Valerie Michailovich Nimra Rahman Vacant
Doctoral Senators	Amena El-Harakeh Vacant
Advanced Certificate Senator	Vacant
USS Delegate/Alternate	Antionette Wearing (USS Finance Chair) Zaire Ali
2022-2023	
Role	**Student(s) Name**
President	Doris Chiu
Vice President	Zaire Ali
Treasurer	Natalie Echavarria
Master's Senators	Greg Klimaytis Victoria Sunseri Cara Frances Vacant
Doctoral Senators	Amena El-Harakeh Shari Jardine
Advanced Certificate Senator	Vacant
USS Delegate/Alternate	Zaire Ali Greg Klimaytis

Table A3.1.3: Graduate Student Government Association Membership	
2021-2022	
Role	**Student(s) Name**
President	Antonino Maltese Bradley Meacham
Vice President	Bradley Meacham Shawon Shahriar
Treasurer	Kevin Chin
Communications Officer	Shawon Shahriar Amena El-Harakeh
Master's Senators	Sherline Altidor Julia Kolmakova Ansu Abraham Natalia Surujnath
Doctoral Senators	Claudia Calhoon Shari Jardine
Advanced Certificate Senator	Colin DeVries

In addition to serving as representatives to the GSGA, students may form or participate in GSGA-sponsored student clubs. All student organizations must have an assigned faculty or staff advisor and maintain a club constitution in order to be formally recognized by GSGA and receive funding. These organizations may provide input on policy making and decision-making at CUNY SPH. As an example, the Sustainable SPH Club serves as the student arm of the CUNY SPH Sustainability Committee, which determines recycling practices and policies at the School.

Finally, students in good academic standing are elected each spring to serve on committees intended to maintain compliance with University and federal requirements and ensure a fair, all-inclusive educational environment. Names of students serving on the ADA-504 Committee, the Faculty-Student Disciplinary Committee (FSDC), and Title IX Committee are included below, in Table A3.1.4:

Table A3.1.4: Student Representation on ADA-504 Committee, Faculty-Student Disciplinary Committee (FSDC), and Title IX Committee		
Year	**Committee**	**Student Name**
2023-2024	SPH ADA-504	Rebecca Monachelli
2023-2024	FSDC	Zaire Ali Nimra Rahman
2023-2024	Title IX	Tala Mansi Eleni Vasilakos
2022-2023	FSDC	Zaire Ali Greg Klimaytis
2022-2023	Title IX	Tala Mansi Eleni Vasilakos
2021-2022	Title IX	Antonino Maltese Sherline Altidor

In addition to participation in the formal committees and governance bodies described above, students are represented in critical initiatives and activities such as the Strategic Framework, various hiring search committees, and other working groups that exist outside the GC. For example, students serve as members on the Information Technology Committee, and advise on how to best spend the student technology fee.

Other ongoing opportunities for formal student feedback are available throughout the year, including student surveys, course evaluations, and town halls.

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

Strengths: Through the School's governance plan and Graduate Student Government Association, students provide critical and formal input in all areas of decision-making, including curriculum, assessment, and budgetary matters. Students are represented at all degree levels, and from all academic programs. CUNY SPH students provide valuable input at the University level, as well, serving on CUNY Board of Trustees Committees and the CUNY University Student Senate.

Weaknesses and Future Plans: As similarly noted in Criterion A1.6, identifying students for all formal roles across the Governance Council, its committees, and the Graduate Student Government Association has presented some challenge. This is primarily due to the nature of the CUNY SPH student body, which is comprised primarily of full-time working adults who juggle multiple personal and professional commitments. Despite this challenge, all student positions have been successfully filled in the 2024-2025 academic year. The School will continue to explore ways of offering flexible participation in governing bodies. For example, the majority of Governance Council committee meetings are now held remotely rather than in person.

A4. Autonomy for Schools of Public Health

A school of public health operates at the highest level of organizational status and independence available within the university context. If there are other professional schools in the same university (e.g., medicine, nursing, law, etc.), the school of public health shall have the same degree of independence accorded to those professional schools. Independence and status are viewed within the context of institutional policies, procedures, and practices.

1) Briefly describe the school's reporting lines up to the institution's chief executive officer. The response may refer to the organizational chart provided in the introduction.

As shown in Figure INTRO.2c.1, the CUNY SPH is housed administratively within the CUNY Graduate School and University Center. The University Center is the administrative home to six independent University-wide units: the CUNY Baccalaureate Program**,** the School of Professional Studies**,** the Graduate School of Journalism, the Macaulay Honors College, the CUNY School of Labor and Urban Studies, and, since 2013, the Graduate School of Public Health and Health Policy. Each of these six units is regionally accredited by MSCHE through the University Center. In addition, the University Center provides some administrative services to these units, but is not involved in their academic programs. Each unit has its own governance, faculty appointments, planning, curricular, and student-related processes. With the exception of the CUNY Baccalaureate Program, which is led by a director who reports to the President of the Graduate Center, the five remaining entities are led by deans who report directly to the CUNY Chancellor. These units are coordinated administratively by the Graduate School and University Center Leadership Council, which is made up of the heads of the six entities and is chaired by the President of the Graduate School and University Center. The Council meets every semester to discuss issues of common interest such as regional accreditation and administrative services provided by GSUC.

2) Describe the reporting lines and levels of autonomy of other professional schools located in the same institution and identify any differences between the school of public health's reporting lines/level of autonomy and those of other units.

The CUNY SPH operates as one of twenty-five independent academic units within CUNY, as shown in Figure INTRO.2b.1. These independent units include eleven senior colleges; seven community colleges; and seven graduate, honors, and professional colleges, one of which is the CUNY SPH. Each of these units is headed by an executive officer (college president or school dean) who reports directly to the Chancellor of the University, Dr. Félix V. Matos Rodríguez. The Chancellor reports to the CUNY Board of Trustees, a seventeen-member body. The governor of the State of New York appoints ten members to the Board of Trustees, the mayor of New York City appoints five members, and two members serve in an ex officio capacity: the chairperson of the University Student Senate and chairperson of the University Faculty Senate.

The status and autonomy of the CUNY SPH is identical to that of other CUNY professional schools. The CUNY SPH Dean reports directly to Chancellor Matos Rodríguez and has direct access to the Chancellor and to other senior University leaders. The CUNY SPH Dean possesses the same level of authority, autonomy, and accountability as do the executive officers of each of the twenty-five independent academic units, and in accordance with state and University rules and policies. This includes: budget authority and autonomy over tax-levy expenditures (subject to financial availability), tuition revenue, gifts, and indirect cost returns; recruitment, selection, and promotion of faculty, senior administrators, and staff; and academic standards and policies, including establishment and oversight of curricula. As do other colleges presidents and school deans, the CUNY SPH Dean is responsible for following a University-directed performance management process (PMP), the mechanism by which CUNY schools and colleges are evaluated by the Chancellor's Office.

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

Strengths: The CUNY SPH operates at the highest level of organizational status and autonomy within the University, and maintains a fruitful and collaborative partnership with its leadership.

Weaknesses: None noted.

A5. Degree Offerings in Schools of Public Health

A school of public health offers a professional public health master's degree (e.g., MPH) in at least three concentrations representing at least three distinct sub-disciplinary areas in public health and public health doctoral degree programs (academic or professional) in at least two concentrations representing at least two distinct sub-disciplinary areas in public health. A school may offer more degrees or concentrations at either degree level.

1) Affirm that the school offers professional public health master's degree concentrations in at least three areas and public health doctoral degree programs of study in at least two areas. Template Intro-1 may be referenced for this purpose.

As detailed in Table INTRO.3.1, CUNY SPH's academic offerings include the MPH degree in five concentrations and a doctoral degree in three concentrations, among other master's degree programs and advanced certificate programs.

2) An official catalog or bulletin that lists the degrees offered by the school.

The official CUNY SPH catalog is listed on the School's website for the current academic year, as well as prior years. Programs are listed with respective degrees conferred, curricular requirements, and New York State Education Department registration codes. The catalog also provides course information, University and School policies, and student resources.

B1. Guiding Statements

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

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

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

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

1) The school's vision, mission, goals, and values.

Vision Statement
To improve health and social justice in New York City and across the globe.

Mission Statement
To promote and sustain healthier populations in New York City and around the world through excellence in education, research, and service in public health and by advocating for sound policy and practice to advance social justice and improve health outcomes for all.

Values
We strive to incorporate health equity into everything we do.

- We apply a health equity approach to our work and acknowledge the legacy of health inequities and racism experienced by marginalized populations. In order to address the public health needs of society we must first acknowledge the origins and impact of unequal treatment.

We provide access to excellent educational programs for all students.

- As New York City's premier public school of public health, we deliver rigorous and affordable in-class and online graduate education that prepares our graduates for professional success. We provide access for people who have historically been excluded from higher education, celebrate the broad diversity of our community of learners, and build meaningful relationships between students and faculty that support student achievement.

We believe that public service is a duty and a responsibility.

- As a public school of public health located in Harlem, we believe that responsible engagement with our surrounding communities is a priority and an essential part of our identity. We also believe that an important tenet of the school's mission is to use our intellectual resources and talent to advance global public health efforts and improve well-being.

We are respectful, diverse, and inclusive community.

- We believe that diversity strengthens our school and offers essential insights into public health problems and solutions. In all of our efforts, we endeavor to center the voices of those who have been historically excluded and respect the dignity of each individual.

We believe collaboration leads to innovative and impactful research, programs, and policies.

- Our collaborative approach reaches across academic departments and disciplines within CUNY SPH and throughout CUNY, and extends to research, education, and practice with national and

international schools of public health. We collaborate with community groups, NGOs, and other organizations to improve public health at home and abroad.

Strategic Framework Guiding Principles

- Promoting diversity, inclusion, and equity
- Enhancing academic excellence and areas of innovation
- Developing public service and partnerships with the local Harlem community
- Exploring new models for the School's economic and financial sustainability
- Continuing to build on existing global partnerships and collaborations

Strategic Goals

1. Educational Excellence: Provide rigorous and accessible educational programs that effectively prepare students as public health practitioners, educators, and researchers.
2. Research and Scholarship: Advance high-quality research and scholarship that improve health outcomes, inform public health policy and practice, and create social value.
3. Service and Community Impact: Be a trusted, reciprocal, and respectful partner in advancing health equity in our local community, our state, and globally and serve as a reliable partner with the public and private agencies that serve the city and the state.
4. Student Success: Enhance achievement, engagement, and well-being throughout the educational experience of a diverse body of students.
5. Professional Development: Advance lifelong learning and opportunities for the professional growth of the CUNY SPH community.
6. Organizational Excellence: Serve as an effective steward of the public trust by operating as an effective, sustainable, and inclusive organization within a shared governance structure.

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

CUNY SPH launched its strategic planning process in Fall 2019, intended to examine the current environment in which the School seeks to achieve its mission and goals, build on the substantial progress made since its consolidation in 2016, and determine long-term direction through short-term outcomes.

To launch the process, a group of senior academic and administrative leaders, including department chairs, directors and deputy directors of the School's centers and institutes, the chair of the Governance Council, deans, and senior staff, met to brainstorm and ultimately recommend guiding principles for the framework. Next, a Strategic Planning Committee comprised of faculty, staff, and student representatives were charged to further develop the framework through broad consultation with the entire CUNY SPH community, an online survey, and focus groups. Two goal coordinators, comprised of faculty, staff, and senior administrators, were assigned to each of the six goals, while outcome leads were assigned to each of the goal's outcomes. Key individuals who have significant accountability or responsibility for the work were identified, as well.

The CUNY SPH Strategic Framework can be found in ERF B1.2 – Strategic Framework, as well as samples of its quarterly reports. The framework is intended to be a living document, with adjustments to outcomes and strategies made as new data and information become available. More information about the Strategic Framework, including committee members and completion of strategies, can be found on the School's website.

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

Strengths: The CUNY SPH Strategic Framework was launched in Fall 2019, only months before the onset of the COVID-19 pandemic. However, the framework's design as a living document enabled the School to pivot effectively and integrate critical pandemic-related efforts, ensuring adaptability and responsiveness to evolving challenges, while remaining aligned with its overarching goals and objectives.

Future Plans: Following the conclusion of the current Strategic Framework initiative, the CUNY SPH will review its mission, vision, and values statements to ensure alignment with its next phase of growth and development. This will be completed with input from external stakeholders, as described in Criterion F1.4.

B2. Evaluation and Quality Improvement

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

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

1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:
    a. the specific data source(s) for each listed element (e.g., alumni survey, student database)
    b. a brief summary of the method of compiling or extracting information from the data source
    c. the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable
    d. the timeline for review (e.g., monthly, at each semester's end, annually in September)

See Table B2.1.1 below.

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Student enrollment	*Intro-2*	Data is extracted from various systems/databases (CUNYfirst, IRDB, SOPHAS) and prepared by the CUNY SPH Offices of Institutional Research and Admissions. Student enrollment data is stratified by degree and program for review, in comparison to prior years. This data is a critical element of reporting, including for APRs, the PMP, IPEDS, and ASPPH/CEPH.	The Associate Dean for Student Affairs & Alumni Relations and Director of Admissions, in consultation with Admissions Committee departmental representatives, review enrollment trends and discuss goals and recruitment strategies. Student enrollment is reported to the University's Chancellor's Office as part of the annual Performance Management Process (PMP) and is tracked closely by the CUNY SPH Dean.				X		X
Unit-defined measure 1: Course evaluation ratings indicating student satisfaction	*B2-1*	Course evaluation data is compiled in Qualtrics software and retrieved and prepared by the CUNY SPH Office of Institutional Research. De-identified summary data stratified by program is provided for the APR. Individual faculty evaluations are provided for Department Chair review, and shared with appropriate administrators.	Department Chairs are responsible for reviewing and addressing course evaluation results for their respective departments, each semester, as part of the APT process; the Executive Director of Academic Strategy and Operations and/or the Associate Dean for Faculty Affairs may initiate action for any widespread concerns. Summary results of course evaluations are also reviewed during the APR process, and may trigger action by the department.	X					

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Unit-defined measure 2: Office of Experiential Learning fieldwork evaluations indicating student satisfaction	*B2-1*	Fieldwork evaluations completed by students are administered and compiled in Qualtrics software by the Office of Experiential Learning and the CHASS Department.	The Director of Career Services and Experiential Learning is responsible for overseeing fieldwork evaluations for all MPH concentrations except MPH-COMH; the CHASS instructor of CHSS 696/CHSS 698 is responsible for overseeing fieldwork evaluations for MPH-COMH students, in collaboration with the CHASS Department Chair. Summary results are also reviewed during the APR process, and may trigger action by the department.	X					
Unit-defined measure 3: Number, breadth, and depth of faculty scholarship activities	*B2-1*	Information related to research awards is provided by the CUNY RF and internally tracked/compiled in Watermark Software. Information related to publications and presentations is also tracked and compiled in Watermark Software.	The Associate Dean for Research is responsible for overseeing overall faculty research activities; Department Chairs are responsible for overseeing all scholarship activities for their respective departmental faculty as part of the APT process. Faculty scholarship activities are also reviewed during the APR process, and may trigger action by the department.		X			X	

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Unit-defined measure 4: Quality and impact of Center/Institute research activities	*B2-1*	Information related to research awards is provided by the CUNY RF and internally tracked/compiled in Watermark Software. Centers and institutes are responsible for tracking their respective research activities. This information is a critical element of the University's Center/Institute re-certification process.	Directors of Centers and Institutes, in consultation with the Associate Dean for Research.		X	X			
Unit-defined measure 5: Number and impact of community-based research projects	*B2-1*	Information related to research awards is provided by the CUNY RF and internally tracked/compiled in Watermark Software. All awards have an indicator for "community based."	The Associate Dean for Research is responsible for overseeing faculty research activities. Many community-based research projects are led by the Harlem Health Initiative Director, who has decision-making authority, in collaboration with the CUNY SPH Dean and participating faculty.		X	X			
Unit-defined measure 6: Number and impact of state and local public health initiatives and partnerships	*B2-1*	The Office of Government Affairs maintains an ongoing list of state and local public health accomplishments and events, including projects, policy/legislation, advocacy, presentations, publications,	The Executive Director of State and Local Public Health Initiatives, in collaboration with the CUNY SPH Dean.	X	X	X			

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
		webinars, grants, and other activities.							
Unit-defined measure 7: Number and impact of Harlem-based initiatives and partnerships	*B2-1*	The Office of Community Outreach maintains an ongoing list of community-based activities in Harlem, including projects, advocacy, presentations, webinars, and grants. Needs assessments are conducted to inform future programming.	The Harlem Health Initiative Director, in collaboration with the CUNY SPH Dean.		X	X			
Unit-defined measure 8: Percentage of master's students who have participated in faculty research	*B2-1*	Master's students indicate whether they have participated in faculty research when completing the Graduating Student Survey. This survey is administered to graduating students via Qualtrics software in the fall, spring, and summer semesters. Summary results are extracted and prepared by the CUNY SPH Office of Institutional Research.	The Associate Dean for Research.		X		X		

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Unit-defined measure 9: Student satisfaction with counseling and wellness services	*B2-1*	Students who engage with the Office of Counseling and Wellness Services are surveyed annually via Qualtrics software to indicate satisfaction and provide feedback. Data is compiled in aggregate for review.	The Director of Counseling and Wellness, in collaboration with the Associate Dean for Student Affairs and Alumni Relations.				X		
Unit-defined measure 10: Number and impact of mental health/wellbeing services and activities for CUNY SPH students	*B2-1*	The Office of Counseling and Wellness Services maintains an ongoing internal list of mental health/wellbeing services and activities for students.	The Director of Counseling and Wellness, in collaboration with the Associate Dean for Student Affairs and Alumni Relations.				X		
Unit-defined measure 11: Professional development and training opportunities for staff	*B2-1*	Based on a needs-assessment survey administered via Qualtrics software and completed by staff, the Office of Human Resources determines offerings of professional development trainings and opportunities. A calendar of activities is maintained internally by the Office of Human Resources.	The Director of Human Resources, the Assistant Dean for Administration and Strategic Initiatives, and the Chief Diversity Officer.					X	

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Unit-defined measure 12: Faculty satisfaction with mentoring	*B2-1*	Faculty across the University complete the Collaborative on Academic Careers in Higher Education (COACHE) survey every four years, and indicate their satisfaction with mentoring in various capacities. Results are de-identified and shared with CUNY SPH by Harvard's Graduate School of Education. Results are benchmarked against peer institutions, and other schools of public health.	The Assessment Committee is responsible for reviewing COACHE survey results and recommending action related to this measure. Recommendations are shared with the CUNY SPH Dean and the Senior Associate Dean for Academic and Student Affairs for further action.					X	
Unit-defined measure 13: Faculty, staff, and students participating in school governance	*B2-1*	Information related to membership and participation of the CUNY SPH Governance Council is maintained by the GC Steering Committee.	The Governance Council Chair, in coordination with other GC Steering Committee members.						X
Unit-defined measure 14: Total annual funding via SPH Foundation	*B2-1*	Annual funding of the CUNY SPH Foundation is tracked by the Office of Business Services and Finance.	The Executive Director of the CUNY SPH Foundation, in collaboration with the CUNY SPH Dean.			X	X		X

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
At least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum	*B2-2*								
Graduation rates	*B3-1*	Student data is extracted from various University-wide systems/databases (CUNYfirst, IRDB) and prepared by the CUNY SPH Office of Institutional Research. Data stratified by degree and program is provided for the APR and shared widely with leadership. This data is a critical element of reporting, including for the PMP and ASPPH/CEPH.	The Executive Director of Academic Strategy and Operations monitors graduation rates for all programs Schoolwide and initiates action as needed, in collaboration with Department Chairs, Program Directors, and Doctoral Directors. Trends of rates are also reviewed during the APR process, and may trigger additional action by the department. Graduation rates are reported to the University's Chancellor's Office as part of the annual PMP and are tracked closely by the CUNY SPH Dean.	X			X		

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Doctoral student progression (e.g., # newly admitted, # completed coursework)	*B3-2*	Student data is extracted from various University-wide systems/databases (CUNYfirst, IRDB) and prepared by the CUNY SPH Office of Institutional Research. Data is stratified by program.	Doctoral Directors are responsible for student progression for their respective programs, and initiating related, program-wide action (e.g., revisions to exam requirements) as needed.	X			X		
Post-graduation outcomes (e.g., employment, enrollment in further education)	*B4-1*	Survey data indicating post-graduate outcomes is compiled in Qualtrics software and prepared by the CUNY SPH Office of Institutional Research. Supplemental data on post-graduate outcomes are located through extensive web research and stored in an internal database. Data stratified by degree/program is provided for the APR and shared with the OCS.	The Director of Career Services and Experiential Learning reviews this data for all CUNY SPH graduates and initiates action as needed. Outcomes are also reviewed during the APR process, and may trigger action by the department.	X			X		

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Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations	B5	Actionable data is gathered via Qualtrics survey software and focus groups are facilitated. Quantitative and qualitative analysis is conducted on all related feedback. Findings are organized by degree/program, and provided to appropriate responsible bodies.	The Curriculum Committee is responsible for reviewing and acting on feedback related to the master's core curriculum. Departments are responsible for reviewing and acting on feedback related to master's concentration coursework. Doctoral Directors are responsible for reviewing and acting on feedback related to doctoral coursework.	X					
Budget table	*C1-1*								
Student perceptions of faculty availability	C2	Survey data indicating perceptions of faculty availability is collected in course evaluations via Qualtrics survey software. The CUNY SPH Office of Institutional Research conducts quantitative and qualitative analysis, with findings provided to departments for the APR. Individual faculty course evaluations, which include this data point, are also provided for Department Chair review as part of the APT process.	Department Chairs are responsible for reviewing and acting on this information for their respective departments, each semester, and as part of the APT process; the Executive Director of Academic Strategy and Operations and/or the Associate Dean for Faculty Affairs may initiate action for any widespread concerns. Summary results are also reviewed during the APR process, and may trigger action by the department.	X					

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Student perceptions of class size & relationship to learning	C2	Survey data indicating perceptions of class size and relationship to learning is collected in course evaluations via Qualtrics survey software. The CUNY SPH Office of Institutional Research conducts quantitative and qualitative analysis, with findings provided to the Office of Academic Affairs and Department Chairs.	The Executive Director of Academic Strategy and Operations, in coordination with Department Chairs.	X					
List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole	*C2-1, E1-1, E1-2*								
Ratios for student academic advising (all degree levels)	*C2-2*	Faculty advising assignments are drafted by the Office of Advising and reviewed/confirmed by Department Chairs. Assignments are maintained in an internal database, and ratios are calculated by the CUNY SPH Office of Institutional Research. Summary	Department Chairs are responsible for overseeing student advising assignments. Summary results are also reviewed during the APR process, which may trigger action.	X					

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		data stratified by program is provided for the APR.							
Ratios for supervision of MPH ILE	*C2-2*	Ratios for supervision of MPH ILE are calculated by corresponding student enrollment in MPH ILE courses (PUBH 696 and CHSS 696/698). Course enrollment data is extracted from CUNYfirst by the Registrar's Office and shared with Department Chairs and the Office of Experiential Learning on a weekly basis.	Department Chairs, in consultation with the Director of Career Services and Experiential Learning and the CHSS Collaborative instructor, are responsible for monitoring all course enrollment, including ILE supervision.	X					
Ratios for PhD dissertation advising	*C2-2*	Ratios for PhD dissertation advising are calculated by corresponding student enrollment in Dissertation Supervision (PUBH 900). Course enrollment data is extracted from CUNYfirst by the Registrar's Office and shared with Department Chairs and Doctoral Directors on a weekly basis.	Department Chairs, in consultation with Doctoral Directors, are responsible for monitoring all course enrollment, including PUBH 900 – Supervised Dissertation.	X					

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Ratios for MS final project advising	*C2-2*	Ratios for MS final project advising are calculated by corresponding student enrollment in MS ILE courses (PUBH 698, EPID 700, CHSS 700). Course enrollment data is extracted from CUNYfirst by the Registrar's Office and shared with Department Chairs and Program Directors on a weekly basis.	Department Chairs, in consultation Program Directors (if applicable), are responsible for monitoring all course enrollment, including Capstone coursework for MS students.	X					
Count, FTE (if applicable), and type/categories of staff resources	*C3-1*								
Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars)	E3	Faculty activities are tracked/compiled in Watermark Software and extracted by the CUNY SPH Office of Institutional Research. Individual faculty data is provided for Department Chair review as part of the APT process.	Department Chairs are responsible for reviewing all faculty activities as part of the APT process. The Associate Dean for Faculty Affairs may initiate action for any widespread concerns.	X				X	

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Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Faculty Currency: Peer/Internal review of syllabi/curricula for currency of readings, topics, methods, etc.	E3	Internal review of syllabi and curricula for currency is a critical element of the APR. All APRs are documented and shared with the Curriculum Committee and other internal stakeholders.	Department Chairs are responsible for leading the academic program review process, and initiates action as needed.	X					
Faculty Instructional Technique: Student satisfaction with instructional quality	E3	Course evaluation data is compiled in Qualtrics software and retrieved and prepared by the CUNY SPH Office of Institutional Research. De-identified summary data stratified by program is provided for the APR. Individual faculty evaluations are provided for Department Chair review, and shared with appropriate administrators.	Department Chairs are responsible for reviewing and addressing course evaluation results for their respective departments each semester, and as part of the APT process; the Executive Director of Academic Strategy and Operations and/or the Associate Dean for Faculty Affairs may initiate action for any widespread concerns. Summary results of course evaluations are also reviewed during the APR process, and may trigger action by the department.	X					
School-level Outcomes: Faculty who are trained in the pedagogy and best practices of the delivery of online learning	E3	Data is tracked internally in a shared Google document by the CUNY SPH Office of Online Learning.	The Executive Director of Academic Strategy and Operations, in coordination with the Director of Online Learning.	X				X	

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Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)	E4	Faculty research activities are provided by the CUNY RF and internally tracked/compiled in Watermark Software, along with other faculty scholarship information. Faculty access and download this information directly from Watermark, and share it with their Department Chair as part of the APT process. During the annual evaluation, Department Chairs collect exemplars of faculty research/scholarship with connection to instruction.	Department Chairs review research/scholarship activities as part of the APT process, and discuss faculty goals in this area for the following year. Department Chairs are also responsible for deciding teaching assignments, with consideration of faculty research/scholarship and expertise.	X	X				
Number of articles published in peer-reviewed journals	*E4-1*	Faculty publications are tracked/compiled in Watermark software with data prepared by the CUNY SPH Office of Institutional Research. Faculty access and download this information directly from Watermark, and share it with their Department Chair as part of the APT process. Summary data	Department Chairs review publications of individual faculty as part of the APT process. Summary results of publications are also reviewed during the APR process, and may trigger action by the department.		X				

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		stratified by program is provided for the APR.							
Total research funding	*E4-1*	Information related to research awards is provided by the CUNY RF and is tracked/compiled in Watermark Software. Faculty access and download this information directly from Watermark, and share it with their Department Chair as part of the APT process. Summary data stratified by program is provided for the APR.	The Associate Dean for Research is responsible for monitoring total research funding. Department Chairs review research funding by individual faculty as part of the APT process. Departmental research funding is reviewed during the APR process, and may trigger action by the department. Research funding is reported to the University's Chancellor's Office as part of the annual PMP and is tracked closely by the CUNY SPH Dean.		X				
Number of grant submissions	*E4-1*	Information related to grant submissions is provided by the CUNY RF and is tracked/compiled in Watermark Software. Faculty access and download this information directly from Watermark, and share it with their Department Chair as part of the APT process. Summary data stratified by program is provided for the APR.	The Associate Dean for Research is responsible for monitoring all grant submissions. Department Chairs review grant submissions by individual faculty as part of the APT process. Departmental grant submissions are reviewed during the APR process, and may trigger action by the department.		X				

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Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Research funding per full-time faculty	*E4-1*	Information related to research awards is provided by the CUNY RF and is tracked/compiled in Watermark Software. Faculty access and download this information directly from Watermark, and share it with their Department Chair as part of the APT process. Summary data stratified by program is provided for the APR. The Office of Institutional Research calculates research funding per full-time faculty member.	Department Chairs review research funding by individual faculty as part of the APT process; the Associate Dean for Research may initiate action for any widespread concerns regarding overall research funding per full-time faculty member.		X				
Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars)	E5	Faculty extramural service activities are tracked/compiled in Watermark software. Faculty access and download this information directly from Watermark, and share it with their Department Chair as part of the APT process. During the annual evaluation, Department Chairs collect exemplars of faculty	During the annual evaluation, Department Chairs review extramural service activities as part of the APT process, and discuss faculty goals in this area for the following year. Department Chairs are also responsible for deciding teaching assignments, with consideration of faculty extramural service and expertise.	X	X				

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		extramural service with connection to instruction.							
Number of faculty-student service collaborations	E5	Information related to faculty-student service collaborations is provided either by the CUNY RF and tracked/compiled in Watermark Software, or by the CUNY SPH Foundation and tracked/compiled via internal records. This information is cleaned and prepared by the CUNY SPH Office of Institutional Research.	The Associate Dean for Research oversees faculty-student service collaborations that are funded through the RF; the Executive Director of the CUNY SPH Foundation, in coordination with the CUNY SPH Dean and the Harlem Health Initiative Director, oversees faculty-student service collaborations that are funded through the CUNY SPH Foundation.		X	X			
Number of community-based service projects	E5	Information related to community-based service activities is primarily provided either by the CUNY RF and tracked/compiled in Watermark Software, or the CUNY SPH Foundation and tracked/compiled via internal records. This information is cleaned and prepared by the CUNY SPH Office of Institutional Research.	The Associate Dean for Research oversees the number of community-based service projects that are funded through the RF; the Executive Director of the CUNY SPH Foundation, in coordination with the CUNY SPH Dean and the Harlem Health Initiative Director, oversees the number of community-based service projects funded through the CUNY SPH Foundation.		X	X			

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Total Service Funding	E5	Information related to service funding is provided either by the CUNY RF and tracked/compiled in Watermark Software, or the CUNY SPH Foundation and tracked/compiled via internal records. This information is cleaned and prepared by the CUNY SPH Office of Institutional Research.	The Associate Dean for Research oversees service funding routed through the RF; the Executive Director of the CUNY SPH Foundation, in coordination with the CUNY SPH Dean and the Harlem Health Initiative Director, oversees service funding routed through the CUNY SPH Foundation.		X	X			
Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations	F1	Actionable survey data is compiled in Qualtrics software and interviews with employers are conducted. The CUNY SPH Office of Institutional Research conducts qualitative analysis of all feedback and shares findings.	The Curriculum Committee is responsible for reviewing and acting on feedback related to the master's core curriculum. The Department Chairs are responsible for reviewing and acting on feedback related to concentration coursework. Employer feedback related to concentration coursework is also reviewed during the APR process, and may trigger action by the department.	X			X		

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Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	F1	Feedback from external stakeholders that impact curricula is collected via Qualtrics survey software and focus groups/interviews. The CUNY SPH Office of Institutional Research maintains feedback from employers and graduates, while the OEL maintains feedback from preceptors.	The Curriculum Committee is responsible for reviewing and acting on feedback related to the master's core curriculum. The Department Chairs are responsible for reviewing and acting on feedback related to concentration coursework. Feedback related to concentration coursework is also reviewed during the APR process, and may trigger action by the department.	X					
Feedback from stakeholders on guiding statements and ongoing self-evaluation data	F1	Feedback from stakeholders on the CUNY SPH mission, values, and vision is collected via Qualtrics survey software, and analyzed and prepared by the CUNY SPH Office of Institutional Research.	The CUNY SPH Dean, in coordination with School leadership.	X	X	X	X		
Professional AND community service activities that students participate in (maintain ongoing list of exemplars)	F2	Professional and community service opportunities for students are made available through a variety of offices and academic departments, School-wide. A list of professional development and professional service activities that students participate in is primarily	The Director of Career Services and Experiential Learning is primarily responsible for overseeing professional development activities for students; the Assistant Dean for Administration and Strategic Initiatives is primarily responsible for continuing education/certification opportunities for students; and the Harlem Health Initiative			X	X		

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Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
		maintained internally by the OCS and the Assistant Dean for Administration and Strategic Initiatives, while a list of community service activities that students participate in is primarily maintained internally by the Harlem Health Initiative Director.	Director oversees a number of community-based service activities for students.						
Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs)	F3	The needs of self-defined communities of public health workers are primarily identified through the Office of Community Outreach, both through formal surveys, the Dean's Advisory Council, and other informal dialogue. This information informs related community programming. A list of continuing education/certification opportunities is internally maintained by the Assistant Dean for Administration and Strategic Initiatives.	The Harlem Health Initiative Director, in collaboration with the CUNY SPH Dean, is primarily responsible for decision-making in this area. The Assistant Dean for Administration and Strategic Initiatives is responsible for additional continuing education/certification opportunities for the public health community.	X		X			

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Continuing education events presented for the external community, with number of non-student, non-faculty attendees per event (maintain ongoing list)	*F3-1*	Continuing education events presented for the external community are sponsored by various offices and centers/institutes, School-wide. While each unit maintains its own internal list of these activities, the majority are offered through the CUNY SPH Dean's Office and the Office of Community Outreach.	The CUNY SPH Dean and the Harlem Health Initiative Director review input from the external community and other external stakeholders (e.g., Dean's Advisory Council) to inform continuing education programming.	X		X		X	
Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of self-defined priority underserved populations—among students AND faculty (and staff if applicable)	G1	Data is compiled from a variety of sources and units within the School. Student enrollment, graduation rates, and post-graduate outcomes are stratified by race and ethnicity, and extracted from CUNYfirst and CUNY IRDB by the CUNY SPH Office of Institutional Research. Faculty and staff race and ethnicity, faculty tenure appointments, and faculty rank are extracted from CUNYfirst and	The Chief Diversity Officer is responsible for facilitating recruitment and retention of self-defined priority underserved faculty and staff populations; the Associate Dean for Student Affairs is responsible for facilitating recruitment and retention of self-defined priority underserved student populations.	X			X		X

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Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
		HR files by the Chief Diversity Officer.							
Student AND faculty (staff, if applicable) perceptions of unit's climate regarding diversity & cultural competence	G1	An annual Current Student Survey, administered via Qualtrics, gathers student perceptions, while the COACHE survey, administered by Harvard GSE on behalf of CUNY, gathers faculty perceptions. Other ad hoc surveys, including the Racial Equity and Justice survey gathered perceptions from students, faculty, and staff. All surveys are quantitatively and/or qualitatively analyzed, with results shared by various bodies (e.g., Assessment Committee, GC).	The Assessment Committee is responsible for overseeing results of the Current Student Survey and COACHE faculty survey and recommending action. The Chief Diversity Officer was responsible for overseeing results of the Racial Equity and Justice Survey and recommending action.	X			X		X
Student satisfaction with academic advising	H1	Survey data indicating student satisfaction with academic advising is collected as part of the Current Student Survey in Qualtrics software. Results are extracted and prepared by the	The Executive Director of Academic Strategy and Operations reviews survey data related to the Office of Advising (staff advising) and may initiate action as needed; the Assessment Committee reviews overall survey results and	X			X		

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
		CUNY SPH Office of Institutional Research.	may make recommendations related to academic (faculty and staff) advising.						
Student satisfaction with career advising	H2	Survey data indicating student satisfaction with career advising is collected as part of the Current Student Survey in Qualtrics software. Results are extracted and prepared by the CUNY SPH Office of Institutional Research.	The Director of Career Services and Experiential Learning reviews survey data related to the OCS and may initiate action as needed; the Assessment Committee reviews survey results and may make recommendations related to the OCS.				X		
Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. for students and alumni (maintain ongoing list of examples)	H2	The OCS maintains an internal calendar of events and activities, and is reviewed against needs annually.	The Director of Career Services and Experiential Learning.				X		

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
Number of student complaints filed (and info on disposition or progress)	H3	Academic appeals are maintained internally by the Executive Director of Academic Strategy and Operations; administrative appeals are maintained internally by the Student Life Coordinator; appeals related to discrimination and sexual misconduct are maintained internally by the Chief Diversity Officer.	The Executive Director of Academic Strategy and Operations reviews and initiates action related to academic grievances; the Associate Dean for Student Affairs and Alumni Relations oversees and initiates action related to administrative grievances; the Chief Diversity Officer oversees and initiates action for grievances related to discrimination and sexual misconduct.						
Quantitative scores (GPA) for newly matriculating students	H4	Data is extracted from SOPHAS and prepared by the CUNY SPH Office of Institutional Research. Data is stratified by department for review.	The Associate Dean for Student Affairs and Alumni Relations, in collaboration with Department Chairs and departmental representatives of the Admissions Committee. Data related to GPA scores for new students is also reviewed during the APR process, and may trigger action by the department.				X		X
Percentage of designated group (students who obtained their bachelor's degree at a CUNY institution) accepting offers of admission	H4	Data is extracted from various systems/databases (CUNYfirst, IRDB, SOPHAS) and prepared by the CUNY SPH Office of Institutional Research. Data is stratified by department and pipeline program (if applicable).	The Associate Dean for Student Affairs and Alumni Relations, Director of Admissions, Executive Director of Academic Strategy and Operations, and 4+1 Program Director are responsible for cultivating partnerships with CUNY colleges and schools, and recruiting students for the 4+1 program. 4+1 student enrollment is reported to the University's	X					

Table B2.1.1: CUNY SPH Evaluation Plan									
Measures	**Criteria or *Template***	**Data source & method of analysis**	**Who has review & decision-making responsibility?**	**GOAL 1: Educational Excellence**	**GOAL 2: Research and Scholarship**	**GOAL 3: Service and Community Impact**	**GOAL 4: Student Success**	**GOAL 5: Professional Development**	**GOAL 6: Organizational Excellence**
			Chancellor's Office as part of the annual PMP and is tracked closely by the CUNY SPH Dean.						
Percentage of priority under-represented students accepting offers of admission	H4	Data is extracted from various systems/databases (CUNYfirst, IRDB, SOPHAS) and prepared by the CUNY SPH Office of Institutional Research. Data is stratified by department and degree for review.	The Associate Dean for Student Affairs and Alumni Relations, in collaboration with Department Chairs and departmental representatives of the Admissions Committee.	X			X		

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

All evidence of implementation can be found in ERF B2.2 – Evaluation Plan Evidence.

Evidence includes quarterly reports from the CUNY SPH Strategic Framework, which is designed to be well aligned with the Evaluation Plan found in Table B2.1.1. Both documents identify measures that are mapped across six strategic goals, and both detail responsible parties and data sources, prioritize transparency and accountability, and aim for continuous improvement. Measures in the Evaluation Plan are largely incorporated into the framework as outcomes and strategies. Goal Coordinators review progress on these measures and submit quarterly reports to the CUNY SPH Dean, noting implementation efforts, challenges, and any necessary adjustments. Overall progress of the Strategic Framework is shared on the School's website in the format of a Strategic Plan Dashboard, while midpoint reports are shared with the Dean's Cabinet and the full Strategic Framework team annually.

In addition to the CUNY SPH Strategic Framework, evidence of implementation is reflected in other strategic planning, assessment, and evaluation documents, such as the strategic plans of the School's centers and institutes, and academic program reviews.

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

Table B2.3.1: Examples of Improvement Based on Evaluation Plan			
	Measure (copied from column 1 of Template B2-1) that informed the change	**Data that indicated improvement was needed**	**Improvement undertaken***
Example 1	*Criterion B5: Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations* This measure is incorporated into the CUNY SPH academic program review process.	As described in Criterion B5.1, the annual alumni survey includes open-ended questions that guide actionable improvements to the curriculum. Results from the Spring 2022 and Spring 2023 distributions were qualitatively analyzed (see: ERF B5.2 – Alumni Perceptions). Of 79 responses from MPH students, 28 graduates provided a response indicating that they would have benefitted from more training or preparation in quantitative research and analytical skills.	Feedback from the alumni survey was reviewed by the Curriculum Committee during academic program review of the master's core curriculum in 2022-2023. Interdisciplinary faculty teams subsequently identified additional modules to be incorporated into two core courses. In PUBH 613 – Designs, Concepts, and Methods in Public Health Research, sessions that emphasized quantitative data interpretation and presentation were added; in PUBH 614 – Quantitative and Qualitative Data Analysis Methods in Public Health Research, all quantitative lectures were updated and instruction of statistical software application was expanded to include "R." These updated courses were pilot-tested in Spring 2024 and Summer 2024, and launched in Fall 2024.
Example 2	*Unit-defined Measure 12: Faculty satisfaction with mentoring* This measure is reflected in the CUNY SPH Strategic Framework as Outcome 5D: "Establish…a mentoring system between junior and senior faculty for research guidance and pedagogy development to support faculty in their academic career."	Data results from the COACHE survey indicated faculty mean satisfaction with mentorship as 2.93, compared to 3.19 across the University, and 3.46 across public health peer institutions. This data was calculated on a scale of 1-5, with 1 = more negative and 5 = more positive.	Data results from the 2023 COACHE survey were first reviewed by the Assessment Committee, with key findings presented by the Committee at the Governance Council on September 12, 2023. Additional COACHE data comparing CUNY SPH results to peer schools and programs of public health was reviewed by the Assessment Committee, as well. Based on this data, which indicated low faculty satisfaction in the area of mentorship, the Assessment Committee drafted recommendations for improvement. These recommendations, which included development of a flexible faculty mentorship program and a needs-assessment survey, were submitted to the Associate Dean for Faculty Affairs. Associate Professor Emma Tsui and Associate Professor Karen Florez were subsequently charged with developing such a mentorship plan. This plan was presented to the full GC and updates provided regularly.

Table B2.3.1: Examples of Improvement Based on Evaluation Plan			
	Measure (copied from column 1 of Template B2-1) that informed the change	**Data that indicated improvement was needed**	**Improvement undertaken***
Example 3	*Unit-defined Measure 11: Professional development and training opportunities for staff* This measure is reflected in the CUNY SPH Strategic Framework as Outcome 5AB: "Foster a strengths-based culture of professional development by equipping supervisors with the knowledge and tools needed to strengthen supervisory skills, and increase participation of introductory and mid-level staff in CUNY workshops and training that advance their professional development, career growth leading to respectful communication, and healthy work relationships."	Data from a needs-assessment survey administered March 2022, gathered responses from 38 tax-levy staff members and 41 RF staff members. This survey aimed to identify what skills staff learned in the workplace, necessary competencies in their roles, and additional training and skills desired. Results indicated that skills learned in the workplace included CUNYfirst, Mailchimp, Sharepoint, Digital Measures, Microsoft Office, project-related software for data processing, Qualtrics, Sharepoint, IRB, and statistical software. Staff also indicated that they wished to develop their expertise in team management, Microsoft Excel, other software packages related to work, and project management.	Survey results were first reviewed by the Director of Human Resources and the Assistant Dean for Administration and Strategic Initiatives, then presented to Senior Staff and the Governance Council for further discussion. Based on these results, the School proposed a number of recommendations that include: providing training sessions for supervisors and staff on the annual performance evaluation process (held on 2/20/2024, 2/27/2024, and 3/6/2024); encouraging supervisors and staff to include one professional development goal and one professional development activity in their 2024 goals; developing a calendar of professional development activities, such as "Lunch with a Leader" and CPH continuing education; and identifying and promoting opportunities in organizational leadership and skills, including CUNY's tuition waiver, LinkedIn Learning, and CUNY Computing & Information Services (CIS) trainings.
Example 4	*Unit-defined measure 7: Number and quality of Harlem-based initiatives and partnerships* This measure is reflected in the CUNY SPH Strategic Framework as Outcome 3C: "Through the Harlem Health Initiative, provide skills-building training and technical assistance workshops for community-based organizations in Harlem that provide health-related services to the Harlem community in order to amplify the ability of those organizations to advance health and health equity."	A needs-assessment survey was facilitated by CUNY SPH and community partners in 2022, with results finding extremely elevated mental health symptoms among residents. Of 393 respondents, 41% indicated depression risk, 48% indicated anxiety risk, 73% indicated loneliness, and 64% indicated interpersonal violence.	To address the rising mental health and socioeconomic inequities in Harlem, the Harlem Strong Community Mental Health Initiative was born. This initiative aims to: build a multisectoral coalition for mental health integration; develop and implement a Community Implementation Plan (CIP) for the Multisector Community Collaborative Care (MCC) model and crowdsource community-driven technological solutions; and evaluate the MCC model delivered in low-income housing and primary care. These data and efforts have been reviewed and presented to funders, community boards, elected officials, government agencies, and health associations.

Table B2.3.1: Examples of Improvement Based on Evaluation Plan			
	Measure (copied from column 1 of Template B2-1) that informed the change	**Data that indicated improvement was needed**	**Improvement undertaken***
Example 5	*Template B3-1: Graduation rates* This measure is reflected in the CUNY SPH Strategic Framework as Outcome 1C: "Ensure students make continued progress toward graduation as measured by a graduation rate of 80% or higher and a one-year retention rate of 95% or higher."	While graduation rates have nearly reached goal, the Fall 2017 student survey indicated a misalignment between master's students planned average time to graduation (approximately 2.45 years) and actual average time to graduation (2.9 years). Further, in a Fall 2019 student survey, 20% of respondents who self-identified as "off track" selected "schedule of course offerings" as an obstacle to program completion.	In recent years, the School identified and implemented new ways to accommodate flexible scheduling needs for its largely adult student body, including the addition of weekend course offerings, expansion of summer course offerings, and the addition of the hyflex modality. Additionally, the School greatly developed its online offerings. Currently, all required courses offer a minimum of one online section annually, and all master's programs provide a fully remote option. Overall, data suggests that these efforts have been successful in moving the needle, with average time to graduation decreasing from 2.9 years in 2017-2018 to 2.4 years in 2022-2023, a full half year.

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

Strengths: The Evaluation Plan has been an effective tool in formalizing School efforts and accountability. As noted in Criterion B2.2, it thoughtfully and intentionally aligns with existing evaluation and monitoring processes, most notably, the School's Strategic Framework. Such alignment has ensured consistency in identification of priorities, data collection efforts, and decision-making.

Weaknesses: None noted.

B3. Graduation Rates

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

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

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

Table B3.1.1: Students in MPH Degree, by Cohorts Entering Between 2019-20 and 2023-24						
***Maximum Time to Graduate: 5 years**						
	Cohort of Students	2019-20	2020-21	2021-22	2022-23	2023-24
2019-20	# Students entered	235				
	# Students withdrew, dropped, etc.	12				
	# Students graduated	0				
	Cumulative graduation rate	0%				
2020-21	# Students continuing or entering at beginning of this school year	223	322			
	# Students withdrew, dropped, etc.	17	9			
	# Students graduated	65	3			
	Cumulative graduation rate	28%	1%			
2021-22	# Students continuing or entering at beginning of this school year	141	310	256		
	# Students withdrew, dropped, etc.	5	24	10		
	# Students graduated	80	79	5		
	Cumulative graduation rate	62%	25%	2%		
2022-23	# Students continuing or entering at beginning of this school year	56	207	241	230	
	# Students withdrew, dropped, etc.	7	19	22	8	
	# Students graduated	32	107	64	9	
	Cumulative graduation rate	75%	59%	27%	4%	
2023-24	# Students continuing or entering at beginning of this school year	17	81	155	213	306
	# Students withdrew, dropped, etc.	4	13	11	28	12
	# Students graduated	11	40	99	61	5
	Cumulative graduation rate	80%	71%	66%	30%	2%

Table B3.1.2: Students in MS Degree, by Cohorts Entering Between 2019-20 and 2023-24						
***Maximum Time to Graduate: 5 years**						
	Cohort of Students	2019-20	2020-21	2021-22	2022-23	2023-24
2019-20	# Students entered	38				
	# Students withdrew, dropped, etc.	2				
	# Students graduated	1				
	Cumulative graduation rate	3%				
2020-21	# Students continuing or entering at beginning of this school year	35	63			
	# Students withdrew, dropped, etc.	6	2			
	# Students graduated	12	0			
	Cumulative graduation rate	34%	0%			
2021-22	# Students continuing or entering at beginning of this school year	17	61	48		
	# Students withdrew, dropped, etc.	0	0	3		
	# Students graduated	10	14	0		
	Cumulative graduation rate	61%	22%	0.0%		
2022-23	# Students continuing or entering at beginning of this school year	7	47	45	37	
	# Students withdrew, dropped, etc.	1	9	5	0	
	# Students graduated	3	23	14	2	
	Cumulative graduation rate	68%	59%	29%	5%	
2023-24	# Students continuing or entering at beginning of this school year	3	15	26	35	41
	# Students withdrew, dropped, etc.	1	2	2	5	0
	# Students graduated	1	12	10	4	0
	Cumulative graduation rate	71%	78%	50%	16%	0%

Table B3.1.3: Students in PhD Degree, by Cohorts Entering Between 2016-17 and 2023-24									
***Maximum Time to Graduate: 8 years**									
	Cohort of Students	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
2016-17	# Students entered	11							
	# Students withdrew, dropped, etc.	0							
	# Students graduated	0							
	Cumulative graduation rate	0%							
2017-18	# Students continuing or entering at beginning of this school year	11	9						
	# Students withdrew, dropped, etc.	0	0						
	# Students graduated	0	0						
	Cumulative graduation rate	0%	0%						
2018-19	# Students continuing or entering at beginning of this school year	11	9	7					
	# Students withdrew, dropped, etc.	0	0	0					
	# Students graduated	0	0	0					
	Cumulative graduation rate	0%	0%	0%					
2019-20	# Students continuing or entering at beginning of this school year	11	9	7	17				
	# Students withdrew, dropped, etc.	0	0	0	1				
	# Students graduated	0	0	0	0				
	Cumulative graduation rate	0%	0%	0%	0%				
2020-21	# Students continuing or entering at beginning of this school year	11	9	7	16	18			
	# Students withdrew, dropped, etc.	0	0	0	0	0			
	# Students graduated	5	0	0	0	0			
	Cumulative graduation rate	45%	0%	0%	0%	0%			
2021-22	# Students continuing or entering at beginning of this school year	6	9	7	16	18	29		
	# Students withdrew, dropped, etc.	0	0	1	0	2	0		
	# Students graduated	5	0	1	0	0	0		
	Cumulative graduation rate	91%	0%	14%	0%	0%	0%		
2022-23	# Students continuing or entering at beginning of this school year	1	9	5	16	16	29	21	
	# Students withdrew, dropped, etc.	0	0	0	0	1	1	0	
	# Students graduated	1	2	0	1	0	0	0	
	Cumulative graduation rate	100%	22%	14%	6%	0%	0%	0%	
2023-24	# Students continuing or entering at beginning of this school year	0	7	5	15	15	28	21	16
	# Students withdrew, dropped, etc.	0	2	0	1	0	0	2	0
	# Students graduated	0	0	2	3	1	0	0	0
	Cumulative graduation rate	100%	22%	43%	24%	6%	0%	0%	0%

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

Table B3.2.1: Doctoral Student Progression			
	Doctoral Concentration: CHHP	**Doctoral Concentration: EPHS**	**Doctoral Concentration: EPID**
# newly admitted in 2024	7	4	6
# currently enrolled (total) in 2024	50	16	35
# completed coursework during 2023-24	11	3	9
# in candidacy status (cumulative) during 2023-24	20	4	16
# graduated in 2023-24	4	1	1

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

The Master of Public Health and Master of Science degrees provide students a maximum of five years to graduate, though the average time to completion is approximately two and a half years. To support retention and program completion, the School implemented an "early alert" system, which identifies students at academic risk through collaboration between the Office of Institutional Research, the Office of Advising, and faculty advisors. Graduation rates for the MPH and MS degrees, as reflected in Tables B3.1.1 and B3.1.2, exceed requirements set by CEPH. Of the 2019-2020 cohort, 80% of MPH students and 71% of MS students reached program completion by their maximum time to graduation. MPH and MS students who entered in 2020-2021, and have one year remaining to their maximum time to graduation, have already achieved a 71% and 78% program completion rate, respectively.

The Doctor of Philosophy in Public Health grants students a maximum of eight years to graduate. Close advising by doctoral directors, dissertation bootcamps, and reducing the faculty-student ratio have resulted in impressive graduation rates, as seen in Table B3.1.3. Of the 2016-2017 cohort, 100% of PhD students reached program completion by their maximum time to graduation. While only 22% of PhD students who entered 2017-2018 had reached program completion by end of Spring 2024, one student graduated in Summer 2024, and all remaining students are on track to graduate prior to reaching their eight years of maximum time in Spring 2025, yielding an expected 78% completion rate.

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

Strengths: Through a low faculty-student ratio of 1:9 and expansive support services, graduation rates for all programs meet or exceed required benchmarks. Graduation rates for the doctoral program have been especially impressive, with a 100% graduation rate achieved for four out of five years since the program was launched in Fall 2019. The average time to graduation for master's students is approximately two and a half years, despite a largely adult student body that primarily works full-time and juggles multiple commitments.

Weaknesses: None noted.

Future Plans: In efforts to expedite time to graduation, the School will continue to monitor obstacles that may hinder program completion. It plans to continue expanding flexible scheduling for students, such as summer and weekend course offerings. There are also plans to revisit procedures related to poor academic standing, and to identify new approaches to support students who have been placed on probation.

B4. Post-Graduation Outcomes

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

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

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

Table B4.1.1: Post-Graduate Outcomes for Master of Public Health Graduates			
Post-Graduation Outcomes - MPH	**2021-22**	**2022-23**	**2023-24**
Employed	169 (89.9%)	173 (86.9%)	184 (83.6%)
Continuing education/training (not employed)	4 (2.1%)	7 (3.5%)	10 (4.5%)
Not seeking employment or not seeking additional education by choice	0 (0%)	0 (0%)	0 (0%)
Actively seeking employment or enrollment in further education	5 (2.7%)	8 (4%)	14 (6.4%)
Unknown	10 (5.3%)	11 (5.5%)	12 (5.5%)
Total graduates (known + unknown)	188 (100%)	199 (100%)	220 (100%)

Table B4.1.2: Post-Graduate Outcomes for Master of Science Graduates			
Post-Graduation Outcomes - MS	**2021-22**	**2022-23**	**2023-24**
Employed	19 (100%)	26 (81.3%)	41 (82.0%)
Continuing education/training (not employed)	0 (0%)	2 (6.3%)	3 (6.0%)
Not seeking employment or not seeking additional education by choice	0 (0%)	0 (0%)	0 (0%)
Actively seeking employment or enrollment in further education	0 (0%)	1 (3.1%)	3 (6.0%)
Unknown	0 (0%)	3 (9.4%)	3 (6.0%)
Total graduates (known + unknown)	19 (100%)	32 (100%)	50 (100%)

Table B4.1.3: Post-Graduate Outcomes for Doctor of Philosophy Graduates			
Post-Graduation Outcomes - PhD	**2021-22**	**2022-23**	**2023-24**
Employed	7 (87.5%)	11 (91.7%)	8 (100%)
Continuing education/training (not employed)	0 (0%)	0 (0%)	0 (0%)
Not seeking employment or not seeking additional education by choice	1 (12.5%)	0 (0%)	0 (0%)
Actively seeking employment or enrollment in further education	0 (0%)	1 (8.3%)	0 (0%)
Unknown	0 (0%)	0 (0%)	0 (0%)
Total graduates (known + unknown)	8 (100%)	12 (100%)	8 (100%)

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

The CUNY SPH Office of Institutional Research collects data in Tables B4.1.1 – B4.1.3 through multiple sources. First, surveys are distributed via Qualtrics software, both at the students' time of graduation, and then again one year following program completion. Survey responses are then supplemented by extensive web research (e.g., Linkedin, social media). Overall, data collection efforts are highly successful, with known outcomes for 95% of all graduates collected in 2021-2022, 2022-2023, and 2023-2024. Of known

outcomes, a total of 95% of MPH graduates, 96% of MS graduates, and 93% of PhD graduates were employed or continuing education/training at the time of data collection.

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

Strengths: Post-graduate outcomes far exceed CEPH minimum requirements, demonstrating institutional effectiveness and the School's commitment to student success in the workforce. As found in ERF B4.2 – Alumni Employment, CUNY SPH alumni are largely employed by hospital and health care systems, foundations and non-profit organizations, and the local health department, the New York City Department of Health and Mental Hygiene (NYC DOHMH). Further, ASPPH data indicates that CUNY SPH graduates attain higher rates of employment in the non-profit sector and with local health departments than other public health schools and programs. This is reflective of the School's deep-rooted partnership with local communities, and its mission to promote and sustain healthier populations in New York City.

Weaknesses: None noted.

Future Plans: The CUNY SPH Office of Career Services will continue challenging students to reimagine public health careers beyond conventional avenues, and encourage them to explore nontraditional post-graduate opportunities. For example, in March 2024, the office presented *Public Health Everywhere: Nontraditional Career Paths*, an exciting symposium that showcased diverse professional pathways within the field of public health. The symposium was made available in person and virtually to 223 attendees, and 89% of survey respondents rated their overall experience of the event as "good" or "very good."

B5. Alumni Perceptions of Curricular Effectiveness

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

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

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

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

The CUNY SPH conducts alumni surveys one year following program completion, and again five years following program completion. These surveys aim to collect data related to post-graduate outcomes, satisfaction with the overall CUNY SPH experience, and perceptions of curricular effectiveness.[1]

To determine an overall snapshot of how prepared graduates feel when entering the workforce, survey questions include:

- How strongly do you agree with the following statement: the training I received at the CUNY SPH prepared me well for a career in my chosen field.
- How strongly do you agree with the following statement: the training I received at the CUNY SPH helped me achieve my professional goals.

For each closed-choice question, students select whether they strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with the statement. Scores by collection year for the one-year and five-year alumni surveys are summarized below in Tables B5.1.1 and B5.1.2, and indicate that the majority of graduates feel that CUNY SPH has prepared them for a successful career in their selected profession.

Table B5.1.1: Alumni Perceptions of Curricular Effectiveness, One-Year Survey

% Strongly Agree/Agree with the following statement	Spring 2022 (SU20, FA20, SP21 Graduates)		Spring 2023 (SU21, FA21, SP22 Graduates)		Spring 2024 (SU22, FA22, SP23 Graduates)	
	Master's (n=79)		Master's (n=84)		Master's (n=129 for Q1, n=134 for Q2)	
The training I received at the CUNY School of Public Health prepared me well for a career in my chosen field	65	82.3%	67	79.8%	103	79.8%
The training I received at the CUNY School of Public Health helped me achieve my professional goals	62	78.5%	66	78.6%	94	70.1%

[1] This narrative does not include findings of doctoral alumni, as the PhD program was not launched until 2019.

Table B5.1.2: Alumni Perceptions of Curricular Effectiveness, Five-Year Survey						
% Strongly Agree/Agree with the following statement	**Spring 2022 (SU16, FA16, SP17)**		**Spring 2023 (SU17, FA17, SP18)**		**Spring 2024 (SU18, FA18, SP19)**	
	Master's (n=65)		**Master's (n=40)**		**Master's (n=53)**	
The training I received at the CUNY School of Public Health prepared me well for a career in my chosen field	52	80.0%	31	77.5%	48	90.6%
The training I received at the CUNY School of Public Health helped me achieve my professional goals	52	80.0%	32	80.0%	48	90.6%

The alumni surveys also include qualitative questions that prompt open-ended responses, and are the most valuable in guiding actionable improvements to the curriculum. They include:

- What CUNY SPH coursework (specific classes, topic areas, or skills) has been most valuable to your career so far?
- In what areas would you have benefitted from more training or preparation? What gaps, if any, in your attainment of public health knowledge or competencies have you encountered?

Responses to these questions in Spring 2022 and Spring 2023 indicate that overall, alumni felt well prepared when entering the workforce, with concentration coursework, the applied practice experience, and the integrated learning experience serving as the most valuable components of the academic experience. Areas that alumni noted as requiring greater preparation for include quantitative research and analysis (e.g., application of R or SAS). Improvements made by the Curriculum Committee to the core curriculum based on these results can be found in Criterion B2.3.

More recently, the School conducted four focus groups among thirty-two MPH graduates and five MS graduates. These focus groups were held online synchronously in February 2024, and, like the alumni survey, aimed to identify which skills acquired at CUNY SPH were most useful in the workplace, and in what areas graduates believe they would have benefitted from more training and preparation. Qualitative analysis indicated that since graduating, the skills and knowledge that have been the most useful to alumni in the workplace include: health communication; understanding of, and commitment to health equity; interdisciplinary collaboration; and contextual interpretation of public health knowledge. When asked what areas they would have benefitted from more training or preparation, the majority expressed a need for more opportunities in practice and more "real world" application, such as in-depth data analysis, additional opportunities to engage with the community and community organizations, and real-world implementation experiences in place of theoretical exercises in coursework.

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

Quantitative findings from alumni surveys can be found above, in Tables B5.1.1 and B5.1.2. Survey methodology and coded qualitative results, as well as full analysis from the alumni focus groups, can be found in ERF B5.2 – Alumni Perceptions.

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

Strengths: Data indicates that the majority of alumni believe their time at CUNY SPH prepared them well for the workforce, and helped them in achieving their professional goals. Further, the School has successfully collected meaningful, actionable feedback, allowing for improvements to the master's curriculum.

Weaknesses and Future Plans: Response rates for the alumni surveys decreased in recent years, due largely to survey fatigue surrounding the COVID-19 pandemic. The one-year alumni survey achieved a response rate of 39% in 2022 and 2023, and 53% in 2024, while the five-year alumni survey achieved a response rate of 50% in 2022, 34% in 2023, and 44% in 2024. However, thirty-seven recent graduates participated in focus groups, allowing an additional opportunity to gain insights and deeper understanding into alumni perspectives, and compensating for the decline in survey response rates. As a result of this success, the CUNY SPH plans to expand these alumni focus groups in the future, as well as coordinate concentration-specific sessions (e.g., a focus group for MPH-COMH graduates) in order to gather greater feedback for individual programs. The next round of focus groups is planned for Spring 2025. The focus groups will continue to be held online synchronously to maximize participation and include alumni from all program modalities.

Given that the PhD program was not launched until Fall 2019, there are a limited number of graduates from the program who are able to provide overall feedback; collection of this information and analysis will be conducted once the pool of these alumni has increased.

C1. Fiscal Resources

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

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

New York City and State appropriations are the principal source of University revenue, with grants and contracts, tuition and fees, capital appropriations, and other sources comprising the remaining revenue. In Fiscal Year 2023, CUNY's budget was approximately $5.8 billion, of which about 40% was derived from city and state appropriations, 30% from grants and contracts, 10% from tuition and fees, and 12% from other sources. The state primarily funds CUNY senior colleges and graduate and professional schools; the city primarily funds CUNY community colleges.

CUNY has a multilayered budget planning and allocation process that occurs at the city, state, university, and college levels. The CUNY Office of Budget and Finance (OBF) manages the city and state tax-levy operating and capital budgets for the central administration and CUNY's twenty-five academic units, and represents the University on operating budget matters.

For CUNY senior colleges and graduate and professional schools, each year, OBF submits an operating budget request to the state as part of the budget request and planning processes, and negotiates support on behalf of its constituent units. CUNY's budget request comprises mandatory (or baseline) needs and programmatic requests. Mandatory expenses are forecast based on personnel expenses (PS), including active personnel on payroll and any planned hires for the year; temporary-services employees and adjuncts; other-than-personnel expenses (OTPS), such as contractual obligations and purchases of supplies, parts, and equipment; and new needs associated with rent increases, fringe benefit increases, and energy and other building needs. PS accounts for the vast majority of operating expenses.

The programmatic request is developed by CUNY leadership and various constituencies, such as members of the Board of Trustees, colleges presidents and graduate and professional school deans, and faculty and student representatives. Programmatic initiatives are guided by CUNY's strategic roadmap, CUNY Lifting New York; 2023-2030 Strategic Roadmap, college expenses, and educational priorities as indicated in the requests submitted to the University by the colleges. Requests are formulated at each school and college by its central and program leadership, students, and faculty. Budget requests may be funded internally through the reallocation of resources or within allowable budget authority by the school or college. If the budget request is above the base allocation, a program request is submitted to the OBF, along with an additional justification and greater detail of projected costs.

State tax-levy funds are allocated to the University through line-item legislative appropriations as outlined in the approved State Adopted Budget. Budget allocations are contingent upon the overall economic and fiscal health of the state. OBF, in turn, allocates a base or annual operating budget at the beginning of the academic year to each unit. Additional allocations are made during the year to adjust for revenue collections and to disburse additional funds. In turn, each college and school allocates funds to its programmatic divisions depending on its organizational hierarchy. Schools and colleges prepare and submit financial plans for approval to OBF, reflecting their projected expenses and allocations. Expenses related to fringe benefits, rent, and special university-wide initiatives (UWI) are administered centrally. Expenses related to personnel and OTPS are administered by each school and college.

a) Briefly describe how the school pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples.

Annual salaries for full-time faculty are fully guaranteed and included in the School's tax-levy budget. Faculty may "buy out" of teaching with funding from sponsored research at the rate of 18% of their annual salaries per three credits. Additionally, the School may enter into agreements with new faculty to fund a portion of their annual salary.

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

Additional faculty and staff may be funded through strategic programmatic initiatives, reallocation of existing resources, and increased allocations or revenues. As an example of a recent programmatic initiative, in FY23, New York State funded a University-wide faculty hiring initiative, adding funding for up to five hundred new full-time junior faculty positions. This initiative focused on several strategic areas, including: Black, race, ethnicity, disability, gender, and LGBTQIA+ studies; environment and climate crisis; technology, cybersecurity, data science, and informatics; and health, nursing, and biomedical sciences. The CUNY SPH was awarded four new positions. After completing an extensive national search, four new tenure-track assistant professors were hired in Fall 2023.

c) Describe how the school funds the following:
   a. operational costs (schools define "operational" in their own contexts; definition must be included in response)

Operational costs include PS expenses (salaries and fringe benefits), OTPS expenses (non-personnel goods and services), and rent. Construction-related costs are considered part of capital expenses and are funded separately. The CUNY SPH's operational costs are derived from tax-levy allocations and direct and indirect revenues from sponsored research and gifts.

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

Student support services, such as academic support, career counseling, and wellness services, are primarily funded through tax-levy sources. Other forms of student support, such as scholarships and conference travel, are funded through a combination of tax-levy allocations and direct and indirect revenues from sponsored research and gifts.

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

At the School level, all newly hired full-time tenured and tenure-track faculty are provided with a "start-up" package for three years. These funds are intended to strategically support current faculty research and new funding for future research. This funding may be used to hire research assistants or post-doctoral fellows, participate in professional development activities, travel to professional meetings and conferences, and purchase research-related supplies and equipment. The intention is that after three years, faculty members will have obtained independent grant funding, and can use direct and indirect funds to support their continued scholarship and development.

Additionally, departmental and School-wide funds may be available to support faculty development. There are also CUNY-wide mechanisms for supporting faculty development, such as the CUNY Interdisciplinary Research Grant program, the Professional Staff Congress (PSC) – CUNY Research Award Program, and Adjunct Professional Development Fund (see Table E4.2.2).

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

Additional funds to support operations, students, and faculty development may be obtained through strategic programmatic initiatives, increased tax-levy allocations or revenues, and special externally-funded initiatives. Two recent examples of UWIs are a new University-wide platform (College App) to support student recruitment and enhanced funding for student mental health services. With private foundation support, the CUNY SPH established the Career Skills Academy, which provides networking, career coaching, and other career development opportunities for students.

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

OBF sets a tuition revenue target for each academic unit, based on the prior year's experiences, planned tuition increases, and projected enrollment. Tuition revenue is appropriated by the state and represents a component of each senior college and professional school's planned operating budget. Each campus remits its tuition collection to the University. Collections above the targeted amount are retained in City University Tuition Reimbursement Account (CUTRA), and may be used by each school or college to balance its financial plan and/or fund specific initiatives.

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

Sponsored research is administered by the Research Foundation of CUNY, which serves as the University's fiscal agent. RF CUNY works closely with principal investigators (PIs) and grants officers at CUNY campuses, overseeing employment, accounting, auditing, reporting, purchasing, negotiation of agreements, liaison with governmental agencies and foundations, and compliance with applicable standards in research involving human subjects, animal care, environmental and radiological safety, and conflicts of interest related to sponsored activities. A portion of the indirect cost recoveries generated by each school and college (generally between 5% and 6.75%) is used to fund the RF's administrative costs. The method for distributing indirect cost recovery generated from research grants varies from campus to campus; there is no set University-wide standard. At CUNY SPH, indirect cost recoveries are managed by the Dean's Office. A portion is distributed to the PI, their academic department, and the affiliated center or institute (if applicable). The remaining portion is used to fund School-wide activities and initiatives.

If the school is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall school budget. The description must explain how tuition and other income is shared, including indirect cost returns for research generated by the school of public health faculty appointed at any institution.

Not applicable.

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

Table C1.2: CUNY SPH Sources of Funds and Expenditures by Major Category, FY 2019 to 2023						
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2019	**2020**	**2021**	**2022**	**2023**
Source of Funds						
Tuition & Fees		4,462,825	6,122,488	8,465,396	8,450,094	8,057,478
State Appropriation		16,993,836	15,364,512	13,094,604	18,033,028	19,664,522
University Funds		14,985	33,380	9,721	6,706	9,157
Grants/Contracts		7,120,897	5,734,025	9,565,545	13,839,288	24,911,780
Indirect Cost Recovery		1,876,496	3,084,905	3,599,820	3,585,266	5,584,924
Endowment		-	75,000	75,000	95,000	95,000
Gifts		81,914	128,149	81,419	278,597	418,494
Restricted Revenue		21,345	2,430,995	3,023,994	3,546,945	2,891,432
Continuing Education		142,008	159,023	191,923	125,896	108,861
Total		**30,714,306**	**33,132,477**	**38,107,422**	**47,960,820**	**61,741,648**
Expenditures						
Faculty Salaries & Benefits[2]		7,701,415	9,106,516	9,039,824	10,454,463	11,391,427
Staff Salaries and Benefits[3]		15,774,705	16,762,256	18,820,713	25,776,626	27,966,245
Operations/Travel		5,041,505	4,182,122	4,669,920	5,415,863	7,181,918
Student Support		179,680	205,515	312,147	398,459	410,193
Continuing Education Expenses			86,585	79,315	58,085	55,893
Research Foundation Admin Fees		639,302	800,040	1,034,005	1,372,511	2,100,579
Grant-funded Subawards		442,952	434,477	530,385	1,444,254	10,060,440
Grant-funded Independent Contractors		776,001	650,839	1,379,751	1,594,605	1,578,840
Total		**30,555,560**	**32,228,350**	**35,866,060**	**46,514,866**	**60,745,535**

[2] Includes compensation to full-time faculty during the fall and spring semesters and for teaching and administrative duties during the summer.
[3] Includes compensation to University and research-funded staff and for grant-funded compensation to faculty paid over the summer.

If the school is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall school budget.

Not applicable.

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

Strengths: The School's budget is robust. Over the past five years, total revenue has doubled, from approximately $30 million to $60 million annually. Funding sources have become increasingly diversified, with grants and contracts, indirect cost recoveries, and restricted revenue accounting for an increasing share of the School's resources. Grants and contracts and indirect cost recoveries have roughly tripled and tuition revenue has nearly doubled during this period.

Weaknesses: None noted.

C2. Faculty Resources

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

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

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

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

Table C2.1.1 identifies faculty resources for all master's and doctoral programs at the CUNY SPH, demonstrating adequacy of faculty resources. While faculty members are not repeated across programs in this table, in practice, they frequently teach in both master's and doctoral programs, with a smaller number of faculty teaching courses outside of their assigned department.

Table C2.1.1: Faculty Resources, Fall 2024				
	FIRST DEGREE LEVEL			ADDITIONAL FACULTY
CONCENTRATION	**PIF 1**	**PIF 2**	**FACULTY 3**	
Community Health MPH	Christian Grov 1.0	Pedro Mateu-Gelabert 1.0	Emma Tsui 1.0	PIF: 3, Non-PIF: 11
Community Health and Health Policy PhD	Meredith Manze 1.0	Stacey Plichta 1.0	Nicholas Freudenberg 1.0	PIF: 2, Non-PIF: 2
Environmental and Occupational Health Sciences MS, MPH	Glen Johnson 1.0	Rachael Piltch-Loeb 1.0	Jean Grassman 1.0	PIF: 0, Non-PIF: 2
Environmental and Planetary Health Sciences PhD	Ghada Soliman 1.0	Brian Pavilonis 1.0	Suzanne McDermott 1.0	PIF: 0, Non-PIF: 0
Epidemiology PhD	Heidi Jones 1.0	Luisa Borrell 1.0	Denis Nash 1.0	PIF: 1, Non-PIF: 0
Epidemiology and Biostatistics MPH	Elizabeth Kelvin 1.0	Chloe Teasdale 1.0	Katarzyna Wyka 1.0	PIF: 2, Non-PIF: 9
Health Communication for Social Change MS	Christopher Palmedo 1.0	Scott Ratzan 1.0	Spring Cooper 1.0	PIF: 0, Non-PIF: 3
Health Policy and Management MPH	Terry Huang 1.0	Bruce Lee 1.0	Sean Haley 1.0	PIF: 9, Non-PIF: 14
Population Health Informatics MS	Levi Waldron 1.0	Karmen Williams 1.0	Sehyun Oh 1.0	PIF: 1, Non-PIF: 1
Public Health Nutrition MPH	Karen Florez 1.0	Ann Gaba 1.0	Mary Schooling 1.0	PIF: 0, Non-PIF: 2

TOTALS:	Named PIF	30
	Total PIF	48[4]
	Non-PIF	45[5]

2) All primary instructional faculty, by definition, are allocated 1.0 FTE. Schools must explain the method for calculating FTE for any non-primary instructional faculty presented in C2-1.

All faculty named in PIF 1, PIF 2, and FACULTY 3 are primary instructional faculty at CUNY SPH, and allocated 1.0 FTE each. Faculty counted under ADDITIONAL FACULTY as non-PIF are exclusively part-time instructional faculty at the School. FTE for these faculty are calculated by course workload,

[4] This figure includes one senior administrator who is assigned six credits of regular, annual instruction.
[5] This figure reflects the 44 non-PIFs assigned to concentrations in Table C2.1.1, and an additional non-PIF assigned to interdisciplinary coursework.

with each course taught counted as .25 FTE. In cases where a course is co-taught, the FTE is prorated appropriately.

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

As demonstrated in Table C2.1.1, faculty resources are more than adequate for all academic programs. Faculty named in the table are exclusively primary instructional faculty, allocated 1.0 FTE each, and are never repeated across programs.

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

Table C2.4.1: Faculty - General Advising & Career Counseling, Fall 2023			
Degree level	**Average**	**Min**	**Max**
Master's	18	5	27
Doctoral	3	1	12

Table C2.4.2: Advising in MPH Integrative Experience, Fall 2023[6]		
Average	**Min**	**Max**
17	10	27

Table C2.4.3: Mentoring/Primary Advising on Thesis or Dissertation, Fall 2023			
Degree	**Average**	**Min**	**Max**
PhD	2	1	4
Master's other than MPH[7]	6	4	7

5) Quantitative data on student perceptions of the following for the most recent year. Schools should only present data on public health degrees and concentrations.

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

CUNY SPH has successfully maintained small classes sizes, as reflected in Table C2.5.a.1, which indicates average class size, as well as the size range of classes.

Table C2.5.a.1: Average Class Size and Class Size Range				
Semester	**In-Person**	**Hybrid**	**Online**	**Total**
Spring 2024	9 (2–15)	18 (2–45)	30 (2–49)	22 (2–49)
Fall 2023	15 (8–31)	14 (14)	25 (2–66)	23 (2–66)
Spring 2023	8 (1–16)	12 (7–14)	25 (1–42)	20 (1–42)
Fall 2022	13 (3–20)	N/A	23 (3–61)	21 (3–61)

[6] These figures include four MS-EOHS students and three additional students who enrolled in ILE coursework with MPH students.
[7] These figures do not include MS-EOHS students, who register for ILE with MPH students (see: Table C2.4.2).

Table C2.5.a.1: Average Class Size and Class Size Range				
Semester	**In-Person**	**Hybrid**	**Online**	**Total**
Spring 2022	8 (1–16)	N/A	26 (1–43)	21 (1–43)
Fall 2021	12 (3–35)	N/A	22 (3–57)	21 (3–57)

Student perceptions of class size and its relation to quality of learning is determined primarily through course evaluations, which are distributed at the conclusion of each semester. Specifically, students are asked to what extent they agree with the statement: "the class size was conducive to my learning," with closed-choice options including strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. Responses are calculated in aggregate on a scale of 1 to 5 (1=strongly agree, 5=strongly disagree). As indicated in Table C2.5.a.2, students largely strongly agree or agree that class size is conducive to their learning. It should be noted that while response rates for course evaluations have dropped in recent years due to survey fatigue related to the COVID-19 pandemic, additional analysis confirmed that no meaningful differences in demographics existed between respondents and non-respondents.

Table C2.5.a.2: Student Perceptions of Class Size					
Semester/Year	**In-Person**	**Online**	**Hybrid**	**Total**	**Response Rate**
Spring 2024	1.65	2.20	1.95	2.09	35%
Fall 2023	1.75	2.05	1.33	2.00	35%
Spring 2023	1.53	2.06	1.65	1.96	38%
Fall 2022	1.63	2.06	N/A	2.00	38%
Spring 2022	1.53	2.16	N/A	2.06	45%
Fall 2021	1.69	2.12	N/A	2.08	48%

As included in both tables above, when reviewing and acting on student perceptions of class size, it is critical to consider responses in the context of course modality. For example, a greater proportion of students in online-asynchronous courses responded that they neither agreed nor disagreed that the class size was conducive to their learning; presumably, this is because unlike in-person classes where a larger class size can impact individual attention and participation, asynchronous learning allows students to access the same resources, regardless of the number of participants.

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

Student perceptions of availability of faculty are determined primarily through course evaluations, as described above in Criterion C2.5.a. Students are asked to what extent they agree with the statement: "the instructor was available when I had difficulties or questions," with closed-choice options including strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. Responses are calculated in aggregate on a scale of 1 to 5 (1=strongly agree, 5=strongly disagree). In the instance of co-taught courses, students are asked to provide a response for each unique instructor. As indicated in Table C2.5.b.1, students largely strongly agree or agree that faculty are available to them. As noted above, while response rates for course evaluations have dropped in recent years due to survey fatigue related to the COVID-19 pandemic, additional analysis confirmed that no meaningful differences in demographics existed between respondents and non-respondents.

Table C2.5.b.1: Student Perceptions of Faculty Availability					
Semester/Year	**In-Person**	**Online**	**Hybrid**	**Total**	**Response Rate**
Spring 2024	1.42	1.92	1.67	1.83	35%
Fall 2023	1.63	1.79	1.17	1.75	35%
Spring 2023	1.35	1.82	2.19	1.76	38%
Fall 2022	1.77	1.77	N/A	1.77	38%
Spring 2022	1.49	1.77	N/A	1.73	45%
Fall 2021	1.39	1.71	N/A	1.68	48%

6) Qualitative data on student perceptions of class size and availability of faculty. Only present data on public health degrees and concentrations.

In addition to closed-choice questions included in the course evaluation, students are also asked to respond to the following open-ended questions:

- Please share your thoughts on class size for this course. How did it affect your learning experience?
- Please provide feedback on [each] instructor's availability. In your response, consider the instructor's responsiveness, office hours, feedback on assignments, availability of one-on-one time, etc.

Students provided comments on class size (n=440) and faculty availability (n=797), with responses coded as positive, neutral, or negative, and analyzed by theme. Many responses indicated that class size had no impact on learning (n=133) or was unrelated or not applicable (n=81). However, 226 responses were coded as positive (n=202), negative (n=21), or neutral (n=3). Of the positive and negative responses, most students commented on the following themes: discussion and collaboration (n=103); professor interaction/feedback (n=33); and use of in-class groups (n=33). Surprisingly, analysis of open-ended questions found more positive or neutral than negative comments on larger class size, especially when related to discussion boards, with examples below:

- *Discussion and Collaboration:* "A larger class would lead to more discussion and gathering of ideas, which I really enjoyed listening to and recording (in my notes). We had an activity that compared the international and domestic health care systems, and I largely appreciated it because I feel like I got a more solid understanding of it through the documentary and discussion rather than solely rote memorization of the textbook information. I think the [professor] did a great job in engaging with the class through small class activities and that really helped us build our public health foundation and internalize concepts better."
- *Professor Interaction/Feedback:* "I know it was one of the largest classes, if not the largest class, he mentioned he's ever had, but I still felt like [Professor]'s attention was divided nicely and assignments were graded promptly."
- *Use of in-class Groups:* "Large class size but professor divided in smaller discussion groups which was very helpful."

Negative comments on larger class size often reflected the instructor's inability to manage online classes with higher enrollment. Findings from the analysis offered practical advice to instructors, such as the use of groupings in discussion boards. Actionable comments are as follows:

- *Discussion and Collaboration:* "The class was too big for the instructors to really have a handle on class time and the questions that students had. Either the class should be smaller [or] the professors should adjust their course material for a larger group of students."

- *Professor Interaction/Feedback:* "It seemed like the professor was overwhelmed by the size of the class and took a long time to return items with comments."
- *Use of in-class Groups:* "This class is too large. Having seven people in a group made scheduling almost impossible and the amount of work that the projects require is too little for a group of that size."

Smaller classes were almost universally praised for allowing students to ask questions and develop relationships with faculty members:

- *Discussion and Collaboration:* "We had a smaller class with fewer students, which allowed more room for open discussion and sharing of experiences."
- *Professor Interaction/Feedback:* "The class size in this course had a great impact on my learning experience. A smaller class allowed for a more engaging and intimate environment, where interactions with the teacher were more frequent and personalized. The teacher's ability to provide individualized attention and feedback greatly enhanced my understanding of the subject matter. Overall, I found that class size was beneficial for my learning and helped me to reach my course targets."

Faculty availability responses were largely positive (631/797), as well. Most faculty-related comments centered on the following themes: instructor responsiveness (n=268), presence (n=224), feedback (n=167), flexibility and support (n=94), and pedagogy and content (n=44). Examples of open-ended positive responses are included below:

- *Responsiveness:* "Our instructor has been available throughout the course. His responsiveness to queries, whether via email or in person, has been prompt and thorough, ensuring that any concerns or questions were addressed in a timely manner."
- *Presence:* "[Professor] was VERY available, to the point I felt guilty. I want her to have weekends and days off from answering emails too!"
- *Feedback:* **"**She provides a timely feedback on assignments and this makes it easier to move forward progressively."
- *Flexibility and Support:* "I had to miss class due to an out-of-town work meeting and the recording of the class didn't work. She made the time to meet with me that was possible after my work schedule."
- *Pedagogy:* "One of the Best Professors I've had and the material is very fleshed out. I think I'd be able to relay the point of each week in the class if someone were to ask down the line."

While most comments were positive, there were specific comments that noted that some faculty are not as available as others, emphasizing the importance of giving regular and timely feedback to students. Illustrative responses are below:

- *Responsiveness:* "She was not very responsive via email or punctual to set meetings to discuss project information/assignments."
- *Presence:* "She had to be virtual for the majority of the semester due to her mom being sick which is understandable but she wasn't around."
- *Feedback:* "Feedback on assignments was lacking (in fact still waiting on several assignments from earlier in the semester. makes it difficult to gauge how I'm doing in the class, particularly in an asynchronous format)."
- *Flexibility and Support:* "Personally, I had difficulties setting up an appointment to discuss the capstone worksheet drafts. I would have liked more support for this portion of the course."
- *Pedagogy:* "A bit unresponsive to emails initially but announcements were done in a timely organized matter. I think the class shouldn't have to depend on the same group project throughout

the semester because if we get stuck in a bad group, one person would have to do all the work. This makes it unfair and stressful."

Full results of this data can be found in ERF C2.6 – Faculty Resource Qual Data.

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

Strengths: At CUNY SPH, the number of instructional faculty far exceeds requirements set by CEPH, resulting in small class sizes and a low faculty-student ratio of 1:9. Students are provided various types of advising from a number of offices and individuals, including primary instructional faculty and course instructors. In addition, PhD students have access to three doctoral directors, each overseeing one program concertation.

Weaknesses and Future Plans: As evident in Table C2.4.1, faculty advising workload may not always be assigned equitably, with faculty responsible for as few as five master's students, or as many as twenty-seven. This is primarily due to efforts to match students with faculty who specialize in their area of study. Department chairs and other administrators are working to develop a plan that will improve the faculty advising program and address these inequitable assignments, while maintaining academic alignment between advisor and student.

Another weakness noted is related to low response rates included in Tables C2.5.a.2 and C2.5.b.1. The School is currently exploring new ways to increase course evaluation response rates, particularly for asynchronous courses, which do not have live lecture times assigned.

C3. Staff and Other Personnel Resources

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

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

Table C3.1.1: Staff Personnel by Role/Function, Fall 2023	
Role/Function	**FTE**
Academic Affairs	6.39
Accreditation and Evaluation	1.00
Admissions	3.00
Alumni Relations	1.00
Career Services	2.50
Development	3.00
Diversity and Inclusion	0.88
Finance & Admin	12.09
Human Resources	4.00
Institutional Research and Effectiveness	1.00
Information Technology	9.00
Marketing and Communications	4.29
Public Health Practice and Training	0.50
Research Administration – Post-award	3.26
Research Administration – Pre-award	2.26
Research Support	88.01
Student Affairs	7.36
Other Non-instructional Staff	5.76
Grand Total	**155.31**

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

Table C3.1.1 reflects full-time and part-time staff who are directly employed by the CUNY School of Public Health and research staff. In addition to these staff members, the infrastructure and systems of the University provide the School with additional support, as described below:

- As a unit within the GSUC (see: Criterion A4.1), some administrative responsibilities are facilitated by the Graduate Center on behalf of the six independent University-wide units. This includes reporting of IPEDS and submitting required materials to accrediting bodies, such as State Authorization Reciprocity Agreements (SARA) and MSCHE.
- A number of units within the School maintain close partnerships with their University counterparts. For example, the University's Computing and Information Services (CIS) provides central support for some campus-based information technology and telecommunication functions, such as University-wide software licensing and cybersecurity across the twenty-five CUNY colleges and schools. Also, the University's Office of Academic Affairs works with each CUNY

college and school in shepherding curriculum proposals to the Board of Trustees and the New York State Education Department for review.

Finally, the School employs a number of students who are appointed on a part-time basis, as determined by need. These students may support research activities, serve as teaching assistants, or perform other limited duties. In Fall 2023, fifty-six students were employed by CUNY SPH in this capacity.

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

The CUNY SPH employs sufficient staff and personnel to support its administrative operations and academic and research efforts, and to effectively advance the School's mission and strategic plan. The School employs a total of 204 full-time and part-time staff positions, with 134 staff members supporting research activities, 11 supporting academic affairs and evaluation, 15 supporting student services, and the remaining 44 supporting various business, administrative, and operational functions. While the CUNY SPH has experienced tremendous growth in its student body since the School's founding in 2016, so has its personnel support, with a 410% increase of staffing.

To ensure adequate and consistent personnel support, a variety of assessment mechanisms are in place to evaluate staffing levels and performance, and to make immediate adjustments as needed. These assessment mechanisms include collection and review of qualitative and quantitative data, such as student surveys, IT service requests and ticketing systems, and utilization of advising, counseling, and other student services. For example, following increased student demand for mental health counseling and quantitative tutoring in Fall 2023, the School promptly funded additional hours to provide student support.

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

Strengths: Over time, the School has been successful in hiring full-time and part-time staff to meet growing student-, academic-, service-, and administrative-related needs.

Weaknesses: None noted.

C4. Physical Resources

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

1) Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the school's narrative.)
    - Faculty office space
    - Staff office space
    - Classrooms
    - Shared student space
    - Laboratories, if applicable to public health degree school offerings

The CUNY SPH occupies approximately 66,800 square feet of recently-renovated leased space on the first and fifth through eighth floors of a commercial office building, located at 55 West 125 Street in Harlem, New York. Highly accessible by public transportation, the School is within a ten-minute walk to nine subway lines, over a dozen bus lines, and Metro North commuter transit. In addition, there is a small parking garage in the basement which may be used by students, faculty, and staff, pending the availability of parking spaces.

The ground floor houses offices and meeting space for community-related program staff and events. The fifth floor primarily houses department faculty and student services staff, including the Registrar and Bursar. The sixth and eighth floors are primarily designated for research and research teams. The seventh floor houses the Dean's office, senior leadership, and administrators of the School. Conference rooms are available on all floors. Copy and printer services are available on the fifth through eighth floors.

There are eighty-two single-occupancy offices, sixteen double occupancy offices, fifty-three cubicles and seventy-eight workstations throughout the School. Full-time instructional faculty are provided single offices. Full-time staff, including research staff, are provided single or double offices or cubicles, depending on their rank and the nature of the work performed. Adjunct faculty are provided with an office or other workspace upon request. Part-time staff are designated either a shared office, flex office, workstation, or shared workstation.

There are nine classrooms (7,600 square feet) with maximum occupancy ranging from 25 to 121 people. Every classroom is equipped with a lectern that houses a built-in computer, attached with a monitor and microphone, so that presentations can be projected onto one or more large display screens. Laptop connections are also available on the lecterns. The auditorium and classrooms are designed with movable furniture, in order to maximize flexibility. All classrooms can be reconfigured for faculty and staff meetings, and student and community events. Mobile whiteboards and easel pads are available to instructors, upon request.

Students have access to lounges on the fifth and seventh floors. The lounges are equipped with high-top tables with charging ports, computers for general use, and couches. Self-service coffee, tea, snacks, a microwave, a mini-fridge, and two vending machines are available on the fifth-floor lounge. The seventh-floor lounge is a quiet study space and a largely-virtual library. Printing services are available to students in the seventh-floor lounge. There is a student computer lab on the seventh floor and a limited number of computers for student use on the first floor. Students also have access to a meeting room on the fifth floor, which can be used for student governance and student club meetings, film screenings, and other student events. It is equipped with a camera, large screen, and seating for twenty-six people. Guest Wi-Fi is

available to students and others, throughout the school, in classrooms, lounges, the student club room, and the student computer lab. A wellness room is available on the eighth floor.

Faculty can access wet-lab facilities at the Advanced Science Research Center at the CUNY Graduate Center (CUNY ASRC) located at 85 St. Nicholas Terrace, New York, NY 10031. These facilities include magnetic resonance imaging (MRI), mass spectrometry, and rodent behavior analysis suite.

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

The current physical space is sufficient for CUNY SPH faculty and staff, classroom instruction, and student activities. In 2022, the University adopted a flexible work policy, in which employees whose jobs permit, may work in-person seventy percent of the time and work remotely thirty percent of the time. The shift to hybrid work and increased student enrollment in online and hybrid programs, have allowed for more flexibility and better optimization of existing space.

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

Strengths and Future Plans: New York City and State leadership have partnered with CUNY to launch the Science Park and Research Campus (SPARC) in Kips Bay, a first-of-its-kind innovation hub for various health care programs across the University, including the CUNY SPH. The new campus will accommodate the School's continued growth, offering 90,000 square feet of new, modern facilities, with state-of-the-art laboratories, research centers, libraries, study areas, and classroom space, enhancing research and education for students and faculty. The new location will facilitate collaboration between faculty, students, and staff, with local community organizations and health social services agencies, strengthening existing relationships and creating new approaches to the well-being of Central and East Harlem and other low-income communities. SPARC Kips Bay is expected to break ground in 2026 and be completed by the end of 2031.

Weaknesses: None noted.

C5. Information and Technology Resources

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

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

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

Library services for the School are provided through the City College of New York's library system, located eleven blocks north of the CUNY SPH campus. The City College library system is the largest within CUNY, comprised of seven library divisions across five buildings, with access to over 1.6 million print volumes, 200,000 electronic books, and 77,000 electronic journals. Faculty, students, and staff have access to on-site and remote library services that provide bibliographic databases and full-text electronic journal articles for public health education and research. Essential databases available through City College include: Medline, CINHAL, Embase, ScienceDirect, PsychInfo, SocIndex, Greenfile, Web of Science, and Scopus. The library maintains subscriptions to hundreds of prominent public health and biomedical journals. In addition, CUNY provides an interlibrary loan service that will electronically deliver any unsubscribed journal article within days. All CUNY campus library books are available to all CUNY students, faculty, administrators, and staff members. The CUNY library system is a federation of twenty-eight libraries and the CUNY Central Office of Library Services. Taken as a whole, this system has more than 7.5 million print volumes, several hundred thousand e-books, and 850 full-time employees. The CUNY SPH employs one dedicated full-time librarian, who provides database training and instructional and research support for all public health programs, both virtually and in person. This librarian maintains regular in-person hours at both the School of Public Health's campus and City College's Morris R. Cohen Library.

Students and faculty have access to a wide-array of software resources through both University and School licenses. CUNY-licensed resources include access to Microsoft Office 365 Suite of Applications, including Outlook 365 for e-mail; geographic information systems, including ArcGIS and ArcGIS online; quantitative analytics software, including Mathematica, IBM SPSS, Maplesoft, MathWorks, and SAS; cloud storage through Microsoft OneDrive and Dropbox; and other miscellaneous software, such as RefWorks, Camtasisa, Snagit, Virtual Desktop, and Zoom. Additionally, School-licensed resources provide access to qualitative analytics software, such as Dedoose; survey software Qualtrics and RedCap; and cloud storage through Microsoft Sharepoint and OneDrive, which is hosted in the CUNY SPH Datacenter.

On campus, students have access to desktop computers in the two lounges and computer labs, with pre-installed software applications, as described above. Every faculty member is loaned a computer that is procured and configured based on individual requirements. Faculty members have a choice of operating system (Windows, Mac) and form factor (desktop, laptop), and are able to customize processor type,

amount of local storage, and RAM, based on their research/academic requirements. Other on-campus resources available include access to high-capacity laser printers, a high-speed Wi-Fi network, and access to classrooms and conference rooms with state-of-the-art audio/visual capabilities for hybrid and hyflex collaboration and teaching.

For remote use, students and faculty have access to laptop computers capable of running the entire spectrum of CUNY and School-licensed software applications on an as-needed basis. They also have access to the global Eduroam Wi-Fi network using their CUNY credentials. Students and faculty conducting research have access to high-speed computing, secure storage, and secure VPN connections within the SPH Datacenter environment.

All faculty, staff, and students have access to technical support services through the SPH IT Helpdesk on weekdays during the school's operating hours. A team of IT specialists are able to provide hardware troubleshooting services, assistance with installation and configuration of software applications, and general guidance on IT best practices. The Office of Information Technology continuously monitors network traffic to identify and stop malicious activities, and provides support when such activity is observed on compromised computing devices due to viruses or phishing/hacking events.

Finally, the CUNY SPH Office of Online Learning aims to foster an environment of academic excellence in all distance education programs. The office supports faculty in applying cutting-edge technology and leveraging innovative instructional design and delivery, as described further in Criterion E3.2.

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

Information and technology resources available to CUNY SPH faculty, staff, and students are sufficient. Since 2016, information and technology resources have greatly expanded to meet the needs of a growing faculty and student body. A new digital online hub supports a community of practice by providing faculty access to online tools, technologies, and pedagogical instructional resources. A virtual library has expanded services to accommodate students in remote formats, while harnessing the extraordinary wealth of resources and services available to CUNY SPH students through the City College and CUNY library system. The Office of Information Technology has upgraded and expanded its network and computing infrastructure, and increased redundancy and the ability to recover from disasters, in coordination with the University Office of Computing and Information Services. The Helpdesk has restructured its team to optimize the triage and distribution of work, and the availability of staff during peak hours. It has also established service level targets for support activities. Performance is periodically measured against these targets to ensure that students, staff, and faculty needs are sufficiently met.

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

Strengths: The CUNY SPH benefits from robust library services through the City College of New York's extensive library system, providing access to a vast collection of print and electronic resources, databases, and interlibrary loan services. Students, staff, and faculty also have access to a comprehensive array of software and computing resources, both on campus and remotely. Dedicated staff members provide training, troubleshoot issues, and offer support to ensure that members of the CUNY SPH community have the necessary resources and assistance for diverse academic and research needs.

Weaknesses and Future Plans: Due to state-wide procurement rules and processes, there may be delays in obtaining needed hardware and software. The School will continue to encourage faculty and staff to submit requests as early as possible.

D1. MPH & DrPH Foundational Public Health Knowledge

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

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

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

All foundational public health learning objectives are attained in PUBH 601 – Foundations of Public Health, as listed in Table D1.1.1. This course is designed as self-paced, online-asynchronous, and equivalent to a three-credit course, with twelve modules, one for each CEPH-prescribed learning objective. At the conclusion of each module, students must pass a quiz in that module's content area with an 80% or higher. The course's grading system is pass/fail, and students must pass each module in order to receive a passing grade for the course.

Table D1.1.1: Content Coverage for MPH

Content	Course number(s) & name(s) or other educational requirements
1. Explain public health history, philosophy, and values	PUBH 601 - Foundations of Public Health, Module quiz 1
2. Identify the core functions of public health and the 10 Essential Services	PUBH 601 - Foundations of Public Health, Module quiz 2
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PUBH 601 - Foundations of Public Health, Module quiz 3
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PUBH 601 - Foundations of Public Health, Module quiz 4
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PUBH 601 - Foundations of Public Health, Module quiz 5
6. Explain the critical importance of evidence in advancing public health knowledge	PUBH 601 - Foundations of Public Health, Module quiz 6
7. Explain effects of environmental factors on a population's health	PUBH 601 - Foundations of Public Health, Module quiz 7
8. Explain biological and genetic factors that affect a population's health	PUBH 601 - Foundations of Public Health, Module quiz 8
9. Explain behavioral and psychological factors that affect a population's health	PUBH 601 - Foundations of Public Health, Module quiz 9
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PUBH 601 - Foundations of Public Health, Module quiz 10
11. Explain how globalization affects global burdens of disease	PUBH 601 - Foundations of Public Health, Module quiz 11
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	PUBH 601 - Foundations of Public Health, Module quiz 12

2) Provide supporting documentation that clearly identifies how the school ensures grounding in each area. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc. For non-course-based methods, include web links or handbook excerpts that describe admissions prerequisites.

Outlines of PUBH 601, as well as live web access to all modules, can be found in ERF D1.2 – PUBH 601 Modules.

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

Strengths: Because PUBH 601 is designed as a flexible, self-paced online course, it can be completed at the convenience of each student. The course is available in the fall and spring sessions, and is activated early in Blackboard, allowing for student completion prior to the semester's start.

Weaknesses: None noted.

D2. MPH Foundational Competencies

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

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

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

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

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

Table D2.1.1: Foundational Requirements for MPH Degree		
Course Number	**Course Name**	**Credits**
Foundational courses for all MPH students regardless of concentration		
PUBH 610	Public Health Leadership & Management	3
PUBH 611	Health Equity, Community, and Advocacy	3
PUBH 612	Designing and Evaluating Public Health Interventions	3
PUBH 613	Designs, Concepts, and Methods in Public Health Research	3
PUBH 614	Quantitative and Qualitative Data Analysis Methods in Public Health Research	3
	TOTAL FOUNDATIONAL CREDITS	**15**

Table D2.1.2: Concentration Requirements for MPH Degree in Community Health		
Course Number	**Course Name**	**Credits**
APE & ILE courses		
CHSS 696	Community Health Practice Collaborative I	3
CHSS 698	Community Health Practice Collaborative II	3
Concentration courses for Community Health concentration		
CHSS 622	Community Organizing to Advance Health and Social Justice	3
CHSS 623	Applied Mixed Methods in Community Health Research	3
CHSS 624	Community Health Program Planning, Evaluation, and Sustainability	3
CHSS 625	Advanced Seminar on Intersectoral Partnerships	3
Electives		
Electives	Three electives chosen in consultation with faculty advisor	9
	TOTAL CONCENTRATION CREDITS	**42**

Table D2.1.3: Concentration Requirements for MPH Degree in Environmental and Occupational Health Sciences		
Course Number	**Course Name**	**Credits**
APE & ILE courses		
PUBH 696	Supervised Fieldwork	3
PUBH 698	Capstone Project	3
Concentration courses for Environmental and Occupational Health Sciences concentration		
EOHS 633	Introduction to Environmental and Occupational Health	3
EOHS 630	Principles of GISc	3
EOHS 634	Exposure and Risk Assessment	3
EOHS 621	Environmental Chemistry	3
EOHS 622	Environmental and Occupational Toxicology	3
Electives		
Electives	Two electives chosen in consultation with faculty advisor	6
	TOTAL CONCENTRATION CREDITS	**42**

Table D2.1.4: Concentration Requirements for MPH Degree in Epidemiology and Biostatistics		
Course Number	**Course Name**	**Credits**
APE & ILE courses		
PUBH 696	Supervised Fieldwork	3
PUBH 698	Capstone Project	3
Concentration courses for Epidemiology and Biostatistics concentration		
BIOS 620	Applied Biostatistics I	3
BIOS 621	Applied Biostatistics II	3
EPID 620	Epidemiological Methods I	3
EPID 621	Epidemiological Methods II	3
EPID 622	Applied Research: Data Management and Analysis	3
Electives		
Electives	Two electives chosen in consultation with faculty advisor	6
	TOTAL CONCENTRATION CREDITS	**42**

Table D2.1.5: Concentration Requirements for MPH Degree in Health Policy and Management		
Course Number	**Course Name**	**Credits**
APE & ILE courses		
PUBH 696	Supervised Fieldwork	3
PUBH 698	Capstone Project	3
Concentration courses for Health Policy and Management concentration		
HPAM 620	Public Health Management	3
HPAM 621	Health Economics	3
HPAM 622	Public Health and Health Care Law	3
HPAM 623 OR HPAM 624	Comparative Analysis of Urban Health Care Systems Public Health Advocacy	3
HPAM 625	Public Health Policy Analysis	3
Electives		
Electives	Two electives chosen in consultation with faculty advisor	6
	TOTAL CONCENTRATION CREDITS	**42**

Table D2.1.6: Concentration Requirements for MPH Degree in Public Health Nutrition		
Course Number	**Course Name**	**Credits**
APE & ILE courses		
PUBH 696	Supervised Fieldwork	3
PUBH 698	Capstone Project	3
Concentration courses for Public Health Nutrition concentration		
FNPH 620	Community Nutrition Education	3
FNPH 622	Food and Nutrition through the Lifecycle	3
FNPH 820	Food Policy	3
FNPH 623	Nutrient Metabolism and Applications in Public Health	3
FNPH 624	Nutritional Epidemiology	3
Electives		
Electives	Two electives chosen in consultation with faculty advisor	6
	TOTAL CONCENTRATION CREDITS	**42**

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

Not applicable.

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

Table D2.3.1: Assessment of Foundational Competencies for MPH (all concentrations)		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	PUBH 613 - Designs, Concepts, and Methods in Public Health Research	**Project 1 and Self-Peer Evaluation Form:** In a group, students plan a study for a specific outbreak investigation, including specifying the study design, detailing what information should be collected, outlining the analytic approach, and describing the interpretation of any possible findings. Self and peer assessments are conducted.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	PUBH 613 - Designs, Concepts, and Methods in Public Health Research	**Project 2 and Self-Peer Evaluation Form:** In a group, students determine the appropriate sampling approach matched to proposed research projects, and then give research scenarios that would be appropriately addressed by both quantitative and qualitative samplings approaches. Self and peer assessments are conducted.

Table D2.3.1: Assessment of Foundational Competencies for MPH (all concentrations)		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	PUBH 614 - Quantitative and Qualitative Data Analysis Methods in Public Health Research	**Project 1 – Quantitative Analysis:** Students conduct a statistical analysis using R to address a public health question comprehensively, including specifying a hypothesis and testing a hypothesis with appropriate data. **Qualitative Codebook Assignment:** Using Dedoose, students develop a qualitative codebook that guides coding of data related to the eating practices of students in the Bronx.
4. Interpret results of data analysis for public health research, policy, or practice	PUBH 614 - Quantitative and Qualitative Data Analysis Methods in Public Health Research	**Qualitative Analytic Memo Assignment:** After developing a qualitative codebook that guides coding of data related to student eating practices in the Bronx, students reflect on their analytic processes, identify emerging themes, and answer questions that advance further analysis.
Public Health & Health Care Systems		
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	PUBH 610 - Public Health Leadership & Management	**Course Project Section 3, The US Context:** Students assess international health interventions and systematically compare similar programs(s) in the U.S., as well as the contextual relevance, likely benefits, and potential challenges (e.g., political and institutional feasibility, and roles of ethics and evidence) to adopting the intervention in the selected NY county. Students must include a comparison of programs and funding, as well as structure and functions of health care and regulatory systems in which the program exists. **Course Project Section 4. Recommendations and Readiness:** Students propose specific and feasible ways in which their selected international program or a modified version of it could be successfully adopted in the chosen NY county, including how it could be financed and delivered, how to address potential barriers to its adoption, and how to manage the performance of proposed program/reforms. Students must identify the structure and functions of the health care system in which this program will be implemented.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community, and systemic levels	PUBH 611 - Health Equity, Communication, and Advocacy	**Final Project/Discussion Board #7:** Students make a media pitch about a public health issue. Students reach out directly to a media representative with a "pitch" describing the issue and discussing how structural bias, social inequities, and racism have created challenges related to this issue at organizational, community, and systemic levels. Students must explain why this issue should be reported in this media outlet. This might include suggestions for whom the reporter should talk to, story angles, and other compelling reasons a reporter might cover

Table D2.3.1: Assessment of Foundational Competencies for MPH (all concentrations)		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
		this story. Students may wish to issue a press release if they feel that would be more effective than reaching out to reporter(s) directly by email or social media.
Planning & Management to Promote Health		
7. Assess population needs, assets, and capacities that affect communities' health	PUBH 612 - Designing and Evaluating Public Health Interventions	**Assignment #1:** Students complete a data table comparing Central Harlem, the Upper East Side, and New York City across three health issues. Once students have identified data and completed the table, they write a narrative discussing population needs, assets, and capacities that have led to the differences in data. Students discuss the potential drivers for increased health issues in Central Harlem.
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	PUBH 612 - Designing and Evaluating Public Health Interventions	**Assignment #3:** In a paper, students design a participatory strategy to inform an evidence-based urban heat island policy for a neighborhood in the Bronx. As part of this assignment, students must describe the demographic, socioeconomic, geographic, cultural, and environmental features of the neighborhood. Students then use the Prevention Institute's THRIVE Framework, which includes social-cultural factors, to describe how strategy would be implemented.
9. Design a population-based policy, program, project, or intervention	PUBH 612 - Designing and Evaluating Public Health Interventions	**Assignment #2:** In a case study, students identify the population and structural needs to reduce urban heat island effects in the Bronx. Students propose an evidence-based policy intervention.
10. Explain basic principles and tools of budget and resource management	PUBH 610 - Public Health Leadership & Management	**Course Project Section 5, Pilot Project Budget and Justification for a NY County:** Students develop a program budget to pilot (small-scale launch) their proposed program. The State of New York has allocated a total of $500,000 for Year 1 and the program will be housed in either (students must specify) the Erie or Albany County Health Departments. Students must specify the office within the health department where the program will be housed and be sure to describe the staffing roles and all budget items accordingly. Following, students are presented with the scenario of a state-wide reduction, in which they must reduce the program budget by 10% and provide a justification for revisions.
11. Select methods to evaluate public health programs	PUBH 612 - Designing and Evaluating Public Health Interventions	**Assignment #4:** Using SMART (Specific, Measurable, Achievable, Realistic, Time frame) objectives, students propose a design to evaluate an applied program intervention from case studies.
Policy in Public Health		
12. Discuss the policy-making process, including the roles of ethics and evidence	PUBH 610 - Public Health Leadership & Management	**Quiz:** See ERF D2.4 – Core Documentation

Table D2.3.1: Assessment of Foundational Competencies for MPH (all concentrations)		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PUBH 611 - Health Equity, Communication, and Advocacy	**Final Project/Discussion Board #2:** In their Final Project, students create a health equity advocacy and communications plan for a real organization. Discussion Board #2 contributes to this Final Project, in which students must answer the following: What is the public health problem for your advocacy and communications project? What are the data and evidence underlying the need for your project? Based on this data analysis, propose strategies to identify stakeholders and build coalitions and partnerships for influencing outcomes of this public health issue. Are there different sub-audiences within your overall community? Be sure to provide evidence. Your post should be 700-1000 words long. Cite sources for graphs, tables or other visuals.
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations	PUBH 611 - Health Equity, Communication, and Advocacy	**Final Project/Discussion Board #3:** In their Final Project, students create a health equity advocacy and communications plan for a real organization. Discussion Board #3 contributes to this Final Project, in which students must address the following: What is the policy environment underlying the public health issue you are seeking to address in your health equity communications and advocacy plan? Who are the main players and stakeholders? What are the legal, political, judicial, or legislative factors around current policy around this public health problem? What are the barriers and drivers of policy change?
15. Evaluate policies for their impact on public health and health equity	PUBH 612 - Designing and Evaluating Public Health Interventions	**Assignment #2:** Review extreme heat risk in the Bronx and evaluate NYC's adaptation and mitigation strategies, including *Cool Neighborhood Policies*.
Leadership		
16. Apply leadership and/or management principles to address a relevant issue	PUBH 610 - Public Health Leadership & Management	**Course Project Section 6, CAB:** Students create a Community Advisory Board Briefing (CAB) packet for the first meeting of their program's 9-member CAB. The packet must include: • Purpose, responsibilities and role of CAB members • Names, titles, organizational affiliation of each CAB member (and rationale for why each was selected) taken from actual County residents • Statement of ethics of participation including a description of what constitutes a conflict of interest and compensation for participation • Description of the CAB's organizational structure including meeting frequency, format, and how decisions will be made • Description of communication strategy • Detailed agenda and script, including negotiation and mediation talking points

Table D2.3.1: Assessment of Foundational Competencies for MPH (all concentrations)		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
17. Apply negotiation and mediation skills to address organizational or community challenges	PUBH 610 - Public Health Leadership & Management	**Course Project Section 6, CAB:** For their first Community Advisory Board (CAB) meeting, students must create a detailed agenda and script, including negotiation and mediation talking points in anticipation that those attending may have contrary interests or goals.
Communication		
18. Select communication strategies for different audiences and sectors	PUBH 611 - Health Equity, Communication, and Advocacy	**Final Project/Discussion Board #8:** In their Final Project, students create a health equity advocacy and communications plan for a real organization. Discussion Board #8 contributes to this Final Project, in which students must select and apply well-differentiated communication strategies with subtasks if necessary. Students include a timeline and budget. All goals and strategies should be written in specific language. For example: "Engage the community on social media" should be written as "Tweet 2 posts per week, using graphics depicting public health problem A. Tag the local, state and federal legislators representing the districts affected. Monitor retweets and respond to all messages and interactions."
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	PUBH 611 - Health Equity, Communication, and Advocacy	**Final Project:** Students create a health equity advocacy and communications plan, with model language, for a real organization. Students submit their plan in writing and as an oral presentation (live in class, or as a pre-recorded video), with the organization as the intended audience.
20. Describe the importance of cultural competence in communicating public health content	PUBH 611 - Health Equity, Communication, and Advocacy	**Final Project/Discussion Board #5:** In their Final Project, students create a health equity advocacy and communications plan for a real organization. Discussion Board #5 contributes to this Final Project, in which students must answer the following: How do you frame the health equity issue you're focusing on? Create a visualization or use social math example if it helps make your point more powerful. Consider the emotions and sensations you want to activate (injustice, hope, anger, disappointment, resolve, etc.). What frames or messages will you use to spur your case for policy change? Discuss the importance of cultural competence in communicating your public health issue. For the benefit of the organization you have in mind, provide a brief annotation after each frame and message to justify your approach.
Interprofessional Practice		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	PUBH 611 - Health Equity, Communication, and Advocacy	**Final Project/Discussion Board #10:** Students identify two individuals in two other professions that would play a role in advancing their Final Project. These individuals could be potential entrepreneurs, private-sector (corporate) professionals, or other individuals students may work with. Students interview the two individuals from other

Table D2.3.1: Assessment of Foundational Competencies for MPH (all concentrations)		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
		professions to learn the role that these professions can play in helping their project succeed. In a discussion board, students propose their approach that integrates the overall public health perspective along with the perspectives of the two professions they explored in their interviews.
Systems Thinking		
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	PUBH 610 - Public Health Leadership & Management	**CLD Assignment:** Students create a causal loop diagram of a chosen health or public health issue with Vensim or Powerpoint. Students use their CLD to describe the system structure, identify leverage points for appropriate interventions/strategies relevant to a particular disease intervention, and reflect on their own development as systems thinkers after completing their first systems analysis.

4) Provide supporting documentation for each assessment activity listed in Template D2-2. Documentation should include the following, as relevant, for each listed assessment:

- assignment instructions or guidelines as provided to students
- writing prompts provided to students
- sample exam question(s)

Supporting documentation for the assessment activities listed in Table D2.3.1 can be found in ERF D2.4 – Core Documentation. Assignment instructions for Project 1 in PUBH 614 can be found in the course syllabus.

5) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.

Syllabi for all courses listed in Table D2.3.1 can be found in ERF D2.4 – Core Documentation.

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

Strengths: The MPH core curriculum underwent a complete overhaul following the release of CEPH's updated accreditation criteria in 2016. This comprehensive process entailed broad faculty engagement, as well as input from students and alumni. Since launching the integrated core in Fall 2019, the School continues to make further improvements based on feedback from faculty, students, alumni, and other stakeholders (see: Criteria B5 and F1).

Weaknesses: None noted.

D3. DrPH Foundational Competencies (if applicable)

Not applicable.

D4. MPH & DrPH Concentration Competencies

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

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

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

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

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

Table D4.1.1: Assessment of Competencies for MPH in Community Health Concentration

Competency	Course Number and Name	Describe Specific Assessment Opportunity
1. Discuss socially just and culturally responsive principles and strategies to community organizing, community health assessment, program planning, implementation, or evaluation activities	CHSS 622: Community Organizing to Advance Health and Social Justice	**Activities/Interview Paper:** Students either a) actively participate in a community organizing activity or b) interview a community organizer, then develop a written analysis. This written analysis must include a discussion of how they or the community organizer have applied social justice principles (e.g., equity, fairness, self-determination, individual freedom, communities of belonging, social responsibility, and accountability) in community-organizing efforts.
2. Engage with communities to assess health problems and inequities	CHSS 622: Community Organizing to Advance Health and Social Justice	**Root Cause Paper and Activities/Interview Paper:** Students choose a health issue they feel passionate about that can be addressed through community organizing. First, students prepare a root cause analysis of their health issue, including a description of its antecedents, the community-organizing strategies currently being used to address the problem, as well as an overview of the other health education methods employed to address the health issue. Some examples of root causes include structural determinants and social inequities such as poverty, racism, and restricted access to resources. Next, students identify a group, organization, or agency that is actively involved in community organizing around this chosen health issue. Students either actively participate in a community organizing activity or interview a community organizer. Students develop a written analysis, being sure to

Table D4.1.1: Assessment of Competencies for MPH in Community Health Concentration		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
		note how closely these activities meet (or not) the criteria for community building or community organizing, in the context of theories, methods, and strategies reviewed in class.
3. Critique and analyze the interdependency of structures and systems that shape health in complex and dynamic ways	CHSS 625: Advanced Seminar on Intersectoral Partnerships	**Group Paper and Rubric:** Students prepare a paper discussing and analyzing how to build partnerships to enhance existing programs, policies, and/or research to advance the public's health on a chosen topic. The paper is part critical case study of an existing program/policy/body of research, and part partnership proposal and initiative design. For example, if students choose to improve upon existing SNAP benefits policies, then the policy must first be described, analyzed, and strengths/weaknesses identified. Then the paper will present a new initiative to improve SNAP using key elements of intersectoral partnership, as identified through coursework. This new initiative design must be supported by evidence. This assignment is completed in groups of 4-5 students, and both self and peer evaluations are completed.
4. Develop research or an evaluation plan and analytic approach that will inform solutions to community health issues	CHSS 623: Applied Mixed Methods in Community Health Research	**Mixed Methods Study Design Paper:** The final paper consists of proposing a mixed methods study design on a public health issue of interest. The proposed study includes: sections providing background on the public health problem being addressed; elements of mixed methods study design topics covered in class, including illustrating how social structures interconnect to influence a specific health condition; creating the data collection instruments associated with the topic; and developing a matrix relating qualitative themes to quantitative variables.
5. Evaluate the roles that diverse sectors and interdisciplinary collaborations can play in community health initiatives	CHSS 625: Advanced Seminar on Intersectoral Partnerships	**Reflection Paper:** Students write a reflection paper on how public health project leaders demonstrate interdisciplinary collaborations across diverse sectors via organizing, mobilizing, policy and/or research strategies to address social inequalities in health.
6. Analyze how structural bias, social inequities, poverty, and/or racism undermine health and health equity	CHSS 622: Community Organizing to Advance Health and Social Justice	**Root Cause Paper:** Students prepare a written analysis of the health issue selected, including a description of its antecedents (i.e., its root causes), the community organizing strategies currently being used to address the problem (if any), as well as an overview of some of the other community health methods employed to address the health issue, if applicable. Some examples of root causes include structural determinants and social inequities such as poverty, racism, and restricted access to resources. Students include a reference list of at least five references (properly cited), of which at least two must be professional peer-reviewed scientific journals. It is also required that they include additional sources of information from the grey literature (e.g., alternative printed and broadcast media, CBO reports, issue papers, etc.).

Table D4.1.2: Assessment of Competencies for MPH in Environmental and Occupational Health Sciences Concentration		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
1. Assess major sources of exposure to environmental, occupational and safety hazards, the key routes of exposure and the specific pathways relevant to human health.	EOHS 633: Introduction to Environmental and Occupational Health	**Term Paper:** Students describe an environmental or occupational exposure and the affected populations, interpret and synthesize academic literature, and recommend appropriate controls and/or policies to reduce exposure.
2. Characterize the human health risks from major environmental, occupational, and safety hazards, such as the built environment, air pollution, metals, organic pollutants, and microbial contaminants	EOHS 621: Environmental Chemistry	**Activities #1, #2, #3, #5, #6**: Students assess the concentrations of gases and aerosol in the atmosphere and compare them to national ambient air quality standards (#1), examine ambient ozone concentrations and compare to maximum achievable control technology standards (#2), organize satellite ozone concentrations and compare them to Montreal protocol to reduce harmful UV exposures (#3), examine reports of chemical analysis of bottled water and compere to federal standards for bottled water (#5), and critique published literature on methods to purify water and compare the levels of contaminants to federal and state standards for municipal drinking water (#6).
3. Predict and evaluate health, safety, and environmental risks from processes, work tasks, the built environment and other economic and/or social activities	EOHS 622: Environmental and Occupational Toxicology	**Term Paper:** Students develop a term paper from the perspective of a consultant responding to a request for a toxicity assessment of a population known to have exposure. Students first prepare an assessment of the toxicity, and then predict implications for the scenario population.
4. Use existing regulatory and policy frameworks to recommend appropriate engineering, personal protection or administrative controls and/or policies to mitigate these hazards and evaluate their effectiveness	EOHS 634: Exposure and Risk Assessment	**Assignment #5 and #6:** Students first complete a mini-risk assessment where they calculate the slope factors using publicly accessible software, interpret the results, and craft a communication about the risk to an audience of community members. The communication must accurately describe the nature and magnitude of the risk, as well as a summary of the policies and controls that should be considered to mitigate hazards. As part of the risk communication, students need to describe relevant risk management entities (federal, state, and local) and describe modalities for meaningful public input.
5. Evaluate how environmental, occupational and safety hazards may be differentially distributed leading to health disparities	EOHS 630: Principles of GISc	**Final Lab Project:** Students collect and prepare secondary data, spatially analyze, interpret, and formally write up a potential environmental injustice issue with respect to waste transfer facilities in NYC and selected socio-demographics.

Table D4.1.3: Assessment of Competencies for MPH in Epidemiology and Biostatistics Concentration		
Competency	**Course Number and Name(s)**	**Describe Specific Assessment Opportunity**
1. Correctly select and apply epidemiologic and statistical methods to examine public health outcomes	EPID 620: Epidemiological Methods I	**Computer Assignments #1-3:** Students complete three computer assignments using SAS software. The homework assignments include developing SAS code to conduct analysis (based on code from labs) and estimating measures of disease frequency and measures of association. Students develop research questions, identify the correct statistical prediction models, conduct appropriate tests to assess statistical significance, learn how to build models to reduce bias (adjusting for confounding), and assess effect measure modification. Datasets are provided.
2. Critically evaluate the strengths, limitations and assumptions of epidemiologic, statistical, and other research methods in the public health literature.	BIOS 620: Applied Biostatistics I	**Research Note #1:** Using the publicly available NHANES dataset, students estimate the causal effect of a treatment variable on a continuous outcome variable using standardization via multivariate linear regression. Students thoroughly describe the analysis and present results in the format of a research paper. Students choose confounders to adjust for based on the backdoor criterion, Vanderweele's principles or other considerations, and explain the reasoning behind their variable selection. Students discuss possible limitations of their analysis, both generic limitations of causal inference via regression from observational cross-sectional data, and limitations specific to their analysis, such as particular relevant confounders that were not included in the dataset.
3. Identify key threats to validity within and across epidemiologic studies and analytic approaches	EPID 620: Epidemiological Methods I	**Written Assignment:** Students are given a choice of two scientific papers to describe and critique in an essay. Students identify the research question and hypotheses tested, and develop a directed acyclic graph (DAG) illustrating relevant variables; describe the study's methods, including the type of study design, study population, assessment of exposure and outcome variables, consideration of confounders and covariates, and details of the statistical analysis; and identify potential problems or threats to causal inference in the study, such as study design flaws, confounding variables, selection bias, and information bias.
4. Use information technology and computer software effectively for collection, management, retrieval, analysis, summarization and presentation of public health data.	BIOS 621: Applied Biostatistics II	**Assignment #3:** Students retrieve a publicly available dataset. They import it into statistical software, recode variables and identify missing values, produce summary statistics and present them in a format suitable as Table 1 in an epidemiology paper, and analyze using appropriate statistical methods.
5. Effectively describe, interpret, and synthesize health research findings and disseminate them in formats appropriate for diverse audiences	EPID 622: Applied Research: Data Management and Analysis	**Project 2, Applied Data Management and Analysis Project:** Students utilize publicly available probabilistic survey data to develop and test a research question. The assignment involves identifying the causal question of interest and developing a directed acyclic graph (DAG). Students conduct a thorough literature review to identify research gaps that can be addressed with the available data. They then

Table D4.1.3: Assessment of Competencies for MPH in Epidemiology and Biostatistics Concentration		
Competency	**Course Number and Name(s)**	**Describe Specific Assessment Opportunity**
		develop an analysis plan describing their exposure(s), outcome(s), confounder(s), and any relevant mediator(s) or effect modifier(s) they plan to use in their analysis. Students conduct their analysis; write a manuscript including an abstract, introduction, methods, results and discussion section; and present their results.

Table D4.1.4: Assessment of Competencies for MPH in Health Policy and Management Concentration		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
1. Analyze the effects of law or regulations on population health and health equity.	HPAM 622: Public Health and Health Care Law	**Policy Paper:** Students complete a policy analysis paper in which they examine an issue of public health and health equity from a legal perspective, set out potential legal or regulatory solutions, assess these proposals, and conclude with a recommendation for action.
2. Evaluate challenges and opportunities for improving public health and health care through the lens of social or political factors	HPAM 623: Comparative Analyses of Urban Health Care Systems OR HPAM 624: Public Health Advocacy	**Digital Magazine/Research Modules (HPAM 623):** Students work through a series of individual- and group-based research modules, in which they gather data and policy information on their selected city and city's region. These modules culminate in a digital magazine on their city's health system, addressing key questions including health outcomes (life expectancy; maternal, infant, and <5 mortality rates; leading causes of disability, morbidity, and mortality; and equity in terms relevant to the selected city) and political reflections in the public health system (political discussions, state autonomy versus federal government coordination, investment in the social safety net, federal funding efforts based on political party representation, the impact on racism on health and health funding). Students complete a self and peer assessment at the end of the semester. OR **Course Project (HPAM 624):** As part of a multi-pronged strategy to advocate for a health issue (e.g., food insecurity), students plan and execute a meeting with a local legislator or their staff. In preparation, students prepare an issue summary, two-minute video pitch, policy brief, and political analysis.
3. Apply an evidence-based management approach to evaluate and improve the effectiveness and efficiency of public health and health care organizations.	HPAM 620: Public Health Management	**PDSA Assignment and PDSA Worksheet:** Students identify a potential area of improvement in a public health setting. Students identify team members to form a quality improvement team and work with the team to conduct and document a full "Plan-Do-Study-Act" process. Students complete the PDSA Worksheet to document steps and results. Self and peer evaluations are completed.
4. Analyze the role of economics in decision making in the public	HPAM 621: Health Economics	**Policy Paper:** Students apply an economic theory to design a policy solution aimed at addressing a health issue. Students write a paper describing what the issue is (negative externality, behavioral issue, etc.)

Table D4.1.4: Assessment of Competencies for MPH in Health Policy and Management Concentration		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
health and health care systems		and why it is important; how economic theory can be used to inform a policy solution; expected outcomes of the proposed policy solution; strengths and weaknesses of the proposed policy solution; and potential implementation challenges.
5. Analyze and recommend evidence-based public health policies to improve public health outcomes	HPAM 625: Public Health Policy Analysis	**Policy Analysis:** Students conduct a comprehensive policy analysis on a particular topic of relevance to NYC or NY state and make evidence-based recommendations. Students create detailed background statements; a definition of the problem; an epidemiological review that includes heat related mortality, hospitalizations, and a review of variations in heat vulnerability indices by neighborhood; a review of evidence-based interventions; an equity review; and a review of the cost literature and stakeholder interviews of state and local leaders (including question development, interviewing, coding, and analysis of transcripts in Dedoose). Self and peer assessments are completed for each assignment within the policy analysis.

Table D4.1.5: Assessment of Competencies for MPH in Public Health Nutrition Concentration		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
1. Assess dietary and nutrition status of people or populations	FNPH 622: Food and Nutrition through the Lifecycle	**Midterm Nutrition Assessment Project-Personal Diet Analysis, Parts I and II:** This assignment provides students an opportunity to use a personal food record and subsequent nutrient analysis to evaluate their own food habits and intake. The assignment includes a three-day written food record (PART I), an excel spreadsheet including detailed nutrient analysis of the three days, a set of dietary calculations of energy-yielding nutrients (carbohydrates, fat, and protein), a short report (one or two pages, double space) evaluating intake, a comparison to national nutrition standards and dietary guidelines, and lessons learned regarding personal diet records and suggested dietary recommendations (PART II).
2. Interpret how the social and cultural determinants of health can impact food intake and nutrition in individuals and communities	FNPH 624: Nutritional Epidemiology	**Reflective Essay on Neighborhood/Household Food Environment:** A major shift in nutritional epidemiology is the measurement of diet-related constructs beyond individual dietary intake. In this assignment, students examine the validity of these instruments and how they might affect the findings of studies using such tools. Students select any tool presented in the readings, and use the tool to measure their own neighborhood/household food environment. In their essays, students reflect on the ways in which neighborhoods offer culturally acceptable foods relative to the ethnic breakdown of residents, and the social conditions preventing or promoting healthy choices for residents (e.g., how lower income may shape food shopping practices).
3. Evaluate the scientific evidence for nutritional guidelines and recommendations	FNPH 620: Community Nutrition Education	**Discussion Board, Dietary Guidelines for Americans 2020-2025:** The Dietary Guidelines for Americans 2020-2025 work is underway and planning for 2025-2030 is on track. The scientific advisory review committee just submitted the executive summary and scientific report.

Table D4.1.5: Assessment of Competencies for MPH in Public Health Nutrition Concentration		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
		Students read the executive summary and review the report. There were several public comments forums, and the public submitted their thoughts, ideas, comments, and concerns. Students should conduct research, view the public comments, and use the resources available on Blackboard. Students answer the following questions and reflect on the changes in the Dietary Guidelines as compared to the previous Dietary Guidelines for Americans: A. What are the new topics that are introduced in the Dietary Guidelines 2020-2025? B. What are the differences between 2015-2020 Dietary Guidelines and 2020-2025? C. How did the Advisory Committee review the science to inform their recommendations? C. How do you reconcile between what is reported in the scientific journals and what is portrayed in the news media outlets? D. In your opinion, what might be missing from the scientific report? What would you like to see incorporated in the dietary guidelines in the future? E. As a public health practitioner, what would you tell your patients, clients, or peers if you were asked about your thoughts on the topic?
4. Design a nutrition intervention strategy of public health relevance as informed by scientific evidence, biological and nutritional sciences bases.	FNPH 623 Nutrient Metabolism and Applications in Public Health	**Case Study #1, #2, #3:** The goal of nutrition intervention is to address the root cause and etiology of the nutrition diagnosis. To reach the nutrition diagnosis, in these case studies, students evaluate all components of the nutritional assessment, which includes five domains: 1) The patient's medical history 2) Food/nutrition-related history 3) Laboratory and biochemical data 4) Anthropometric methods 5) Nutrition-focus physical findings The simulated case studies provide a scenario of a disease of public health relevance (diabetes, obesity, cardiovascular disease) that includes all these five domains. Students develop a strategy to extract and synthesize the information from the scenario, perform a nutrition assessment, conduct focused literature research, calculate the calories and energy intake, collect evidence-informed nutrition intervention strategies of public health relevance, and interpret the findings to make final intervention recommendations. Students provide the references that informed their opinion and any relevant nutrition-related information about the case study.
5. Evaluate the efficacy of governmental and legislative policies	FNPH 820: Food Policy	**Policy Briefs:** Students prepare two policy briefs addressing a current food policy issue that affects the urban food environment. These can be evaluations of proposed policies, recommendations for new policies, or an analysis that sheds new light on existing policies and programs. The

Table D4.1.5: Assessment of Competencies for MPH in Public Health Nutrition Concentration		
Competency	**Course Number and Name**	**Describe Specific Assessment Opportunity**
related to food and public health nutrition		briefs are evaluated based on the quality of the evidence used to support their argument(s), the logic of the argument(s), the analysis provided, and the quality of the writing.

2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the school must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the self-study document and at least five sample matrices in the electronic resource file.

Not applicable.

3) Provide supporting documentation for each assessment activity listed in Template D4-1. Documentation should include the following, as relevant, for each listed assessment:

- assignment instructions or guidelines as provided to students
- writing prompts provided to students
- sample exam question(s)

Syllabi for required concentration courses listed in Table D4.1.1 through D4.1.5 can be found in ERF D4.3 – Concentration Documentation. Any additional instructions or guidelines for the assessment activities listed in these tables can be found in this ERF folder, as well.

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

Strengths: The MPH concentration curricula are designed to encompass state-of-the-art knowledge and skills. Reflecting the School's commitment to academic excellence and continuous improvement, all MPH concentrations undergo regular and comprehensive review. These reviews are completed over a two-year period, and include evaluation of concentration competencies and aligned assessments. If appropriate, program faculty may also choose to update competencies and/or assessments outside of the assigned academic program review period, to reflect important developments in the field or other findings.

Weaknesses: None noted.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

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

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

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

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

All MPH students complete a supervised practice experience toward the fulfillment of the public health degree. Students enroll in one of two applied practice experiences, depending on their concentration. MPH-Epidemiology and Biostatistics, MPH-Environmental and Occupational Health Sciences, MPH-Public Health Nutrition, and MPH-Health Policy and Management students enroll in PUBH 696 – Supervised Fieldwork. MPH-Community Health students enroll in a two-semester series: CHSS 696 – Community Health Practice Collaborative I, followed by CHSS 698 – Community Health Practice Collaborative II; these sequenced courses encompass both the applied practice experience and integrated learning experience.

PUBH 696 – Supervised Fieldwork
Students enroll in Supervised Fieldwork, a planned and supervised 180-hour practice experience. This course is facilitated by the Office of Experiential Learning (OEL) and provides students with an opportunity to gain hands-on learning, demonstrate competence in practice relevant to the student's discipline, develop professional contacts and exposure to professional environments, and clarify career goals. Students first learn about this fieldwork requirement during new student orientation, and OEL hosts a required fieldwork orientation for students preparing to register for PUBH 696. A recording of an updated orientation session and individual advising and drop-in office hours are available to all students.

Fieldwork placements are identified primarily based on the student's area of concentration, and their academic and professional goals. A listing of placement sites at governmental, health care, community-based, private sector, and non-profit organizations are available for students to select from; students may also identify an appropriate site on their own. Fieldwork opportunities are shared through a weekly newsletter, "Field Notes;" through Handshake, the School's job board and career development platform; and through an additional weekly list of Fieldwork Opportunities on OEL's web page. The content of the

practicum project must be related to the student's concentration within public health, and must be designed to lead to policy or organizational change. Students work with their practicum preceptor, faculty advisor, and OEL to identify a minimum of five competencies, of which three are foundational, as well as two final deliverable projects that demonstrate the attainment of the designated competencies. This information is included in a documented learning agreement, as well as the dates/hours associated with student activities, the background and significance of the problem they intend to address, project goals and objectives, a description of activities, and methodology and skills to be employed to achieve project goals and competencies. The student's practicum preceptor and department, and the Office of Experiential Learning must approve the learning agreement prior to course registration.

In addition to the final deliverables, students must submit two interim progress reports, a final evaluation of their placement experience, and an analytical reflection essay. Preceptor evaluations are completed for each student at the conclusion of the semester. The instructor of the course, a faculty member from students' respective academic department, is responsible for assigning the final grade for the experience.

CHSS 696 – Community Health Practice Collaborative I/CHSS 698 – Community Health Practice Collaborative II
The Community Health Practice Collaborative is a two-semester series required for students in the MPH Community Health concentration. In this sequence, students complete 180 total hours of time, working in small groups with community organizations to gain real-world experience through a public health project. Prior to the semester's start, the course instructor meets with fieldwork placement sites, discussing each site's work, and the deliverables needed. The course instructor then presents students with several collaborative community health projects to choose from, and groups are comprised of three to five students. In the first weeks of CHSS 696, students work together and with their preceptor to establish which of the deliverables they will each be independently responsible for, and which competencies represent their individually selected deliverables; a minimum of five competencies are identified, of which at least three are foundational. These competencies are reviewed and approved by the course instructor, and revised when necessary.

Attainment of competencies is evaluated through two or more individual deliverables, one completed in each of the sequenced courses. These deliverables contribute to a larger group project and are intended for use by the practice site. Depending on the nature of the group project, deliverables may involve development of data collection plans or instruments; preliminary analysis of data, policies, or programs; or recommendations for stakeholders based on findings.

Other components that contribute to the student's grade include a reflexive memo, a group project plan, a reading list related to the topical and methodological area of the group's project, a project summary, discussion boards, and log of hours. Peer and preceptor evaluations are completed for each student. At the conclusion of the experience, students complete an evaluation of their fieldwork site and preceptor. The instructor of the course, a faculty member from the Community Health program, is responsible for assigning students a final grade for the experience.

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

The following materials are available in ERF D5.2 – APE Materials:

- PUBH 696 – Supervised Fieldwork
    - Course Syllabus
    - Fieldwork Learning Agreement Template
    - Preceptor Midpoint Evaluation of Student
    - Preceptor Evaluation of Student

    - Student Evaluation of Fieldwork Site
    - Fieldwork Orientation Slide Deck
- CHSS 696 – Community Health Practice Collaborative I/CHSS 698 – Community Health Practice Collaborative II
    - Course Syllabus for CHSS 696 and CHSS 698
    - Deliverables Rubric
    - Student Evaluation of Fieldwork Site
    - Preceptor Evaluation of Student

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

Completed samples of deliverables associated with the applied practice experience can be found in ERF D5.3 – APE Samples. Grades are provided for samples associated with CHSS 696 – Community Health Practice Collaborative I/CHSS 698 – Community Health Practice Collaborative II. PUBH 696 – Supervised Fieldwork is a pass/fail course, and all samples provided earned passing grades.

It should be noted that concentration competencies were revised in Spring 2024, and the selected competencies indicated in these samples may differ from those listed in Criterion D4.1 of this self-study document.

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

Strengths: Primary instructional faculty and the Office of Experiential Learning collaborate closely to ensure a meaningful and successful applied practice experience for all students. Students have been placed at more than three hundred and fifty governmental, community-based, non-profit, health care, labor, and private sector organizations in the past two years. In Spring 2022, OEL launched and pilot-tested a fieldwork opportunities database to be used by students, faculty, and preceptors. The tool allows organizations to post and advertise potential fieldwork projects for which they are seeking graduate public health students, permitting students to search available opportunities for their fieldwork placement, and enabling preceptor-faculty-student communication.

Weaknesses: None noted.

D6. DrPH Applied Practice Experience (if applicable)

Not applicable.

D7. MPH Integrative Learning Experience

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

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

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

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

Table D7.1.1: MPH Integrative Learning Experience for Environmental and Occupational Health Sciences, Epidemiology & Biostatistics, Health Policy and Management, Public Health Nutrition Concentrations	
Integrative learning experience (list all options)	**How competencies are synthesized**
PUBH 698 – Capstone Project	Prior to registration, students work with their faculty advisor to select appropriate foundational (core) and concentration competencies during the proposal phase. Final Capstone projects specifically note these identified competencies. Final Capstone projects are evaluated by the capstone instructor, utilizing a standard rubric, in which a student's ability to effectively synthesize and integrate the selected competencies is assessed.

Table D7.1.2: MPH Integrative Learning Experience for Community Health Concentration	
Integrative learning experience (list all options)	**How competencies are synthesized**
CHSS 698 – Community Health Practice Collaborative II	Students complete a comprehensive exam in which they integrate learning from foundational (core) and concentration coursework, as it applies to their collaborative experience. The three-part take-home exam emphasizes policies and systems that affect health equity, community and stakeholder engagement, and research and evaluation methods. Each part is aligned with two MPH foundational competencies and one concentration competency. Final exams are evaluated by the capstone instructor, utilizing a standard rubric, in which a student's ability to effectively synthesize and integrate competencies is assessed.

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

Depending on their concentration, MPH students complete one of two integrated learning experiences. MPH-Epidemiology and Biostatistics, MPH-Environmental and Occupational Health Sciences, MPH-Public Health Nutrition, and MPH-Health Policy and Management students enroll in PUBH 698 – Capstone Project. MPH-Community Health students enroll in a two-semester series: CHSS 696 – Community Health Practice Collaborative I, followed by CHSS 698 – Community Health Practice Collaborative II; these sequenced courses encompass both the applied practice experience and integrated learning experience.

PUBH 698 – The Capstone Project
The Capstone Project allows students to apply knowledge and experiences gained during their graduate program and synthesize their learnings into a major writing project. Often, data collected or project experience attained during fieldwork serve as the basis for this project. Students are expected to use a combination of synthesized evidence, theoretical models, and empirical research to answer a public health research question or practice problem using interdisciplinary perspectives. Three major deliverables are required: 1) the writing assignment, 2) the presentation, and 3) the portfolio/reflection. The faculty instructor from the student's concentration has primary responsibility for guiding the student through the Capstone project and is responsible for assigning the final grade for the course. More information, including policies and procedures guiding the Capstone Project can be found in the Capstone Handbook.

CHSS 698 – Community Health Practice Collaborative II
The Community Health Practice Collaborative is a two-semester series required for students in the MPH Community Health concentration. In the second half of this sequence, student groups continue working on their community health projects, and individually complete a comprehensive exam. The comprehensive exam includes questions related to: policies and systems that affect health and equity, community and stakeholder engagement, and research and evaluation methods; each of these parts is mapped to two foundational competencies and one concentration competency. The exam requires students to integrate knowledge gained from their program coursework and synthesize competencies relevant to their collaborative experience. The instructor of the course, a faculty member from the MPH-COMH program, is responsible for assigning the final grade for the course.

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

The following materials are available in ERF D7.3 – ILE Materials:

- The Capstone Project – PUBH 698
    - Course Syllabus
    - Capstone Practice Paper Proposal Worksheet
    - Capstone Research Paper Proposal Worksheet
    - The Capstone Project Handbook
- Community Health Practice Collaborative II – CHSS 698
    - Course Syllabus
    - Comprehensive Exam

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

Rubric templates that evaluate the students' attainment and synthesis of selected competencies for both PUBH 698 and CHSS 698 can be found in the ERF D7.4 – ILE Rubrics.

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

Completed, graded samples of deliverables associated with the Integrated Learning Experience can be found in ERF D7.5 – ILE Samples.

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

Strengths: In PUBH 698 – Capstone Project, students are encouraged to use data collected or project experience attained from their applied practice requirement to serve as the basis for their integrated learning requirement, allowing for a more meaningful experience. In CHSS 698 – Community Health Practice Collaborative II, this integration is required.

Weaknesses and Future Plans: Students who fulfill their integrated learning experience through PUBH 698 – Capstone Project, and opt to complete original research and analysis as part of their project, may find the fifteen-week semester too limiting to fully explore their topic. To address this, academic departments and the Office of Experiential learning will continue to examine ways in which students can begin early preparation on their projects. For example, prior to enrollment for PUBH 698, students now must complete a comprehensive capstone proposal that identifies all necessary elements of their planned work.

Also, the Comprehensive Examination required for MPH-COMH students was first implemented in Spring 2024, and so there are a limited number of samples available at this time.

D8. DrPH Integrative Learning Experience

Not applicable.

D9. Public Health Bachelor's Degree Foundational Domains

Not applicable.

D10. Public Health Bachelor's Degree Foundational Competencies

Not applicable.

D11. Public Health Bachelor's Degree Cumulative and Experiential Activities

Not applicable.

D12. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

Not applicable.

D13. MPH Program Length

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

Schools use university definitions for credit hours.

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

All MPH degree concentrations require a minimum of 42 semester credit hours, as reflected in Tables D2.1.2 – D2.1.6.

Students enrolled in the 4+1 pipeline program are required to complete the same 42 semester credit hours as traditional graduate students; however, they are permitted to begin their graduate-level coursework early, while still pursuing the bachelor's degree. Students may enroll in 3–18 credits at CUNY SPH, which fulfill undergraduate requirements. Once the student completes their bachelor's degree and matriculates into CUNY SPH, these credits are double counted and applied to the master's degree.

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

In compliance with the New York State Education Department, one semester hour per week during a fifteen-week semester (fall and spring) is equivalent to one credit. Each credit earned requires at least fifteen hours of instruction and at least thirty hours of supplementary instruction and/or assignments. This may include traditional in-person or online contact time, as well as laboratory sessions, supervised fieldwork, individual meetings, electronic communication, and field trips.

In addition to the fall and spring semesters, the School offers intensive winter and summer sessions. In every case, summer and winter courses are subject to the same requirements as those offered during the fall and spring semesters, with respect to the total number of classroom hours and expected learning outcomes.

D14. DrPH Program Length

Not applicable.

D15. Bachelor's Degree Program Length

Not applicable.

D16. Academic and Highly Specialized Public Health Master's Degrees

Students enrolled in the unit of accreditation's academic and highly specialized public health master's degrees (e.g., MS in biostatistics, MS in industrial hygiene, MS in data analytics, etc.) complete a curriculum that is based on defined competencies; produce an appropriately rigorous discovery-based paper or project at or near the end of the program of study; and engage in research at a level appropriate to the degree program's objectives.

These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and/or translation of public health knowledge.

Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.

The school identifies at least one required assessment activity for each of the foundational public health learning objectives.

The school validates academic public health master's students' foundational public health knowledge through appropriate methods.

1) List the curricular requirements for each relevant degree in the unit of accreditation.

The CUNY SPH offers three academic public health master's degrees: a Master of Science in Environmental and Occupational Health Sciences, a Master of Science in Health Communication for Social Change, and a Master of Science in Population Health Informatics. Curricular requirements for each degree program can be found below, in Tables D16.1.1 – D16.1.3.

Table D16.1.1: Master of Science – Environmental and Occupational Health Sciences (39 credits)		
Foundations of Public Health Knowledge Requirements (0 credits)		
PUBH 601	Foundations of Public Health Knowledge	0
Public Health Core Requirements (6 credits)		
PUBH 613	Designs, Concepts, and Methods in Public Health Research	3
PUBH 614	Quantitative and Qualitative Data Analysis Methods in Public Health Research	3
Concentration Requirements (21 credits)		
EOHS 622	Environmental and Occupational Toxicology	3
EOHS 623	Principles of Industrial Hygiene	3
EOHS 626	Industrial Ventilation and Indoor Air Quality	3
EOHS 627	Noise and Radiation Hazards and Controls	3
EOHS 633	Introduction to Environmental and Occupational Health	3
EOHS 625	Hazard Evaluation and Instrumentation	3
EOHS 643	Industrial Safety and Management	3
	Comprehensive Examination	-
Electives (9 credits)		
	Three electives chosen in consultation with faculty advisor	9
Integrated Learning Experience (3 credits)		
PUBH 698	Capstone Project	3

Table D16.1.2: Master of Science – Health Communication for Social Change (36 credits)		
Foundations of Public Health Knowledge Requirements (0 credits)		
PUBH 601	Foundations of Public Health Knowledge	0
Public Health Core Requirements (15 credits)		
PUBH 610	Public Health Leadership and Management	3
PUBH 611	Health Equity, Communication, and Advocacy	3
PUBH 612	Designing and Evaluating Public Health Interventions	3
PUBH 613	Designs, Concepts, and Methods in Public Health Research	3
PUBH 614	Quantitative and Qualitative Data Analysis Methods in Public Health Research	3
Concentration Requirements (15 credits)		
CHSS 626	Health and Media Literacy for Public Health Advancement	3
CHSS 627	Social Marketing and Health Communication Theory and Practice	3
CHSS 628	Multisectoral Engagement for Sustainable Health: Local to Global Development, Implementation, and Measurement	3
CHSS 629	Strategic Multimedia Production and Innovative Health Communication: Design and Delivery	3
CHSS 630	Case Studies in Social Marketing, Health Communication, and Strategic Diplomacy for Public Health	3
Electives (3 credits)		
	One elective chosen in consultation with faculty advisor	3
Integrated Learning Experience (3 credits)		
CHSS 700	Health Communication Capstone Project	3

Table D16.1.3: Master of Science – Population Health Informatics (39 credits)		
Foundations of Public Health Knowledge Requirements (0 credits)		
PUBH 601	Foundations of Public Health Knowledge	0
Public Health Core Requirements (15 credits)		
PUBH 610	Public Health Leadership and Management	3
PUBH 611	Health Equity, Communication, and Advocacy	3
PUBH 612	Designing and Evaluating Public Health Interventions	3
PUBH 613	Designs, Concepts, and Methods in Public Health Research	3
PUBH 614	Quantitative and Qualitative Data Analysis Methods in Public Health Research	3
Concentration Requirements (15 credits)		
EPID 630	Fundamentals of Population Health Informatics	3
EPID 631	Principles of Consumer Health Informatics	3
EPID 632	Applications of Population Health Informatics	3
EPID 633	Design and Development of Population Health Information Systems	3
EPID 634	Population Health Dashboards	3
EPID 635	Mobile Health Interventions: Opportunities, Challenges, and Applications	3
Applied Practice Experience/Integrated Learning Experience (3 credits)		
EPID 700	PopHI Project	6

2) Provide a matrix, in the format of Template D16-1, that indicates the assessment activity for each of the foundational public health learning objectives listed above (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

All foundational public health learning objectives are attained in PUBH 601 – Foundations of Public Health, as listed below in Table D16.2.1. This course is designed as self-paced, online-asynchronous, and equivalent to a three-credit course, with twelve modules, one for each learning objective. At the conclusion of each module, students must pass a quiz in that module's content area with an 80% or higher. The course's grading system is pass/fail, and students must pass each module in order to receive a passing grade for the course. The course is available in the fall and spring sessions, and is activated early in Blackboard, allowing for student completion prior to the semester's start.

Table D16.2.1: Content Coverage for Academic Public Health Master's Degree

Content	Course number(s) & name(s) or other educational requirements
1. Explain public health history, philosophy, and values	PUBH 601 - Foundations of Public Health, Module quiz 1
2. Identify the core functions of public health and the 10 Essential Services	PUBH 601 - Foundations of Public Health, Module quiz 2
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PUBH 601 - Foundations of Public Health, Module quiz 3
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PUBH 601 - Foundations of Public Health, Module quiz 4
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PUBH 601 - Foundations of Public Health, Module quiz 5
6. Explain the critical importance of evidence in advancing public health knowledge	PUBH 601 - Foundations of Public Health, Module quiz 6
7. Explain effects of environmental factors on a population's health	PUBH 601 - Foundations of Public Health, Module quiz 7
8. Explain biological and genetic factors that affect a population's health	PUBH 601 - Foundations of Public Health, Module quiz 8
9. Explain behavioral and psychological factors that affect a population's health	PUBH 601 - Foundations of Public Health, Module quiz 9
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PUBH 601 - Foundations of Public Health, Module quiz 10
11. Explain how globalization affects global burdens of disease	PUBH 601 - Foundations of Public Health, Module quiz 11
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	PUBH 601 - Foundations of Public Health, Module quiz 12

3) Provide supporting documentation for each assessment activity listed in Template D16-1. Documentation should include the following, as relevant, for each listed assessment:

- assignment instructions or guidelines as provided to students
- writing prompts provided to students
- sample exam question(s)

All module quizzes required for PUBH 601 – Foundations of Public Health can be found in ERF D16.3 – PUBH 601 Quizzes.

4) Provide a matrix, in the format of Template D16-2, that lists competencies for each relevant degree and concentration. The matrix indicates how each competency is covered in the curriculum. Typically, the school will present a separate matrix for each concentration. Note: these competencies are defined by the school and are distinct from the foundational public health learning objectives defined in this criterion.

Table D16.4.1: Competencies for Academic Master's Degrees in Public Health (Health Communication for Social Change concentration)	
Competency	**Describe how this competency is covered**
1. Create strategic and theory-based communication and social marketing plans that address health inequalities and incorporate human-centered user experience principles	**CHSS 627:** Social Marketing and Health Communication Theory and Practice **CHSS 626:** Health and Media Literacy for Public Health Advancement
2. Produce effective communication and media relations products using a variety of tools and technologies	**CHSS 627:** Social Marketing and Health Communication Theory and Practice **CHSS 628:** Multisectoral Engagement for Sustainable Health: Local to Global Development, Implementation and Measurement **CHSS 629:** Strategic Multimedia Production and Innovative Health Communication: Design and Delivery
3. Apply entrepreneurial methods to develop innovative communication solutions to complex public health challenges	**CHSS 628:** Multisectoral Engagement for Sustainable Health: Local to Global Development, Implementation and Measurement
4. Apply theories, models, and methods from a range of disciplines to health communication programs	**CHSS 627:** Social Marketing and Health Communication Theory and Practice
5. Demonstrate multisectoral engagement and problem-solving skills in the creation of effective health communication programs	**CHSS 628:** Multisectoral Engagement for Sustainable Health: Local to Global Development, Implementation and Measurement **CHSS 630:** Case Studies in Social Marketing, Health Communication, and Strategic Diplomacy of Public Health

Table D16.4.2: Competencies for Academic Master's Degrees in Public Health (Environmental and Occupational Health Sciences concentration)	
Competency[8]	**Describe how this competency is covered**
1. Identify agents, factors, and stressors generated by and/or associated with defined sources, unit operations, and/or processes	**EOHS 633:** Introduction to Environmental and Occupational Health
2. Describe qualitative and quantitative aspects of generation of agents, factors, and stressors	**EOHS 623:** Principles of Industrial Hygiene **EOHS 626:** Industrial Ventilation and Indoor Air Quality
3. Understand physiological and/or toxicological interactions of physical, chemical, biological, and	**EOHS 622:** Environmental and Occupational Toxicology

[8] Competencies for the MS-EOHS are prescribed by the program's accrediting body, the Accreditation Board for Engineering and Technology (ABET).

Table D16.4.2: Competencies for Academic Master's Degrees in Public Health (Environmental and Occupational Health Sciences concentration)	
Competency[8]	**Describe how this competency is covered**
ergonomic agents, factors, and/or stressors with the human body	
4. Assess qualitative and quantitative aspects of exposure assessment, dose-response, and risk characterization based on applicable pathways and modes of entry	**EOHS 622:** Environmental and Occupational Toxicology **EOHS 627:** Noise and Radiation Hazards and Controls **EOHS 625:** Hazard Evaluation and Instrumentation
5. Calculate, interpret, and apply statistical and epidemiological data	**EOHS 623:** Principles of Industrial Hygiene
6. Recommend and evaluate engineering, administrative, and personal protective equipment controls and/or other interventions to reduce or eliminate hazards	**EOHS 623:** Principles of Industrial Hygiene **EOHS 626:** Industrial Ventilation and Indoor Air Quality
7. Demonstrate an understanding of applicable business and managerial practices	**EOHS 643:** Industrial Safety and Management **EOHS 625:** Hazard Evaluation and Instrumentation
8. Interpret and apply applicable occupational and environmental regulations	**EOHS 633:** Introduction to Environmental and Occupational Health
9. Understand fundamental aspects of safety and environmental health	**EOHS 633:** Introduction to Environmental and Occupational Health **EOHS 643:** Industrial Safety and Management

Table D16.4.3: Competencies for Academic Master's Degrees in Public Health (Population Health Informatics concentration)	
Competency	**Describe how this competency is covered**
1. Assess stakeholder data, information, and knowledge needs	**EPID 631:** Principles of Consumer Health Informatics
2. Manage and direct health informatics planning for public health and information technology-related projects	**EPID 630:** Fundamentals of Population Health Informatics
3. Apply and utilize informatics standards in all projects and systems, where relevant standards exist, and contribute to standards development efforts	**EPID 632:** Applications of Population Health Informatics **EPID 635:** Mobile Health Interventions: Opportunities, Challenges, and Applications
4. Design, develop, and implement user-centered population health information systems using effective approaches	**EPID 634:** Population Health Dashboards
5. Establish frameworks for evaluating the implementation process for information systems and applications, and conduct evaluations of these systems for improving user satisfaction and outcomes	**EPID 633:** Design and Development of Population Health Information Systems
6. Analyze strategies for integrating informatics knowledge within organizations and communities and maximizing the availability of information for public health	**EPID 700:** PopHI Project

5) Provide supporting documentation that clearly identifies how the school or program ensures that students complete a curriculum based on defined competencies. Documentation may include

detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc.)

Syllabi for all required courses listed in Tables D16.1.1 – D16.1.3 can be found in ERF D16.5 – MS Syllabi. Instruction of competencies is evident by the weekly schedule, including topics and readings. Alignment of competencies and assessments, documented in each syllabus, ensures that students attain the intended skills and knowledge.

6) Briefly explain how the school ensures that the instruction and assessment in basic public health knowledge is generally equivalent to the instruction and assessment typically associated with a three-semester-credit course.

All academic master's degree programs include a minimum of six credits of public health core coursework. The MS in Environment and Occupational Health Sciences requires two courses, or six credits, while the MS in Communication for Social Change, and the MS in Population Health Informatics, require all five courses, or fifteen credits.

Table D16.6.1: Academic Master's Degree Programs Mapped to Public Health Core Coursework

Academic Master's Degree Program	**PUBH 610** Public Health Leadership and Management	**PUBH 611** Health Equity, Communication, and Advocacy	**PUBH 612** Designing and Evaluating Public Health Interventions	**PUBH 613** Designs, Concepts, and Methods in Public Health Research	**PUBH 614** Quantitative and Qualitative Data Analysis Methods in Public Health Research
MS-EOHS				X	X
MS-POPHI	X	X	X	X	X
MS-HCSC	X	X	X	X	X

7) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and/or translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

   Typically, the school or program will present a separate list and explanation for each degree program, but these may be combined if requirements are identical.

As summarized above in Table D16.6.1, all academic master's degree programs require completion of PUBH 613 – Designs, Concepts, and Methods in Public Health Research, as well as PUBH 614 – Quantitative and Qualitative Data Analysis Methods in Public Health Research. These courses carry three credits each, and provide a comprehensive overview of quantitative and qualitative research methods, and principles, theory, and measures commonly used in public health. Additionally, they emphasize the essential software and programming skills for proficiently analyzing and interpreting data, enabling practical application in public health, policy, and practice.

8) Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

All academic master's degree programs require a final project, typically taken in the student's final semester. Students must successfully demonstrate mastery of competencies and aptitude in their respective field of study, with specific requirements summarized by program below:

MS-EOHS
Students in the MS-EOHS program are required to complete a three-credit Capstone course, PUBH 698 – Capstone Project, serving as a culminating experience that allows students to apply their knowledge and skills acquired through the program. Students are expected to use a combination of synthesized evidence, theoretical models, and empirical research to write a quality scientific paper. Three major deliverables are required: 1) the writing assignment, 2) the presentation, and 3) the portfolio/reflection. Prior to registering for this course, students meet individually with their faculty advisor to develop an area of research that is appropriate to their academic and professional goals, then submit a proposal for approval, which includes a literature review, analysis plan, and strengths and limitations of the proposed study. Each year, a number of students work on environmental and occupational hygiene research projects either with departmental faculty, National Institute for Occupational Safety and Health (NIOSH) Education and Research Centers (ERC) faculty, or other health and safety professionals. The instructor of the course, a faculty member from the Department of Environmental, Occupational, Geospatial Health Sciences, is responsible for guiding the student through the Capstone experience, and assigning the final grade for the course. More information regarding the Capstone Project can be found in the Capstone Handbook.

MS-HCSC
Students in the MS-HCSC program are required to complete a three-credit Capstone course, CHSS 700 – Health Communication Capstone Project, serving as the culminating experience that allows student to synthesize learning and competencies into a comprehensive project and major professional statement. In this course, students develop comprehensive communication and advocacy plans for a real organization or campaign. Students apply theoretical models, research, advocacy planning, social marketing strategy, digital media, and visual communications to improve an issue of public health. An oral presentation or poster is required, as well as an online portfolio showcasing work, select academic projects and achievements, and a professional mission and resume. The instructor of the course, a faculty member from the MS-HCSC program, is responsible for guiding the student through the Capstone experience, and assigning the final grade for the course. More information regarding the Health Communication Capstone Project can be found in the MS-HCSC Program Handbook.

MS-POPHI
EPID 700 – PopHI Project is a six-credit course that includes two components: 180 hours of supervised fieldwork followed by a Capstone project. The course is intended to address technological solutions to public health problems; students translate their research findings into practice that aims to improve population health outcomes across diverse settings. Students may work with a partnering organization to implement best public health practices within that organization, collect and analyze new data (e.g., survey results), aggregate publicly available data, or conduct meta-analyses supported by existing publications. In each case, the Capstone is an opportunity for the student to make a focused, defined contribution to public health, beginning with ideation and culminating in dissemination. Students are guided through several key project milestones, including an "elevator pitch," a mock grant proposal, and a seminar talk. The instructor of the course, a faculty member from the MS-POPHI program, is responsible for guiding the student through the Capstone experience, and assigning the final grade for the course. More information regarding the PopHI Project can be found on the PopHI Project course page.

9) Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program.

Students may find policies and procedures guiding each of their Capstone experiences in course syllabi (see: "PUBH 698" for MS-EOHS, "CHSS 700" for MS-HCSC, and "EPID 700" for MS-POPHI in ERF D16.5 – MS Syllabi) and via the following handbooks/course pages:

- Capstone Handbook applies to MS-EOHS students
- MS-HCSC Program Handbook applies to MS-HCSC students
- PopHI Project course page applies to MS-POPHI students

10) Include completed, graded samples of deliverables associated with the major paper or project. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

Samples of final projects can be found in ERF D16.10 – MS Final Project Samples.

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

Strengths: The MS-EOHS is a cornerstone program of CUNY SPH, founded in 1971 to respond to workforce development needs, arising from the formation of the U.S. Occupational Safety and Health Administration (OSHA). It is part of the National Institute for Occupational Safety and Health (NIOSH)-New York/New Jersey Education and Research Centers (ERC) and receives government support to train and develop industrial hygienists. The program was successfully re-accredited by the Accreditation Board for Engineering and Technology (ABET) in 2019 for a full seven years, with the site visiting team finding no deficiencies or weaknesses.

Weaknesses and Future Plans: The MS-POPHI and MS-HCSC program are relatively new to the School, launched respectively in Fall 2019 and Fall 2020. These programs are still growing their respective student bodies, and so limited feedback from program graduates is available at this time.

D17. Academic Public Health Doctoral Degrees

Students enrolled in the unit of accreditation's doctoral degree programs that are designed to prepare public health researchers and scholars (e.g., PhD, ScD) complete a curriculum that is based on defined competencies; engage in research appropriate to the degree program; and produce an appropriately advanced research project at or near the end of the program of study.

These students also complete coursework and other experiences, outside of the major paper or project, that substantively address scientific and analytic approaches to discovery and translation of public health knowledge.

These students complete doctoral-level, advanced coursework and other experiences that distinguish the school of study from a master's degree in the same field.

The school defines appropriate policies for advancement to candidacy, within the context of the institution.

Finally, students complete coursework that provides instruction in the foundational public health knowledge at an appropriate level of complexity. This instruction may be delivered through online, in-person or blended methodologies, but it must meet the following requirements while covering the defined content areas.

The school identifies at least one required assessment activity for each of the foundational public health learning objectives.

The school validates academic doctoral students' foundational public health knowledge through appropriate methods.

1) List the curricular requirements for each non-DrPH public health doctoral degree in the unit of accreditation, EXCLUDING requirements associated with the final research project. The list must indicate (using shading) each required curricular element that a) is designed expressly for doctoral, rather than master's students or b) would not typically be associated with completion of a master's degree in the same area of study.

   The school may present accompanying narrative to provide context and information that aids reviewers' understanding of the ways in which doctoral study is distinguished from master's-level study. This narrative is especially important for institutions that do not formally distinguish master's-level courses from doctoral-level courses.

   The school will present a separate list for each degree program and concentration as appropriate.

The CUNY SPH offers a Doctor of Philosophy in Public Health with three concentrations: Community Health and Health Policy, Environmental and Planetary Health Sciences, and Epidemiology. All curricular requirements are designed explicitly for doctoral students, and can be found below, in Tables D17.1.1 – D17.1.3.

Table D17.1.1: Doctor of Philosophy – Community Health and Health Policy (42 credits)		
Foundations of Public Health Knowledge Requirements (0 credits)		
PUBH 601	Foundations of Public Health Knowledge	0
Core Requirements (12 credits)		
PUBH 801	Epidemiological Methods I	3
PUBH 802	Applied Biostatistics I	3
PUBH 803	Public Health Perspectives on Science	3
PUBH 804	Qualitative Research Methods with Applications to Urban Health	3
Concentration Requirements (30 credits)		
CHSS 820	Environmental and Occupational Toxicology	3
CHSS 821	Principles of Industrial Hygiene	3
CHSS 810	Industrial Ventilation and Indoor Air Quality	3
HPAM 820	Noise and Radiation Hazards and Controls	3
HPAM 822	Introduction to Environmental and Occupational Health	3
Electives (15 credits)		
	Five electives, one of which must emphasis research methods, chosen in consultation with advisor	15
Teaching Experience		
	Teaching experience to be determined in consultation with advisor	-
Examinations		
	Qualifying Exam	-
Dissertation		
PUBH 900	Dissertation Supervision	0

Table D17.1.2: Doctor of Philosophy – Environmental and Planetary Health (42 credits)		
Foundations of Public Health Knowledge Requirements (0 credits)		
PUBH 601	Foundations of Public Health Knowledge	0
Core Requirements (12 credits)		
PUBH 801	Epidemiological Methods I	3
PUBH 802	Applied Biostatistics I	3
PUBH 803	Public Health Perspectives on Science	3
PUBH 804	Qualitative Research Methods with Applications to Urban Health	3
Concentration Requirements (30 credits)		
EOHS 822	Environmental and Occupational Toxicology	3
EOHS 823	Principles of Industrial Hygiene	3
EPID 821	Industrial Ventilation and Indoor Air Quality	3
 EOHS 824 EOHS 821 FNPH 821 FNPH 820	*Students select two courses:* Advanced Exposure Assessment and Policy Applications Environmental and Occupational Health Risk and Hazard Assessment Nutrient Metabolism and Applications in Public Health Food Policy	6
Electives (15 credits)		
	Five electives, one of which must emphasis research methods, chosen in consultation with advisor	15
Teaching Experience		
	Teaching experience to be determined in consultation with advisor	-
Examinations		
	Qualifying Exam	-

Table D17.1.2: Doctor of Philosophy – Environmental and Planetary Health (42 credits)		
Dissertation		
PUBH 900	Dissertation Supervision	0

Table D17.1.3: Doctor of Philosophy – Epidemiology (42 credits)		
Foundations of Public Health Knowledge Requirements (0 credits)		
PUBH 601	Foundations of Public Health Knowledge	0
Core Requirements (12 credits)		
PUBH 803	Public Health Perspectives on Science	3
PUBH 804	Qualitative Research Methods with Applications to Urban Health	3
Concentration Requirements (30 credits)		
EPID 821	Epidemiological Methods II	3
EPID 822	Epidemiological Methods III	3
EPID 823	Epidemiological Methods IV	3
EPID 824	Epidemiological Methods V	3
EPID 825	Experimental Design	3
BIOS 821	Applied Biostatistics II	3
BIOS 822	Applied Biostatistics III	3
BIOS 823	Applied Biostatistics IV	3
Electives (12 credits)		
	Four electives chosen in consultation with advisor	12
Teaching Experience		
	Teaching experience to be determined in consultation with advisor	-
Examinations		
	Comprehensive Exam	-
Dissertation		
PUBH 900	Dissertation Supervision	0

2) Provide a matrix, in the format of Template D17-1, that indicates the assessment activity for each of the foundational public health learning objectives listed above (1-12). Typically, the school will present a separate matrix for each degree program, but matrices may be combined if requirements are identical.

All foundational public health learning objectives are attained in PUBH 601 – Foundations of Public Health, as listed in Table D17.2.1. This course is designed as self-paced, online-asynchronous, and equivalent to a 3-credit course, with twelve modules, one for each learning objective. At the conclusion of each module, students must pass a quiz in that module's content area with an 80% or higher. The course's grading system is pass/fail, and students must pass each module in order to receive a passing grade for the course. The course is available in the fall and spring sessions, and is activated early in Blackboard, allowing for student completion prior to the semester's start.

Table D17.2.1: Content Coverage for Academic Doctoral Degree in a Public Health Field		
Content	**Course Number & Name**	**Describe Specific Assessment Opportunity**
1. Explain public health history, philosophy, and values	PUBH 601 - Foundations of Public Health	Module quiz 1
2. Identify the core functions of public health and the 10 Essential Services	PUBH 601 - Foundations of Public Health	Module quiz 2

Table D17.2.1: Content Coverage for Academic Doctoral Degree in a Public Health Field		
Content	**Course Number & Name**	**Describe Specific Assessment Opportunity**
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PUBH 601 - Foundations of Public Health	Module quiz 3
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	PUBH 601 - Foundations of Public Health	Module quiz 4
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PUBH 601 - Foundations of Public Health	Module quiz 5
6. Explain the critical importance of evidence in advancing public health knowledge	PUBH 601 - Foundations of Public Health	Module quiz 6
7. Explain effects of environmental factors on a population's health	PUBH 601 - Foundations of Public Health	Module quiz 7
8. Explain biological and genetic factors that affect a population's health	PUBH 601 - Foundations of Public Health	Module quiz 8
9. Explain behavioral and psychological factors that affect a population's health	PUBH 601 - Foundations of Public Health	Module quiz 9
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PUBH 601 - Foundations of Public Health	Module quiz 10
11. Explain how globalization affects global burdens of disease	PUBH 601 - Foundations of Public Health	Module quiz 11
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	PUBH 601 - Foundations of Public Health	Module quiz 12

3) Provide supporting documentation for each assessment activity listed in Template D17-1. Documentation should include the following, as relevant, for each listed assessment:

   - assignment instructions or guidelines as provided to students
   - writing prompts provided to students
   - sample exam question(s)

All module quizzes required for PUBH 601 – Foundations of Public Health can be found in ERF D16.3 – PUBH 601 Quizzes.

4) Provide a matrix, in the format of Template D17-2, that lists competencies for each relevant degree and concentration. The matrix indicates how each competency is covered in the curriculum. Typically, the school will present a separate matrix for each concentration. Note: these competencies are defined by the school and are distinct from the introductory public health learning objectives defined in this criterion.

Table D17.4.1: Core Competencies for Academic Public Health Doctoral Degree (all concentrations)	
Competency	**Describe how this competency is covered[9]**
1. Critically analyze research for appropriateness of study design, sample, measures, data analysis, results, interpretation and dissemination	**PUBH 801:** Epidemiological Methods I **PUBH 803:** Public Health Perspectives on Science **PUBH 804:** Qualitative Research Methods with Applications to Urban Health
2. Design a feasible study and apply appropriate research methods to answer public health research questions	**PUBH 802:** Applied Biostatistics I **PUBH 804:** Qualitative Research Methods with Applications to Urban Health
3. Develop professional skills in scientific writing, oral communication, and teaching	**PUBH 802:** Applied Biostatistics I **PUBH 804:** Qualitative Research Methods with Applications to Urban Health
4. Uphold the highest ethical standards in planning, conducting, and analyzing research, including the involvement of human subjects	**PUBH 803:** Public Health Perspectives on Science
5. Apply historical and emerging scientific theories and paradigms to develop research aims and methods	**PUBH 803:** Public Health Perspectives on Science

Table D17.4.2: Program Competencies for Academic Public Health Doctoral Degree (Community Health and Health Policy concentration)	
Competency	**Describe how this competency is covered**
1. Apply quantitative and qualitative, or, when appropriate, mixed methods to community health and health policy research and evaluation	**CHSS 820:** Social and Behavioral Dimensions of Health Theory and Methods **CHSS 821:** Advanced Community Health Interventions **CHSS 810:** Cities and Health
2. Analyze causes and social consequences of health inequalities and propose strategies to reduce and eliminate these inequalities	**HPAM 820:** Seminar in Health Policy **CHSS 820:** Social and Behavioral Dimensions of Health Theory and Methods **CHSS 810:** Cities and Health
3. Investigate through multidisciplinary methods the implications and impact of policies and politics in community and population health with a focus on urban populations	**HPAM 822:** Public Health Economics **CHSS 810:** Cities and Health
4. Assess community needs, assets, cultural values, and capacity to promote health	**CHSS 821:** Advanced Community Health Interventions
5. Analyze the role of policy environment for health care organizations	**HPAM 820:** Seminar in Health Policy **HPAM 822:** Public Health Economics

[9] Students in the Epidemiology concentration are waived from PUBH 801 – Epidemiological Methods I, as well as PUBH 802 – Applied Biostatistics I, as they enter the program having already attained the skills and competencies associated with these two courses.

Table D17.4.3: Program Competencies for Academic Public Health Doctoral Degree (Environmental and Planetary Health Sciences concentration)	
Competency	**Describe how this competency is covered**
1. Quantify the influence of infrastructure, global, macro-social trends or regulations on planetary health hazards	**EOHS 824:** Advanced Exposure Assessment and Policy Applications **FNPH 820:** Food Policy
2. Critically analyze planetary health risks within the current scientific, political, economic, social, cultural or regulatory contexts	**EOHS 822:** Biology and Pathophysiological Applications in Public Health **EOHS 824:** Advanced Exposure Assessment and Policy Applications **EOHS 821:** Environmental and Occupational Health Risk and Hazard Assessment **FNPH 821:** Nutrient Metabolism and Applications in Public Health **FNPH 820:** Food Policy
3. Develop strategies to address planetary health risks using systems science	**EOHS 822:** Biology and Pathophysiological Applications in Public Health **EOHS 823/HPAM 843:** Systems Science in Planetary Health
4. Integrate concepts from scientific disciplines, such as toxicology, and physiology to generate or test models that predict effects of planetary health	**EOHS 822:** Biology and Pathophysiological Applications in Public Health **EOHS 823/HPAM 843:** Systems Science in Planetary Health **FNPH 821:** Nutrient Metabolism and Applications in Public Health
5. Demonstrate mastery in the conduct and interpretation and use of data from public health surveillance systems to monitor population health, predict risk, and/or identify targets of intervention	**EPID 821:** Epidemiological Methods II **EOHS 823/HPAM 843:** Systems Science in Planetary Health

Table D17.4.4: Program Competencies for Academic Public Health Doctoral Degree (Epidemiology concentration)	
Competency	**Describe how this competency is covered**
1. Demonstrate mastery in the conduct and interpretation of descriptive epidemiologic studies, including those involving the use of data from public health surveillance systems to monitor population health, predict risk, and/or identify targets of intervention	**EPID 821:** Epidemiological Methods II **EPID 822:** Epidemiological Methods III
2. Identify, apply and critique quantitative approaches to address epidemiological questions in public health research and practice	**BIOS 821:** Applied Biostatistics II **BIOS 822:** Applied Biostatistics III **EPID 823:** Epidemiological Methods IV
3. Demonstrate mastery of causal inference and apply causal inference techniques to scientific questions relevant to public health	**EPID 821:** Epidemiological Methods II **EPID 822:** Epidemiological Methods III **BIOS 822:** Applied Biostatistics III **BIOS 823:** Applied Biostatistics IV **EPID 824:** Epidemiological Methods V

Table D17.4.4: Program Competencies for Academic Public Health Doctoral Degree (Epidemiology concentration)	
Competency	**Describe how this competency is covered**
4. Design and implement public health research from protocol development through analysis/translation of findings	**EPID 823:** Epidemiological Methods IV **EPID 825:** Experimental Design
5. Present epidemiological methods and empirical findings transparently and persuasively to a wide array of audiences	**BIOS 821:** Applied Biostatistics II **EPID 822:** Epidemiological Methods II **BIOS 823:** Applied Biostatistics IV **EPID 824:** Epidemiological Methods V **EPID 825:** Experimental Design

5) Provide supporting documentation that clearly identifies how the school or program ensures that students complete a curriculum based on defined competencies. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc.)

Syllabi for all required courses listed in Tables D17.1.1 – D17.1.3 can be found in ERF D17.5 – PhD Syllabi. Instruction of competencies is evident by the weekly schedule, including topics and readings. Alignment of competencies and assessments, documented in each syllabus, ensures that students attain the intended skills and knowledge.

6) Briefly explain how the school ensures that the instruction and assessment in introductory public health knowledge is generally equivalent to the instruction and assessment typically associated with a three semester-credit course.

All academic doctoral degree programs include a minimum of six credits of public health core coursework. The concentrations in Community Health and Health Policy, as well as Environmental and Planetary Health Sciences, require four courses, or twelve credits. Students in the Epidemiology concentration require two courses, or six credits; these students are waived from PUBH 801 – Epidemiological Methods I, as well as PUBH 802 – Applied Biostatistics I, as they are expected to enter the program having already attained the skills and competencies associated with these two courses.

Table D17.6.1: Academic Doctoral Degree Programs Mapped to Public Health Core Coursework				
Academic Doctoral Degree Program	**PUBH 801** Epidemiological Methods I	**PUBH 802** Applied Biostatistics I	**PUBH 803** Public Health Perspectives on Science	**PUBH 804** Qualitative Research Methods with Applications to Urban Health
PHD-CHHP	X	X	X	X
PHD-EPHS	X	X	X	X
PHD-EPID			X	X

7) Identify required coursework and other experiences that address the variety of public health research methods employed in the context of a population health framework to foster discovery and translation of public health knowledge and a brief narrative that explains how the instruction and assessment is equivalent to that typically associated with a three-semester-credit course.

Typically, the school or program will present a separate list and explanation for each degree program, but these may be combined if requirements are identical.

The Community Health and Health Policy concentration and the Environmental & Planetary Health Sciences concentration require students to complete doctoral-level core coursework that emphasize quantitative and qualitative research methods in a public health context. PUBH 801 and PUBH 802 offer rigorous introductions to the design and conduct of epidemiologic studies, and statistical methods commonly used in the field of public health. PUBH 804 introduces students to approaches and applications in conducting qualitative research in urban public health. In addition, PHD-EPHS students are required to take EPID 821 – Epidemiological Methods II, while PHD-CHHP students are required to complete three elective credits in research methods.

The Epidemiology concentration waives students from core coursework in epidemiology and biostatistics, as they enter the program having attained these competencies. Students are required to complete PUBH 804, which emphasizes qualitative research methods with applications to urban health. Additionally, thirty-six credits of concentration coursework prepare these students to conduct independent and collaborative research in public health.

8) Briefly summarize policies and procedures relating to production and assessment of the final research project or paper.

All doctoral students are required to complete a dissertation, a comprehensive and original research project that serves as the culmination of their doctoral studies. It is an in-depth and rigorous academic document that demonstrates the student's ability to conduct independent research and make a significant scholarly contribution to their field of study.

Students begin dissertation work following completion of coursework, and after passing any examinations required for their concentration. The dissertation committee consists of at least three faculty members: a dissertation chair and a minimum of two other faculty members. The chair is the CUNY SPH faculty member who works most closely with the student to provide mentorship and guide research content, study design, data analysis, and writing. The chair is responsible for providing feedback of drafts on the proposal and dissertation, and presides over the dissertation proposal defense and dissertation defense.

The dissertation proposal is a detailed plan that describes the content and methods of the planned dissertation. It is prepared in the NIH R01 proposal format. Students are expected to describe and explain the theoretical framework for the study, proposing methods that are rigorous and feasible, as they relate to achieving the aims and answering the proposed research questions. The proposal includes a thorough description of the strengths and limitations of the proposed approach and a realistic timetable for completing the dissertation. It also addresses human subject issues related to the proposed research.

Students can choose either a three-article dissertation or a traditional dissertation format. The choice of which model to work under for a given dissertation research project is based on a discussion between the student and their dissertation chair; generally, students in the epidemiology concentration are encouraged to follow the three-paper model. The dissertation defense is open to the public and lasts approximately two hours. In the defense, the student gives a thirty-minute formal presentation, summarizing the gaps in the literature, specific aims, key findings and conclusions for each aim, limitations, and public health implications. The chair facilitates a discussion of the dissertation, and members of the audience have an opportunity to ask questions and provide feedback. Following, the committee and student move to a private setting for internal questions. Following completion of the dissertation defense, the committee decides whether the dissertation passes with no revisions, passes with minor revisions, or requires major

revisions. If major revisions are required, the committee must determine whether an additional defense is required.

9) Provide links to handbooks or webpages that contain the full list of policies and procedures governing production and assessment of the final research project or paper for each degree program.

Dissertation guidelines are available in the PhD in Public Health Handbook, available on the CUNY SPH website.

10) Include completed, graded samples of deliverables associated with the advanced research project. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

Dissertation samples associated with completion of the Doctor of Philosophy in Public Health program can be found in ERF D17.10 – Dissertation Samples. Dissertation Supervision is a pass/fail course, and all samples provided earned passing grades.

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

Strengths: The School offers a strong Doctor of Philosophy program in three core areas of public health. Since its launch, PhD students have achieved incredibly high graduation and post-graduate rates, as indicated in Criteria B3 and B4.

Weaknesses: The PhD was launched in 2019, at which time students enrolled in the since-sunsetted DrPH program were permitted to transition to the PhD degree. However, there are fewer than five students who have completed the PhD program start to finish, and so limited feedback from the curriculum as a whole is available at this time.

Future Plans: Doctoral directors are exploring additional funding opportunities for PhD students, including F31 and F32 NSRA fellowships, to provide financial support.

D18. All Remaining Degrees

Not applicable.

D19. Distance Education

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

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

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

As included in Table INTRO.3.1, all MPH concentrations and the MS-EOHS offer both hybrid and distance education modalities, while the MS-HCSC and MS-POPHI are offered exclusively in online formats.

2) Describe the public health distance education programs, including

    a) an explanation of the model or methods used

The CUNY SPH offers academic programs in both hybrid and exclusively online modalities, as noted in D19.1. Students enrolled in hybrid programs may take any combination of in-person, hyflex, hybrid, online-synchronous, and online-asynchronous coursework, without any restrictions set by the School. Students enrolled in exclusively online programs may only enroll in online-synchronous, online-asynchronous, and hyflex coursework.

For online courses, faculty use the Blackboard LMS system and the features of Blackboard Learn that include Video Everywhere, discussion boards using both the native and the Campus Pack versions, groups, online exams and surveys, and more. Lecture and module recording, along with desktop capture, are enabled through Camtasia, a commonly used software among academic institutions. Instructors use a variety of technology that addresses clear pedagogical needs. For students with disabilities and students who prefer alternative formats, Ally, a Blackboard tool, is enabled for all course content.

    b) the school's rationale for offering these programs

While the CUNY SPH has offered online coursework since 2016, it launched its first exclusively online program in Fall 2019. Since then, distance education programming and coursework offered by the School has expanded greatly, in efforts to increase accessibility and reach, maximize flexibility for its largely adult working student body, meet student demand, and create opportunities for international partnerships and collaborations. This rationale is further described below.

Increase Accessibility and Reach
As approved by a CUNY Board of Trustees resolution, tuition rates for out-of-state students enrolled in online degree programs are lower than their in-person/hybrid counterparts. New York State non-residents are charged $565 per credit for the online Master of Science degree (compared to $855 per credit for the in-person/hybrid Master of Science degree), and $745 per credit for the online Master of Public Health degree (compared to $1,005 per credit for the in-person/hybrid Master of Public Health degree). Data indicates that the School has successfully expanded its reach, with new enrollment of out-of-state students

in fully online programs increasing from 21.1% in Fall 2022, to 35.2% in Fall 2023; of the Fall 2023 students, 7.3% are residents of California.

Maximize Flexibility for Largely Adult Student Body
The School's Strategic Framework formalizes efforts to "examine course mode offerings that maximize flexibility and best support a largely adult student body that juggles multiple commitments." In recent years, CUNY SPH has expanded its course offerings to include weekend classes and has significantly increased online programming. Responses to a student survey indicate that students' ideal distribution of delivery modes for all coursework include 26% online synchronous, 54% online asynchronous, and 20% in person. In comparison, the School's Fall 2023 schedule offered 9% of coursework in an online-synchronous format, 71% in an online-asynchronous format, and 21% in person.

Meet Student Demand
The School continues to experience unprecedented demand for distance learning, particularly since the COVID-19 pandemic. In Fall 2023, 58% of new students opted for exclusively distance education programs, compared to 48% in Fall 2022. In Fall 2023, approximately 82% of students enrolled only in online coursework. The CUNY SPH will continue to monitor student enrollment trends, as well as feedback from students, faculty, and staff.

Create Opportunities for International Partnerships and Collaboration
A recently-launched partnership with the University of Alcalá (UAH) allows master's students to pursue a degree with a global perspective, as they learn from faculty based in New York City and Madrid. This online collaboration is available to both CUNY SPH students, as well as UAH students. Upon successful completion of the program requirements, students are awarded a Master of Public Health degree by CUNY SPH. Other international agreements are in the pipeline for development.

c) the manner in which the school provides necessary administrative, information technology, and student support services

Administrative and student support services for students enrolled in online programs are designed to be identical to their in-person/hybrid counterparts. Online programs are housed in the same department as the in-person/hybrid versions, supported by a single department chair and departmental administrator. All students in online programs are invited to an online-synchronous new student orientation and are assigned a faculty advisor, and provided access to staff academic advisors. Remote access is available to electronic library resources, the information technology Helpdesk and educational software, academic and professional writing assistance and quantitative tutoring, and career services.

Instructors are supported by the Office of Online Learning, which is charged with providing one-to-one assistance for faculty and their pedagogical and course design needs. The School hosts webinars and shares teaching-and-learning faculty-development programming in its "Events Roundup" emails, distributed to faculty and staff. The Office of Online Learning maintains a Faculty Resources Blog with tutorials, how-to guides, and videos on related topics. The School has also offered financial support for instructors who pursued formal training in online education. More information about the support and resources offered by this office can be found in Criterion E3.2.

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

All courses are designed using well-established instructional design principles. The criteria used are based on Universal Design for Learning principles (UDL) and course design rubrics. Courses are designed using a standard course template with a section for weekly materials, syllabus, instructor information,

discussion boards, video conferencing tools, digital library guide, and school services. All of these tools and services are linked in each course. The majority of full-time faculty is certified in online instruction and online course development. The School employs a full-time Manager of Learning Design and Multimedia Projects who works with faculty on all pedagogical needs. At the beginning of each semester, refresher webinars on the learning management system (Blackboard) are made available. In addition, as needs arise, special topic webinars are offered, as well, such as a topical webinar on "Instructor Presence" that was made available in Fall 2023.

Like in-person courses, online courses are evaluated on a semester basis through peer observation using a customized form with criteria for good online course design and course activity. This includes evidence of good course navigation, frequency of regular course announcements, and evidence of interactivity. Courses are also reviewed by the Curriculum Committee and department chairs, and are monitored for the same rigor and content as counterpart in-person sections.

e) the manner in which the school evaluates education outcomes, as well as the format and methods

Educational outcomes for online courses and programs are evaluated in the same manner as in-person and hybrid courses and programs. Assessments aligned to foundational competencies and concentration competencies are designed to be appropriate for all course modalities. Course evaluations are distributed at the conclusion of each semester, and ratings of online courses are compared to the in-person versions.

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

CUNY provides a unified CUNY Login service that requires a set of account credentials (username and password) for many University-wide applications, including CUNY's Learning Management System (LMS). Underpinning the credentials for these applications is an EMPLID, a unique CUNY identification number assigned to every student, faculty, and staff member in CUNYfirst, the University's Enterprise Resource Planning system. All students participating in online instruction offered by any CUNY campus must log in to their course sites in the LMS using their CUNY login credentials. To ensure compliance with Family Educational Rights and Privacy Act (FERPA) and National Institute of Standards and Technology (NIST) cybersecurity recommendations, strict access controls, including full encryption, are in place for all LMS access. This secure login is a student's only means of access to the LMS. As stated in Section III, subsection 2b of CUNY's Policy on Acceptable Use of Digital Assets and Resources, username and password sharing to access CUNY systems is prohibited.

Students register in their online courses through CUNYfirst, which imports registration information directly into the LMS without any action on the part of students, faculty, or staff beyond the regular registration process. Only duly registered students and the instructor of record appear on the roster of any online course. Furthermore, every action within a course site registers on the extensive tracking features of the LMS, which tracks each user in terms of time and duration of the action and the part of the site involved, even if there is no posting by the student.

Faculty teaching online classes are also able to confirm student identity through interactions with students. Syllabi for online courses explain academic integrity and direct students to the University's related policy. Faculty review student work in terms of knowledge of subject matter, level of performance, and style of writing (or presentation of work) to confirm authenticity. Written work can also

be checked for originality by reviewing discussion posts, previously submitted papers, and by using anti-plagiarism software such as Turnitin or SafeAssign.

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

Strengths: The development of online program and course offerings have successfully expanded accessibility to a cost-effective, high-quality education in public health, as indicated by student residency trends. Further, it has supported the School's largely adult student body, with a decreased time to graduation of 2.9 years in 2017-2018 to 2.4 years in 2022-2023.

Weaknesses: None noted.

Future Plans: The School hopes to increase its online-synchronous and hyflex offerings, which will provide students the flexibility of the online modality, with opportunities for live classroom engagement and participation.

In Spring 2025, the CUNY SPH will begin transition from Blackboard to a new learning management system, Brightspace by D2L. This transition will enable CUNY to expand online learning and continue to deliver engaging learning experiences using modern teaching and learning technology widely adopted by peers.

E1. Faculty Alignment with Degrees Offered

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

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

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

The School's forty-eight primary instructional faculty as of Fall 2024 can be found below in Table E1.1.1.[10]

[10] This figure includes one senior administrator who is assigned six credits of regular, annual instruction.

Table E1.1.1: Primary Instructional Faculty Alignment with Degrees Offered						
Name	**Title/Academic Rank**	**Tenure Status or Classification**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Baser, Onur	Associate Professor	Tenure-Track	PhD, MS, MA, MS	Michigan State University, Michigan State University, Michigan State University, Middle East Technical University	Economics, Statistics, Applied Economics, Economics	Health Policy and Management
Borrell, Luisa	Distinguished Professor	Tenured	PhD, DDS, MPH	University of Michigan, Columbia University, Columbia University	Epidemiological Science, Dental Surgery, Public Health	Epidemiology
Cohen, Nevin	Associate Professor	Tenured	PhD, MCRP	Rutgers University, University of California – Berkeley	Environmental Planning, City and Regional Planning	Health Policy and Management
Cooper, Spring	Associate Professor	Tenure-Track	PhD	Pennsylvania State University	Biobehavioral Health	Health Communication for Social Change
Cravero-Kristoffersson, Kathleen	Distinguished Lecturer	Non-tenured	PhD, MPH	Fordham University, Columbia University	Political Science, Public Health	Health Policy and Management
Fleary, Sasha	Associate Professor	Tenure-Track	PhD, MS	Texas A&M University	Clinical Psychology, Psychology	Community Health
Florez, Karen	Associate Professor	Tenured	DrPH, MPH	Columbia University	Sociomedical Sciences	Public Health Nutrition
Freudenberg, Nicholas	Distinguished Professor	Tenured	DrPH, MPH	Columbia University	Health Policy and Management	Community Health and Health Policy
Gaba, Ann	Assistant Professor	Tenured	EdD, MS	Columbia University, Russell Sage College	Nutrition Education, Health Education	Public Health Nutrition
Geltman, Elizabeth	Associate Professor	Tenured	JD	University of Baltimore	Law	Health Policy and Management
Goodwin, Renee	Distinguished Professor	Tenured	PhD, MPH	Northwestern University, Columbia University	Clinical Psychology, Epidemiology	Epidemiology and Biostatistics

Table E1.1.1: Primary Instructional Faculty Alignment with Degrees Offered						
Name	**Title/Academic Rank**	**Tenure Status or Classification**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Grassman, Jean	Associate Professor	Tenured	PhD, MS	University of California – Berkeley	Environmental Health Sciences	Environmental and Occupational Health Sciences
Grov, Christian	Distinguished Professor	Tenured	PhD, MPH, MPhil, MA	CUNY Graduate Center, CUNY Hunter College, CUNY Graduate Center, University of Florida	Sociology, Community Health Education, Sociology, Sociology	Community Health
Haley, Sean	Associate Professor	Tenured	PhD, MPH	Brandeis University, University of Michigan	Social Policy, Health Policy and Administration	Health Policy and Management
Huang, Terry	Distinguished Professor	Tenured	PhD, MBA, MPH	USC, IE Business School, USC	Preventive Medicine, Biostatistics & Epidemiology, Leadership, Strategy and Entrepreneurship	Health Policy and Management
Hussein, Mustafa	Assistant Professor	Tenure-Track	PhD, MS	The University of Tennessee, Washington State University	Health Policy, Chemistry	Health Policy and Management
Johnson, Glen	Associate Professor	Tenured	PhD, MA, MS	Pennsylvania State University	Ecology, Statistics, Ecology	Environmental and Occupational Health Sciences
Jones, Heidi	Professor	Tenured	PhD, MPH	CUNY Hunter College, Columbia University	Epidemiology, Community Health Education	Epidemiology
Kelvin, Elizabeth	Associate Professor	Tenured	PhD, MPhil, MPH, MA	Columbia University, Columbia University, Columbia University, Tulane University	Epidemiology, Epidemiology, Epidemiology, Latin American Studies	Epidemiology and Biostatistics

Table E1.1.1: Primary Instructional Faculty Alignment with Degrees Offered						
Name	**Title/Academic Rank**	**Tenure Status or Classification**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Kreniske, Philip	Assistant Professor	Tenure-Track	PhD, MA, MSEd	CUNY Graduate Center, CUNY Graduate Center, CUNY Lehman College	Development Psychology, Developmental Psychology, Teaching English to Speakers of Other Languages	Community Health and Health Policy
Lazarus, Jeffrey	Professor	Tenure-Track	PhD, MIH, MA	Lund University, University of Copenhagen, Georgetown University	Social Epidemiology, International Health, Latin American Studies	Health Policy and Management
Lee, Bruce	Professor	Tenure-Track	MBA, MD	Stanford University, Harvard University	Business, Medicine	Health Policy and Management
Manze, Meredith	Associate Professor	Tenured	PhD, MPH	Boston University	Health Services Research, Maternal and Child Health	Community Health and Health Policy
Mateu Gelabert, Pedro	Professor	Tenure	PhD	New York University	Sociology	Community Health
McDermott, Suzanne	Professor	Tenured	PhD	University of South Carolina	Health Services Research and Epidemiology	Environmental and Planetary Health Sciences
Nash, Denis	Distinguished Professor	Tenured	PhD, MPH	University of Maryland, Johns Hopkins University	Epidemiology, Public Health	Epidemiology
Ngo, Victoria	Associate Professor	Tenure-Track	PhD, MS	Vanderbilt University	Clinical Psychology	Community Health and Health Policy
Oh, Sehyun	Assistant Professor	Tenure-Track	PhD	University of Minnesota – Twin Cities	Biochemistry	Population Health Informatics
Palmedo, P. Christopher	Clinical Professor	Non-tenured	PhD, MBA	Portland State University	Urban and Public Affairs Business	Health Communication for Social Change

Table E1.1.1: Primary Instructional Faculty Alignment with Degrees Offered						
Name	**Title/Academic Rank**	**Tenure Status or Classification**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Pavilonis, Brian	Associate Professor	Tenured	PhD, MPH	University of Iowa, University of Illinois – Springfield	Occupational and Environmental Health	Environmental and Planetary Health Sciences
Piltch-Loeb, Rachael	Assistant Professor	Tenure-Track	PhD, MSPH	New York University, Johns Hopkins	Public Health, Health Behavior and Society	Environmental and Occupational Health Sciences
Plichta, Stacey	Professor	Tenured	ScD	Johns Hopkins University	Health Services Research	Community Health and Health Policy
Ratzan, Scott	Distinguished Lecturer	Non-tenured	MD, MPA, MA	USC, Harvard University, Emerson College	Medicine, Public Health Policy, Communication	Health Communication for Social Change
Roberts, Lynn	Associate Dean for Student Affairs and Alumni Relations/Assistant Professor	Tenured	PhD	Cornell University	Human Services Studies	Community Health
Rochman, Nash	Assistant Professor	Tenure-Track	PhD	Johns Hopkins University	Chemical and Biological Engineering	Population Health Informatics
Romero, Diana	Professor	Tenured	PhD, MPhil, MA, MA	Columbia University, Columbia University, Columbia University, New York University	Sociomedical Sciences, Sociomedical Sciences, Sociomedical Sciences, Scientific Journalism	Community Health
Rouyard, Thomas	Assistant Professor	Tenure-Track	PhD, MA	University of Oxford, Paris School of Economics	Population Health, Economics	Health Policy and Management
Sabounchi, Nasim	Associate Professor	Tenure-Track	PhD, MS	Virginia Polytechnic, Amirkabir University of Technology	Industrial and Systems, Engineering	Health Policy and Management
Schooling, C. Mary	Professor	Tenured	PhD, MSc, MSc, MA	University College London,	Epidemiology, Statistics, Operational Research, Pure	Public Health Nutrition

Table E1.1.1: Primary Instructional Faculty Alignment with Degrees Offered						
Name	**Title/Academic Rank**	**Tenure Status or Classification**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
				Birkbeck College, Strathclyde University, University of St. Andrews	Maths and Medieval History	
Shahn, Zachary	Assistant Professor	Tenure-Track	PhD	Columbia University	Statistics and Probability	Epidemiology
Sherry, James	Clinical Professor	Non-tenured	PhD, MD	Carnegie-Mellon University, University of Michigan	Biochemistry, Medicine	Health Policy and Management
Soliman, Ghada	Professor	Tenured	PhD, MD	University of Arizona, Cairo University	Nutritional Sciences, Medicine and Surgery	Environmental and Planetary Health Sciences
Teasdale, Chloe	Assistant Professor	Tenure-Track	PhD, MPH	Columbia University	Epidemiology	Epidemiology and Biostatistics
Tsui, Emma	Associate Professor	Tenured	PhD, MPH	Johns Hopkins University	Health, Behavior & Society Public Health	Community Health
Waldron, Levi	Professor	Tenured	PhD, MSc	University of Toronto, University of Waterloo	Wood Science, Physics	Population Health Informatics
Williams, Karmen	Assistant Professor	Tenure-Track	DrPH, MBA, MA, MPH	Georgia Southern University, Georgia Southern University, A&M University, Meharry Medical College	Public Health Leadership, Business Administration, Sociology, Public Health	Population Health Informatics
Wyka, Katarzyna	Associate Professor	Tenured	PhD, MA, MA	CUNY Graduate Center, CUNY Hunter College, Adam Mickiewicz University	Educational Psychology, Statistics, Mathematics, Mathematics	Epidemiology and Biostatistics

Table E1.1.1: Primary Instructional Faculty Alignment with Degrees Offered						
Name	**Title/Academic Rank**	**Tenure Status or Classification**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Yiannoutsos, Constantin	Professor	Tenured	PhD, MS	University of Connecticut	Statistics	Epidemiology and Biostatistics

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

The School's forty-five non-primary instructional faculty in the 2023–2024 academic year can be found below in Table E1.2.1.

Table E1.2.1: Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Amadi-Mgbenka, Chioma	Adjunct Assistant Professor	Associate Director, The Multiple Myeloma Research Foundation	0.50	PhD, MPH	CUNY SPH, University of Nebraska	Epidemiology	Health Policy and Management
Baines, Kristina	Adjunct Associate Professor	Associate Professor, CUNY Guttman Community College	0.25	PhD, MSc, MA	Florida Atlantic University, University of Oxford, University of South Florida	Anthropology	Community Health and Health Policy
Ballesteros Gonzalez, Diana	Adjunct Lecturer	Senior Quality Improvement Analyst, Optum	0.125	PhD, MPH	CUNY SPH, Columbia University	Epidemiology, Sociomedical Sciences	Epidemiology and Biostatistics
Barley, Linda Rose	Adjunct Professor	Professor, CUNY York College	0.75	EdD, MS	Columbia University, CUNY Hunter College	Health Sciences	Community Health
Betancourt, Gabriela	Adjunct Assistant Professor	Director of Monitoring, Evaluation and Learning, Latino Commission on AIDS	0.125	PhD, MPH, MA	CUNY SPH, Columbia University, New York University	Epidemiology, Public Health, Latin American and Caribbean Studies,	Epidemiology and Biostatistics
Cheung, Wing Yee	Adjunct Lecturer	Food Standards Coordinator, NYC DOHMH	0.25	MPH	CUNY SPH	Public Health Nutrition	Public Health Nutrition

Table E1.2.1: Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Chokshi, Dave	Adjunct Professor	Sternberg Family Professor of Leadership, CUNY City College	0.25	MD, MSc, MSc	University of Pennsylvania, University of Oxford	Medicine, Global Health Sciences, Comparative Social Policy	Interdisciplinary Course(s)
Conway, Fiona	Adjunct Lecturer	Doctoral Student Researcher, CUNY SPH	0.125	MPH	CUNY SPH	Community Health	Epidemiology and Biostatistics
Costa, Rosann	Adjunct Lecturer	Senior Research Associate/Co-Investigator, Columbia University	1.75	MA, Post-Graduate Coursework (Epidemiology)	New York University, Columbia University	Sociology	Community Health
Cybulska, Lauren	Adjunct Lecturer	Health and Policy Project Coordinator, EcoHealth Alliance	0.125	MS	St. Edward's University and Université Catholique de l'Ouest	Environmental Management & Sustainable Development	Epidemiology and Biostatistics
Devito, Anthony	Adjunct Lecturer	Pesticide Training Instructor, New York State Department of Environmental Conservation	0.50	MS	CUNY Hunter College	Environmental and Occupational Health Sciences	Epidemiology and Biostatistics
Emami, Sarah	Adjunct Professor	Principal, Galbraith-Emami Associates, LLC	0.5	JD, MPH	Georgetown University, Johns Hopkins	Law, Public Health	Health Policy and Management
Englander, Jeffrey	Adjunct Lecturer	Founder and Principal, Healthcare Strategy Bullplan, Inc.	0.5	MBA	University of Maryland	Finance and Investments	Health Policy and Management

Table E1.2.1: Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Feldscher, Neil	Adjunct Associate Professor	Director, Environmental Health and Safety, New York City Department of Environmental Protection	0.25	JD	Fordham University	Corporate & Financial Law	Environmental and Occupational Health Sciences
Florez-Arango, Jose	Adjunct Assistant Professor	Assistant Professor, Weill Cornell Medical College	0.5	PhD, MSc, MD	University of Texas, Antioquia University, Antioquia University	Health Informatics, Biomedical Sciences, Medicine	Population Health Informatics
Grosskopf, Nicholas	Adjunct Professor	Associate Professor, CUNY York College	0.5	EdD, MS, MA,	Columbia University, Columbia University, New York University	Health Education, Health Education, Health	Community Health
Hitch, Lisa	Adjunct Lecturer	Research Assistant, CUNY Center for Immigrant, Refugee, and Global Health	0.25	PhD	CUNY SPH	Community Health & Health Policy	Epidemiology and Biostatistics
Ilieva, Rositsa	Adjunct Assistant Professor	Director, Food Policy Monitor	0.25	PhD, MS	Politecnico di Milano	Spatial Planning and Urban Development, Architecture	Health Policy and Management
Jimenez Castro, Claudia	Adjunct Lecturer	Senior Statistical Programmer, PPD	0.125	PhD	CUNY SPH	Epidemiology	Epidemiology and Biostatistics

Table E1.2.1: Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Johnson, Michael	Adjunct Lecturer	Compliance Inspector IH4, Washington State Department of Labor and Industries, Process Safety Management	0.5	MS	CUNY SPH	Environmental and Occupational Health Sciences	Environmental and Occupational Health Sciences
Kaplan, Deborah Lenore	Adjunct Associate Professor	Former Assistant Commissioner, Bureau of Maternal, Infant and Reproductive Health, NYC DOHMH	0.25	DrPH, MPH	CUNY SPH, Hunter College	Health Education	Community Health
Kurtz-Rossi, Sabrina	Adjunct Assistant Professor	Assistant Professor, Tufts University School of Medicine; Director of the Health Literacy Leadership Institute	0.5	MEd	Boston University	Health Education	Health Communication for Social Change
La Monica, Marita	Adjunct Lecturer	Research Assistant, Research Foundation, CUNY	0.625	MPH	CUNY SPH	Public Health	Community Health
Lee, Ji-Young	Adjunct Assistant Professor	Postdoctoral Scholar, Northwestern University Feinberg School of Medicine	0.75	PhD, MSPH	University of Miami	Prevention Science and Community Health, Public Health	Community Health

Table E1.2.1: Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Lopez, Cezar	Adjunct Assistant Professor	Senior Policy Advisor, Bureau for Health Promotion of Justice-Impacted Populations, NYC DOHMH	0.5	JD	University of Maryland	Law	Health Policy and Management
Lounsbury, David	Adjunct Associate Professor	Associate Professor and Associate Director, Albert Einstein College of Medicine	0.25	PhD, MA	Michigan State University	Psychology and Urban Studies	Health Policy and Management
Lynn, John	Adjunct Lecturer	Co-Founder & CEO, Cela Innovation	0.25	BA	Washington University – St. Louis	English Literature	Health Policy and Management
Masoud, Dima	Adjunct Lecturer	Research Assistant, CUNY Center for Immigrant, Refugee, and Global Health	0.125	MPH	Loma Linda University	Global Health	Community Health
Memaj, Ira	Adjunct Lecturer	Research Coordinator, PSC CUNY	0.5	MPH	Columbia University	Public Health	Health Policy and Management
Merrill, Thomas	Adjunct Assistant Professor	Senior Advisor, b2gny Group LLC	0.25	JD	University of Connecticut	Law	Health Policy and Management
Millington, Monique	Adjunct Lecturer	Project Manager, CUNY Institute for Implementation Science in Population Health	0.125	MPH	George Washington University	Epidemiology	Epidemiology and Biostatistics

Table E1.2.1: Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Mirzayi, Chloe	Adjunct Assistant Professor	Data Scientist, CUNY SPH	0.25	PhD	CUNY SPH	Epidemiology	Epidemiology and Biostatistics
Mitchell, Elizabeth Willgos	Adjunct Assistant Professor	Acting Director, Division of Communication Science and Services, Centers for Disease Control and Prevention	0.25	PhD, MA	University of Connecticut, Emerson College	Communication Sciences, Health Communication Campaigns; Health Communication	Health Communication for Social Change
Moon, J. Robin	Adjunct Associate Professor	Co-Founder & Chief Strategy Officer, Sana Solutions LLC	0.5	DPH, MPH, MIA	Harvard University, Columbia University, Columbia University	Social Epidemiology, Health Policy and Management, Economic and Political Development	Community Health and Health Policy
Nace, Amanda	Adjunct Assistant Professor	Consultant at ZS Associates, Strategy, Insights & Planning	1.0	PhD, MPH	CUNY SPH, New York University	Health Policy and Management, Public Health	Health Policy and Management
Odean, Isabel	Adjunct Lecturer	Director of Practice Management, Care for the Homeless	0.5	MPH	Columbia University	Population and Family Health	Health Policy and Management
Pierz, Amanda	Adjunct Lecturer	Program Officer, CUNY Center for Immigrant, Refugee, and Global Health	1.0	MSc	Maastricht University	Global Health	Community Health

Table E1.2.1: Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Pomerantz, Roxanne	Adjunct Lecturer	Product Marketing Manager, HiBob	0.25	BA	Tel Aviv University	Digital Culture and Communications	Health Communication for Social Change
Quiroz, Ivonne	Adjunct Assistant Professor	Founder, Latina Vegana	0.375	MPH	University of California – Irvine	Public Health	Community Health
Schwartz, Rachel	Adjunct Lecturer	Senior Policy Analyst, NYC DOHMH	0.25	MPA	George Washington University	Health Policy	Health Policy and Management
St. Pierre, Stephanie	Adjunct Lecturer	President and CEO, St. Pierre Group of New York, Inc.	0.375	MPH	Columbia University	Health Policy and Management	Community Health
Thorne, Daniella	Adjunct Lecturer	Associate Director, Advocates for Youth	0.25	DrPH, MPH	Georgia Southern University, SUNY Albany	Community Health Behavior and Education; Health Policy and Management	Community Health
Warren, Lili	Adjunct Lecturer	Program Lead, Bureau of Alcohol & Drug Use, NYC DOHMH	0.5	MPH	Columbia University	Sociomedical Sciences	Health Policy and Management
Weckesser, Samantha	Adjunct Lecturer	Program Coordinator, Medicare Rights Center	0.5	PHD, MPH	CUNY SPH, Drexel University	Community Health and Health Policy, Public Health	Health Policy and Management
Willingham, Craig	Adjunct Lecturer	Deputy Director, CUNY Urban Food Policy Institute	0.25	MPH	CUNY Hunter College	Nutrition	Public Health Nutrition

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

CVs for all individuals listed in Tables E1.1 and E2.1 can be found in ERF E1.3 – Faculty CVs.

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

Table E1.1.1 summarizes information for CUNY SPH's forty-eight primary instructional faculty members. As noted in Criterion C2.1, while only one concentration is identified for each faculty member, in practice, faculty frequently teach in their department's master's and doctoral programs, with a smaller number of faculty teaching in programs outside of their department.

Table E1.1.2 summarizes information for CUNY SPH's forty-five non-primary instructional faculty members. Non-primary instructional faculty include all part-time faculty with course assignments as of Fall 2023 and/or Spring 2024.

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

Strengths: The School offers a highly qualified complement of faculty whose backgrounds are well aligned with the School's academic offerings, are committed to the CUNY SPH's mission and values, and have excelled in teaching, practice, and research. All primary instructional faculty and over half non-primary instructional faculty listed above have earned a terminal degree, or have other exceptional qualifications. Non-instructional faculty are often appointed to develop and teach a course based on their unique expertise (see: Criterion E2.1).

Weaknesses: None noted.

E2. Integration of Faculty with Practice Experience

To assure a broad public health perspective, the school employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Schools encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

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

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

Faculty have extensive experience in public health practice and are well qualified to integrate this practice into classroom instruction. As of Spring 2024, fifty-two percent of primary instructional faculty held or previously held significant leadership practice positions with nearly sixty organizations, leading agencies, bureaus, and programs in governmental, health care, and non-profit sectors, including UNICEF, NYC DOHMH, the World Health Organization, and the New York State Department of Health. A complete list of primary faculty and leadership with significant practice experience can be found in ERF E2.1 – Faculty Practice Experience.

In addition to its practice-oriented primary instructional faculty, the School actively seeks adjunct faculty who are currently engaged in practice. Among the forty-five adjunct faculty teaching in Fall 2023 and Spring 2024, over half held or recently held practice positions in government, non-profit, and community-based organizations. Eleven adjunct faculty had experience specifically with state or local public health agencies, including Dr. Dave Chokshi, the 43rd Commissioner at the New York City Department of Health and Mental Hygiene. A complete list of non-primary faculty with practice experience can be found in ERF E2.1 – Faculty Practice Experience. Examples of recent adjunct instructors with significant practice experience, and integration of that experience in classroom instruction are expanded upon below:

- Dr. Dave Chokshi created and taught an elective course in Fall 2023 titled "Leadership in Health Equity." The course incorporated the real-world public health experience of the former commissioner, who served during the COVID-19 pandemic. Course modules spanned public health, health, and social services, with a focus on implementation considerations. Case studies, particularly open-ended cases that lend themselves to problem-solving and contending with obstacles and failure, were the principal didactic method. This course included multiple visits to health care organizations and government agencies, with many guest lectures by individuals holding key leadership positions in public health practice. The syllabus for this course can be found in ERF E2.1 – Faculty Practice Experience.
- Dr. Michael H. Merson, a renowned epidemiologist and global health expert, who has held various leadership positions in academia, government, and international organizations, co-created and co-taught an elective course in Fall 2021 titled "Introduction to Global Health." Among his notable experiences in public health practice, Dr. Merson served as Director of the World Health Organization's Diarrheal Diseases Control and Acute Respiratory Infections Programs and the WHO Global Program on AIDS. Dr. Merson has authored nearly two hundred articles, and is the

senior editor of the leading global health textbook *Global Health: Disease, Programs, Systems, and Policies*. This course included required reading from this textbook, and other relevant readings published by the WHO. The syllabus for this course can be found in ERF E2.1 – Faculty Practice Experience.

Guest lecturers provide another opportunity for students to engage with public health professionals in the classroom. Professor Bruce Lee's special topics elective offered Spring 2023 and titled "Public Health Entrepreneurship" introduced several guest lecturers, including John Lynn, co-founder of Cela; Jie Fend, co-founder and Chief Executive Officer of KELLS; and Gregor Hoffman, Head of Strategic Initiatives at firsthand. The syllabus for this course can be found in ERF E2.1 – Faculty Practice Experience.

There are additional opportunities throughout the academic experience in which students engage with and learn from public health practitioners. In the applied practice experience, service learning preceptors representing well over three hundred agencies regularly interact with the School and its students each year. Further, the Dean's Grand Rounds series and speakers hosted by the CUNY SPH centers and institutes aim to introduce students to prominent experts, researchers, and professionals from the field of public health as they present their latest research findings, share insights on current public health issues, and discuss their career experiences. Recent speakers hosted at the School include Anna Khan, the Associate Director for Communication in the Division of Environmental Health Science and Practice at the CDC; Dr. Tiffany Powell-Wiley, an Earl Stadtman Investigator and Chief of the Social Determinants of Obesity and Cardiovascular Risk Laboratory at the National Institutes of Health; Veronica Olazabal, Senior Advisor and Director at The Rockefeller Foundation; and Dr. Bernadette Nirmal Kumar, who has international experience working for UNICEF, WHO, WFP, World Bank, and NORAD. Additional programming was available during the COVID-19 pandemic, with speakers including the former NYC Health Commissioner Dr. Oxiris Barbot and WHO Special Envoy Dr. David Nabarro. The Career Skills Academy cohorts and recipients of the Michael Meng Fellowship engage with public health professionals through interactive learning sessions led by those including Jessica Tisch, Commissioner of the NYC Department of Sanitation; Anupa Fabian, Chief Evaluation and Learning Officer, Mother Cabrini Health Foundation; and Bunny Ellerin, Co-Founder and CEO of Digital Health New York. Finally, Senior Scholars, many of whom are leading practitioners in New York City, serve in a number of student-facing functions. For example, Dr. Dave Chokshi held virtual office hours to meet with students, discuss their academic and professional pursuits, and share his experience in the public health field.

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

Strengths: The School's robust partnerships within the New York City community allow it to engage practitioners who serve in various academic capacities. Through classroom instruction and School programming, students are provided one-on-one instruction and mentorship from prominent leaders in both public and private sectors.

Weaknesses: None noted.

E3. Faculty Instructional Effectiveness

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

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

The school supports professional development and advancement in instructional effectiveness.

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

In accordance with University policies and procedures (see: Criterion A1.2.e), all CUNY SPH faculty undergo a comprehensive, rigorous evaluation at each stage of reappointment, promotion, and tenure, in which they are expected to demonstrate instructional effectiveness that is sustained and progressively increased in quality. The School-wide APT Committee provides specific guidelines detailing these expectations, as found in ERF E3.1 – APT Materials.

Faculty instructional effectiveness is assessed through multiple sources and methods, including student course evaluations, peer observations, faculty annual self-evaluations, and annual chair evaluations. Each is described below:

- A course evaluation, as found in ERF E3.1 – APT Materials, is distributed to students each semester for all courses in which they are enrolled. Students are instructed by the CUNY SPH Office of Institutional Research to complete this brief survey via Qualtrics software approximately four weeks before the conclusion of the semester. It must be completed prior to grading week. The course evaluation includes fixed-choice questions related to student satisfaction with the instructor, student satisfaction with the course, and usefulness of course readings and materials. Open-ended questions allow the student to provide more specific feedback on the strengths of the instructor and course, as well as areas for improvement. Results are shared with instructors, department chairs, the Associate Dean for Faculty Affairs, the Senior Associate Dean for Academic and Student Affairs, and the Executive Director of Academic Strategy and Operations. Any significant areas of concern are flagged by the Executive Director of Academic Strategy and Operations, and addressed by department chairs for timely improvement. The departmental chairperson discusses results with individual faculty members during the annual evaluation and, when warranted, suggests ways to improve performance.
- Tenure-track, non-tenure track, and adjunct faculty members are required to be observed within the first ten weeks of each semester for a full classroom period; tenured members of the teaching staff may be observed once each semester. The observer is typically a senior or tenured full-time faculty member who completes a standard peer observation form for either an in-person mode or an online mode (see: ERF E3.1 – APT Materials). This form aims to assess the instructor's teaching techniques, course organization and content, assignments, and student engagement. The form is signed and submitted to the observed faculty and the respective department chair. During the annual evaluation, the chair reviews results with the faculty member to facilitate teaching excellence and offer suggestions for improvement.
- Full-time faculty below the rank of tenured full professor must be evaluated annually by their department chairperson, while tenured full professors may be evaluated. In the evaluation of full-time faculty (see: ERF E3.1 – APT Materials), a self-assessment is first completed in which

faculty summarize their teaching, research, and service progress in that year, and set new goals for the following year. Following completion of this self-assessment, faculty meet with their department chair to address their performance and advancement toward promotion and tenure, with consideration of classroom instructional effectiveness, research and scholarly activities, and service to the institution, profession, and community. Part-time faculty are evaluated by their department chair at least once a year, based on the faculty member's total academic performance, and with special attention to teaching effectiveness. After four semesters of service, annual evaluations are held at the request of the chairperson or the adjunct; if the evaluations are conducted at the request of the adjunct, such evaluations may not be conducted more than once every four semesters. Course evaluations and peer observations are critical elements of reviews of both full-time and part-time faculty.

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

Support for faculty development in pedagogy and student learning is available at the University level, as well as the School level. A wide range of resources and support are provided in areas such as educational technology integration, course-level assessment, and library assistance. Faculty are encouraged to join public health and specialty professional organizations and associations, and to participate in related conferences and events.

At the University level, the CUNY Innovative Teaching Academy (CITA) aims to improve pedagogy at scale and recognize excellence and innovation in teaching by CUNY faculty. The academy is predicated on the recognition that the high quality of pedagogy and access to high-impact practices has a direct and measurable impact on the quantity and quality of degrees produced by CUNY, and the ability of CUNY graduates to be well positioned for meaningful careers and further study. The academy offers a number of professional development offerings, including CITA seminars, trainings in partnership with the Association of College and University Educators, a series of workshops titled "Learning Mindsets," and new lecturer initiatives. Most recently, and with the aim of expanding access, enhancing learning, accelerating student success, and promoting equity, CUNY piloted the hyflex mode, which typically involves in-person, online synchronous, and online asynchronous opportunities over the course of the semester. CITA offers a number of resources on its website for hyflex instruction, and developed a whitepaper titled "hyflex Instruction at CUNY," which provides further guidance for schools and colleges on how to successfully run a hyflex course.

At the School level, CUNY SPH invested in technology upgrades to support hyflex teaching. These technology upgrades include enhanced audio systems in all classrooms, noise cancellation microphone arrays, additional high-definition cameras that include pan/tilt/zoom features, new computers in lecterns that support high-definition audio and video, and large-sized, high-resolution monitors for instructor view. In Spring 2024, a hyflex teaching modality was pilot tested at CUNY SPH in three courses, allowing students to join select class sessions either remotely or in person. The instructors of these three courses, two-full time and one part-time, were provided technical support to ensure a seamless classroom experience, as well as support from the Office of Information Technology and the Office of Online Learning.

The CUNY SPH is an institutional member of the National Center for Faculty Development and Diversity (NCFDD), an independent professional development, training, and mentoring community for faculty, postdocs, and doctoral students. NCFDD member resources include webinars, multi-week courses, private discussion forums, and other trainings that seek to increase faculty productivity. Through

NCFDD, faculty can participate in the Faculty Success Program, an intensive online program intended to support faculty's personal and professional goals through weekly trainings and small-group mentoring by NCFDD-certified coaches. With financial support from the School and her department, Associate Professor Karen Flórez participated in the Faculty Success Program in Summer 2023, setting the goal to revise and improve coursework for FNPH 624 – Nutritional Epidemiology. As part of this revision, six new lab sessions were added to the course, providing students with greater hands-on practice with application of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, National Health and Nutrition Examination Survey (NHANES) datasets, and the NHANES dietary analysis module.

The CUNY SPH Faculty Mentoring Program aims to help faculty at all rank levels to strengthen their professional portfolios and instructional effectiveness, and to advance their academic careers. While this new initiative is in early stages of development, it plans to utilize a "facilitator" model, in which a tenured faculty member who does not hold the department chair position will mentor tenure-track junior faculty members. This feature is critical to ensure that the mentoring relationship is not impacted by official evaluation, reappointment, tenure, and promotion, and cultivates mentoring skills and opportunities within and outside the CUNY system. Recent and upcoming activities include monthly mentoring sessions with the newest assistant professors, planning brief one-on-one interviews with CUNY SPH faculty on mentoring needs and assets, and hosting in-person and virtual sessions during the NCFDD March 2024 Writing Challenge.

CUNY's Office of Transformation launched the Career Success Fellows initiative in 2022, designed to support the integration of career aspirations and preparation in classroom instruction. Faculty are selected across the University and receive $2,000 in stipends, in addition to a $1,500 budget for faculty outreach and engagement on their respective campus. In 2023, CUNY SPH Assistant Professor Karmen Williams and Professor Ghada Soliman were selected as fellows, responsible for embedding more career-connected information into their own courses through high-impact practices including syllabus and curriculum revision, and serving as leaders on CUNY SPH's campus in order to introduce colleagues to these instructional strategies. In the 2023-2024 academic year, Professors Soliman and Williams implemented work-based learning projects and NACE (National Association of Colleges and Employers) competencies in three of their courses. The faculty jointly presented at the February 2024 Governance Council meeting, sharing their experience and knowledge as fellows.

The CUNY SPH Office of Online Learning is a frequently used resource for full-time and part-time faculty across the School, playing a pivotal role in ensuring a high-quality, accessible, and engaging online learning experience for students. The Office of Online Learning collaborates with faculty, staff, and students to leverage technology and innovative pedagogical approaches, fostering a vibrant and inclusive online learning environment across the community. Faculty may access tutorials, demos, and webinars through its faculty resources blog, additional multimedia support including a YouTube channel, and a "Making Public Health Personal" podcast. Following the COVID-19 lockdown, the office offered live Blackboard training sessions that were held daily, with additional drop-in sessions held weekly. Formal training opportunities are also identified by the office, with financial support provided by the School. In Summer 2020, faculty were encouraged to complete the Central Michigan University's Certificate of Online Instruction and more recently, part-time and full-time faculty were granted a $500 stipend for completion of the *Online Teaching Essentials* course at the CUNY School of Professional Studies. To date, 77% of full-time instructional faculty teaching in the online mode have completed a formal training.

3) Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional

responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current.

Evaluation of faculty currency in their respective areas of instruction is conducted on an individual basis, as well as by academic program. As described in Criterion E3.1, annual evaluations are completed by department chairs, and include a review of the faculty member's student evaluations and peer observations of teaching, scholarly activities, and professional development. If a faculty member is found to be deficient in an area, recommendations are made verbally and in the written evaluation.

Additionally, all academic programs undergo internal comprehensive reviews, conducted over a two-year period every seven years. Faculty working groups from each program are responsible for developing self-studies, which include examination of program effectiveness, faculty expertise and adequacy, and currency of program curriculum. The process is initiated by the CUNY SPH Office of Institutional Research providing a portfolio of relevant data to the department, including faculty course assignments, qualifications, and recent scholarly activity; samples of student work; program syllabi; and other requested information. Any areas of deficiencies discovered during this work are noted by the program faculty, and with proposed recommendations that follow. In year two of the academic program review process, faculty work toward implementation of these recommendations. As an example of how this process ensures currency of faculty members' disciplinary knowledge, during the evaluation of the MPH program in Epidemiology and Biostatistics, faculty identified key concepts that required additional focus across the curriculum. As a result, and to ensure instruction is consistent and current, time was assigned at each department meeting to explore key concepts, including confounding, mediation, and effect measure modification, and to identify how these topics should be incorporated into classroom instruction. These efforts have been led by Associate Professor Heidi Jones, who has provided readings, led discussion, and organized break-out groups for faculty. The MPH-EPIBIOS programmatic self-study can be found in ERF E3.3 – Academic Program Review.

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

All faculty members seeking tenure and/or promotion are expected to demonstrate evidence of their sustained engagement and progressively increased quality teaching, as explicitly described in APT Guidelines (see: ERF E3.1 – APT Materials). A faculty member's course evaluations, peer observations, self-evaluations, and annual evaluations are among the materials included for review by the APT Committee during consideration of promotion and/or tenure appointment. Further, the APT Committee guidelines provide specific examples of evidence that would demonstrate appropriate achievement in instructional effectiveness, organized by rank.

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

   Select at least three indicators, meaningful to the unit, with one from each listed category.

Faculty Currency: Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc.
As noted in E3.3, all academic programs complete a comprehensive two-year academic program review every seven years, overseen by the Curriculum Committee, and supported by the Office of Institutional Research. The academic program review (APR) template specifically prompts a review of syllabi and curriculum with the intention of assessing currency. Program faculty of the MPH in Public Health Nutrition completed their APR in 2020-2021 and the MPH in Epidemiology and Biostatistics completed their APR in 2022-2024. Findings for the MPH in Public Health Nutrition indicated that the curriculum required more practical and research applications; as a result, FNPH 624 – Nutritional Epidemiology was

revised to include new applications of NHANES data, merging and cleaning of data, practice preparing scoping reviews, and application of the National Cancer Institute's ASA24 Dietary Assessment Tool. Findings for the MPH in Epidemiology and Biostatistics indicated that the application of SAS and R software was appropriate given feedback from external stakeholders, while it also identified topics that required further review by faculty (see Criterion E3.3). These academic program reviews can be found in ERF E3.3 – Academic Program Review.

Faculty Instructional Technique: Student satisfaction with instructional quality
Student satisfaction with instructional quality is determined primarily through course evaluations, which are distributed at the conclusion of each semester. Specifically, students are asked for their overall evaluation of each instructor, with closed-choice options including excellent, very good, good, fair, and poor. Responses are calculated in aggregate, on a scale of 1 to 5 (1=excellent, 5=poor). As demonstrated in Table E3.5.1, course evaluations indicate consistently high levels of student satisfaction with instructional quality.

Table E3.5.1: Outcome Measure for Instructional Effectiveness – Faculty Instructional Technique

Outcome Measure	Target	Fall 2021	Fall 2022	Fall 2023
Student Satisfaction with Instructional Quality	1.95	1.95	1.98	1.97

School-level Outcomes: Faculty who teach in the online modality, and are trained in the pedagogy and best practices of the delivery of online learning
This School-level outcome was selected because of the extensive online coursework offered by CUNY SPH. As indicated in Table E3.5.2, the majority of full-time instructional faculty who teach in the online modality have been trained in a formal program, including the CUNY School of Professional Studies Online Teaching Essentials and the Central Michigan University's Certificate of Online Instruction. CUNY SPH has nearly reached its target, with 78% of full-time instructional faculty having completed training in 2021-2022 and 2022-2023, and 77% in 2023-2024.

Table E3.5.2: Outcome Measure for Instructional Effectiveness – School-level Outcome

Outcome Measure	Target	2021-2022	2022-2023	2023-2024
Full-time instructional faculty who teach in the online modality, and are formally trained in the pedagogy and best practices of the delivery of online learning	80%	78%	78%	77%

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

Strengths: Instructional effectiveness is prioritized through a comprehensive and rigorous faculty evaluation process, as well as University and School professional development opportunities and resources. In addition to more formal mechanisms related to promotion and tenure, faculty are recognized for exceptional teaching through the Dean's Merit Award for Teaching, which awards $1,000 annually to both a senior and junior faculty member. Finally, course evaluations completed by students indicate high levels of satisfaction with their course instructors.

Weaknesses: The School has not yet reached its goal of 80% of full-time instructional faculty completing formal training in the delivery of online learning. The School will continue to encourage and incentivize completion of such training.

Future Plans: While still in early stages of development, the new faculty mentoring program will be an important addition in supporting and guiding junior faculty, fostering interdisciplinary collaboration, and contributing to the institution's academic excellence.

E4. Faculty Scholarship

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

The types and extent of faculty research align with university and school missions and relate to the types of degrees offered.

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

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

Although the School of Public Health is one of the smallest schools within the University system, its research impact is one of the largest. Of the twenty-five colleges that make up CUNY, the School of Public Health ranks first in terms of research revenue per full-time faculty member. An important goal of the CUNY SPH Strategic Framework is to "advance high-quality research and scholarship that improves health outcomes, informs public health policy and practice, and creates social value."

Full-time tenured and tenure-track faculty are expected to participate in research relevant to public health. Public health research and scholarship addresses and uses a wide range of research questions, research methods, types of data, modes of dissemination, and financial support. This diversity of approaches results in a wide range of scholarly products. CUNY SPH prioritizes high quality scholarship, creative/innovative approaches, and work with a positive impact leading to effective policy change or program development. This expectation is formalized in University-wide policies and procedures (see: Criterion A1.2.e), and School-wide APT Committee guidelines (see: ERF E3.1 – APT Materials).

Research activities may include funded research projects led by independent faculty investigators, studies based at one of the centers or institutes housed within the School, and internally-funded research initiatives supported by the Dean or University. Research activities cover a broad area, including but not limited to COVID-19, HIV, substance use, food access and nutrition, chronic disease, environmental health, mental health, immigrant health, and child and adolescent health. A majority of research is interdisciplinary and cuts across several key themes. In addition to contributing to the art and science of public health, faculty investigators provide their students with opportunities to engage in research through independent study, class assignments, and paid positions.

2) Describe available university and school support for research and scholarly activities.

The Office of Sponsored Programs and Research (SPaR) is led by the Associate Dean for Research, and is comprised of four full-time staff members, including a Research Program Director, two Grants Managers, and a Grants Officer. A part-time Director of Human Research Protection Program (HRPP) reports to the Senior Associate Dean for Academic and Student Affairs, and provides regulatory and administrative oversight of human subjects conducted by faculty, staff, and students, assisting researchers in complying with related federal, state, and University policies. SPaR supports the development, submission, and implementation of new grants and contracts; works with budget administrators across CUNY, other

universities, and private and government funding organizations; and prepares and edits reports, and coordinates the submission of proposals. Information on federal, foundation, and internal funding opportunities is provided, as well as technical research assistance. Junior and senior faculty receive support in concept design, budget development, grant-writing, post-award start-up, implementation, analysis, and dissemination.

Alongside personnel support, other practices are in place to create space and time for faculty research and scholarly activities. For example, the School employs a low teaching load of twelve credits per year, provides a tax-levy funded three-year "start-up" package and twenty-four credits of new hire release time to new faculty, maintains a four-day-a-week class schedule, and routes a portion of indirect funds back to departments, centers and institutes, and PIs to provide financial support for faculty scholarship activities. Additionally, the CUNY SPH is an institutional member of the National Center for Faculty Development and Diversity, which is described further in Criterion E3.2. Faculty are recognized for exceptional research through the Dean's Merit Award for Research, which awards $1,000 annually to both a senior and junior faculty member.

The School follows all University and federal policies and procedures related to the responsible conduct of research, protection of human subjects, HIPPA compliance, research ethics, and other related issues, as found on the CUNY Office of Research's website. The University has well-established policies and procedures for addressing possible issues related to research misconduct and non-compliance. The CUNY SPH complies with these policies, and publicizes those on research compliance (openness in research, responsible conduct of research, non-discrimination in research, conflict of interest, academic freedom, authorship guidance, intellectual property, protection of human subjects, recruitment of students as research participants, export control), research proposal preparation and submission (principal investigator eligibility and responsibilities, budget preparation, deadline policy, subaward package preparation), and award management (forward funding, cost sharing, sponsored project reporting, carryover request, no-cost extensions, award closeout, recruiting and hiring staff, annual leave for research staff, subaward request, faculty effort certification).

The University provides additional administrative support, pre- and post-award, to administrators, faculty, students, and staff engaged in research. This support is described below in Table E4.2.1.

Table E4.2.1: CUNY-Wide Administrative Support for Research

Office	Responsibilities
CUNY Research Office	Provides oversight, education, policy, and advice regarding ongoing research involving human subjects. Responsibilities include: reviewing IRB policies and procedures CUNY-wide and at each campus for compliance with federal requirements; leading educational efforts, including seminars, lectures, training in the responsible conduct of research, and informing campuses of important research ethics and human subjects protection issues as they arise; and providing counseling to researchers as needed.
Office of the CUNY Vice Chancellor for Research	Promotes outstanding research at CUNY, expanding and improving the research profile of the University in typical research areas such as the natural and social sciences and engineering, as well as the arts, education, and humanities. The office is concerned with all aspects of research, innovation, scholarship, and creativity at CUNY colleges and in a number of multidisciplinary centers, institutes, and programs. Responsibilities include: providing support to faculty, leveraging external funding, complying with federal and state regulations, partnering with industry, establishing collaborations across the University, and raising the profile of CUNY in the global research community.
Research Foundation of CUNY (RF CUNY)	A private, non-profit educational corporation chartered by the State of New York in 1963, the Research Foundation supports CUNY faculty and staff in identifying and

Table E4.2.1: CUNY-Wide Administrative Support for Research	
Office	**Responsibilities**
	obtaining external support (pre-award) from government and private sponsors, and is responsible for the administration of all such funded programs (post-award). Responsibilities include: management of a planned giving program, liaison with governmental agencies and foundations, negotiation of agreements, facility construction and renovation, protection and commercialization of intellectual property, and compliance with applicable standards in research involving human subjects, animal care, environmental, radiological safety, and conflicts of interest.

Funding opportunities are available to faculty across the University, as included in Table E4.2.2. Many of these awards are intended as seed money for investigators, especially junior faculty, to conduct pilot studies or prepare grant proposals for external funding. In the past three years, faculty received funding from a variety of these internal sources, including the CUNY Research Foundation, CUNY Collaborative Incentive Research Program, and Professional Staff Congress CUNY.

Table E4.2.2: CUNY-Wide Sources of Research Support	
Name	**Description**
Professional Staff Congress-CUNY Research Awards	Professional Staff Congress-CUNY Research Awards is a major vehicle for the University's encouragement and support of faculty research and leverage of external funding. It seeks to enhance the University's role as a research institution, to further the professional growth and development of its faculty, and to provide support for the established and the younger scholar. Awards are made in three categories: Traditional A awards of up to $3,500, Traditional B awards of between $3,600 and $6,000, and enhanced awards of $6,500 to $12,000. Preference is given to junior faculty in the allocation of funds.
Planning Grant Program	The CUNY Office of Research Planning Grant Program seeks to catalyze collaborative grant seeking and encourage a culture of multidisciplinary, convergent, and team-based science, with potential to transform the University. This program supports multi-college research teams in the preparation and submission of complex, large-scale, center-type proposals to external funding agencies and organizations. These grants are intended to mobilize experienced teams of PIs and establish effective project management strategies; cultivate academic, industry, and community stakeholder engagement; and create opportunities to develop applied and translatable research projects with significant scalable societal impacts. Funds support efforts to tackle complex, multi-faced research questions that are better addressed by teams than individuals. Partnerships across departments, colleges, and disciplines are required. Internal program funds are available only to teams of CUNY faculty, but awardees are strongly encouraged to recruit academic and organizational collaborators from beyond CUNY in preparation for developing the full center grant proposal. Teams must be poised to submit a competitive proposal to an external funder within one year after the award period ends. Each team is eligible to request up to $20,000 for an award period of up to one year.
Faculty Fellowship Publication Program	The Faculty Fellowship Publication Program advances CUNY's institutional commitment to diversity. Sponsored by University Human Resources's Office of Recruitment and Diversity, this CUNY-wide initiative assists full-time untenured CUNY faculty (assistant professors) in the design and execution of writing projects essential to progress toward tenure. These projects may include research-based scholarly articles for juried journals, books for academic presses, and creative writing projects. This signature program provides three credit hours of course release for the

Table E4.2.2: CUNY-Wide Sources of Research Support	
Name	**Description**
	spring semester, a writing group, and the guidance of a senior faculty member. Proposals on structural and systemic inequality are encouraged.
Collaborative Incentive Research Grants Program	The CUNY Office of Research supports collaborative research that addresses complex urban challenges. Innovation springs from teams of faculty who have different research backgrounds. Faculty are invited to submit interdisciplinary proposals that address urgent scientific and societal challenges through convergent research (transdisciplinary research with societal impact). The program funds projects that join expertise across disciplines and stipulate a clear path to new external funding. A minimum of two investigators is required: one PI and one co-PI, ideally from another CUNY college, school, and/or center. Multi-PI teams are encouraged. The program funds up to eight collaborative research projects with budgets not exceeding $40,000.
CUNY Junior Faculty Research Awards in Science and Engineering	The CUNY Junior Faculty Research Award in Science and Engineering program (JFRASE) aims to cultivate excellence and ensure the promise of research-intensive early career science and engineering faculty at CUNY. It is expected that this early career opportunity will advance the research program of the faculty recipients through boosting their research productivity and accelerating their ability to attract significant external funding. All untenured tenure-track junior faculty who have a promising and innovative research program in the life sciences, physical sciences, public health, social sciences, mathematics, or engineering are eligible and encouraged to apply. Each CUNY Junior Faculty Fellow receives a one-year $50,000 award.
Feliks Gross and Henry Wasser Award for Outstanding Scholarship	Awards are presented each year to assistant professors at CUNY in recognition of outstanding research, or potential for such, in the humanities or sciences, including social and life sciences. After selection, half the awardees receive the Feliks Gross award and half receive the Henry Wasser award; this is random and not based on merit.
Travel Funds	William Stewart Travel Awards are for assistant professors and Stefan Bernard Baumrin Awards are for associate professors. Both awards are for presenting, performing, chairing, or moderating at a national or international conference. The travel award is any amount up to $500 maximum.

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

Students often participate in faculty research and scholarship through paid employment and academic requirements, including the Capstone Project for master's students, or doctoral dissertation. Examples of this type of student involvement can be found below.

It should be noted that CUNY SPH practice restricts students from providing voluntary, unpaid support for faculty research efforts, based on guidance from the CUNY Office of Labor Relations and risk of contractual violation; however, faculty and students may collaborate on joint scholarship efforts.

Example One
Associate Professor Mateu-Gelabert meets regularly, one-on-one, with master's and doctoral students interested in research related to the epidemiology of drug use, HCV/HIV prevention and treatment, criminal justice and health, the opioid epidemic, and drug injection in Latin America. As a demonstration of commitment, over the last three years, Dr. Mateu-Gelabert has had six presentations with students at professional meetings and ten publications co-authored by students.

Professor Mateu-Gelabert provided mentorship to doctoral students Sascha Garrey and Sean Pratt, as they collaboratively explored various longitudinal methods in preparation for an R01 proposal on a multi-year study of young polysubstance users. They also worked on a pilot project to assess the feasibility and acceptability of a phone application to enhance harm reduction knowledge and practices among people who use drugs. Professor Mateu-Gelabert reported that the mentoring and learning collaboration with students yielded new and exciting lines of inquiry (e.g., severe bacterial infections among persons who inject drugs, sexual violence towards women who use drugs, stigma in medical settings towards persons who inject drugs, HCV care cascade in Puerto Rico, and structural racism in the opioid epidemic).

Example Two
Professor Levi Waldron maintains the Waldron Lab for public health data science at CUNY SPH, providing mentorship, support, and employment opportunities for students interested in bioinformatics, cancer genomics, data science, and human microbiome analysis. MPH student Audrey Renson was affiliated with the lab from 2016–2018, conducting analysis of microbiome data from the New York City Health and Nutrition Examination Study as part of academic coursework. Her contributions culminated in a publication in the *Annals of Epidemiology*. Doctoral student Dr. Chloe Mirzayi was affiliated with the lab from 2019–2023, during which she completed work on her dissertation "Improving Microbiome Research Through Enhanced Reporting and Modeling the Effects of Antibiotic Usage," with Professor Waldron serving as dissertation committee chair.

Example Three
Associate Professor Brian Pavilonis led a study to evaluate the validity of low-cost sensors in New York City nail salons in 2017–2018, gathering a team that included three employed graduate students from the EOGHS Department, with backgrounds in laboratory methods, industrial hygiene, and biostatistics. For this study, the research team partnered with two organizations: Adhikaar, a women-led Nepali community and workers' center for translation and recruitment of nail salon owners and workers, as well as the New York Committee for Occupational Safety and Health (NYCOSH) for guidance on occupational training content. The overarching aim of this study was to assess the efficacy of the sensors in a high total volatile organic compounds (TVOC) environment and determine the sensors' utility in this workforce. An additional component of this partnership was training nail salon workers on the hazards and available controls. Professor Pavilonis and the three graduate students identified two commercially available low-cost sensors that could accommodate the high range of TVOCs found in nail salons, and conducted sampling in three salons while collecting over one thousand hours of data.

Example Four
Associate Professor Nevin Cohen serves as Director of the CUNY Urban Food Policy Institute, which hires and supervises students as graduate research assistants on nearly all funded research projects, providing them with research experience. Over a dozen MPH and doctoral students have worked with institute faculty on funded research projects. The research tasks that master's students are involved in vary based on experience, learning objectives, and project needs, and include structured literature reviews, data cleaning and statistical analysis, survey administration, and structured interviews. The Institute also employs several doctoral fellows who serve as research assistants on projects, and are encouraged to conduct their dissertation research in concert with the institution's research priorities. In addition to working on research projects, students have opportunities to co-author articles with institute faculty, publish essays in the institute's newsletter, and present their work at biweekly staff meetings.

Example Five
Professor Suzanne McDermott and Associate Professor Brian Pavilonis are PIs for an EPA-funded Metals in Meconium research study, of which Fiona Conway Fogarty, a third-year doctoral student, is employed as project manager. For this position, Fiona performs participant consent, sample collection, and material

distribution, and manages data entry and preliminary data analysis. Under the support of Professors McDermott and Pavilonis, she has received the EOGHS Department grant to pursue a follow-up study with the Metals in Meconium Cohort, studying how metal exposure may be associated with developmental outcomes when the children are six and twelve months old, as well as to perform data collection on potential confounders.

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

Faculty frequently use their research and scholarship as real-world examples in the classroom. This may be achieved in a number of ways, including integrating findings into lectures and course materials; using case studies that encourage students to analyze, discuss, and propose solutions; and assigning faculty-authored readings. Examples of this integration are included below:

Example One
Associate Professor Emma Tsui and Associate Professor Spring Cooper were funded by a PSC-CUNY grant in 2021-2022 to conduct Public Health Education Now (PHEN), an oral history project at CUNY SPH documenting faculty and students' experiences of teaching and learning public health during the COVID-19 pandemic and renewed movements for racial justice. In Spring 2023, Professors Cooper and Tsui co-taught an advanced qualitative methods seminar elective, in which they used the learnings and data from PHEN. They designed the course to account for the students' perspectives on teaching and learning, as documented in the oral history project, and gave students opportunities to use the narrative data from PHEN to practice the analytic techniques they were learning from the course.

Example Two
Former Professor Ilias Kavouras's research projects aim to understand the impacts of extreme heat and air pollution on the respiratory and cardiovascular functions among New York City residents. In EOHS 621 – Environmental Chemistry, a course taught by Professor Kavouras as recently as Spring 2024, students related this study of atmospheric chemistry and ozone formation to the importance of human health. First, students identified, acquired, processed, and analyzed ambient concentrations of atmospheric ozone in the New York City metropolitan area and assessed the frequency of hazardous conditions and compliance with federal regulation; then, they obtained stratospheric ozone concentrations and through time-series trend analysis, assessed the size of ozone health over time in North Pole and discussed their potential implications to human health.

Example Three
In Fall 2022, Distinguished Professor Denis Nash taught a popular elective, "Infectious Disease Epidemiology," where doctoral students used datasets from the CHASING COVID Cohort Study, for which Professor Nash served as PI. This national study collected a wealth of longitudinal data on adults related to SARS-CoV-2-related risk behaviors, known exposures, symptoms, and positive test results. The study completed three rounds of serologic testing, which helped identify asymptomatic or undiagnosed infections. In the course, doctoral students scanned and synthesized the relevant literature and analyzed the CHASING COVID data. Students assessed whether the data likely could or could not be leveraged to rigorously address the question of "super dodging," which students defined and operationalized. Regardless of whether students believe the study data could or could not be leveraged to rigorously address the question of SARS-CoV-2 "super dodging," they made their case with supporting data analysis and outlined a study design and strategy to examine the question. Students believing that the data could

not be used to answer the question were expected to outline another study design that could be used to answer the question at this stage of the pandemic. Students were required to submit a recorded presentation that summarized and supported their conclusions, based on the literature and by analyses of data.

Example Four
Associate Professor Sasha Fleary completed a study that aimed to learn about librarians' decision-making related to library programming in health. In Spring 2024, Professor Fleary taught CHSS 623 – Applied Mixed Methods Research for Community, a requirement for MPH-COMH students. In this course, students were given a subsample of the quantitative and qualitative data from the libraries, health literacy, and health project to conduct quantitative and qualitative analyses, and incorporate the findings in an integrative results paragraph and a joint data display. This assignment provided students the opportunity to consider how a common institution in their community may function as a health space, particularly for those who are underserved.

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

Reappointment, tenure, and promotion of faculty with professorial rank is only granted to those who have demonstrated clear evidence of sustained engagement and progressively advanced accomplishments in research and scholarship, as explicitly documented in APT Guidelines (see: ERF E3.1 – APT Materials). All full-time tenured and tenure-track faculty are expected to have a portfolio that shows high-quality, peer-reviewed publications, continuous and increased scholarly accomplishments over the years leading to the review, and a reputation comparable with individuals of similar ranks in related disciplines within and outside CUNY. APT guidelines provide specific examples of evidence that would demonstrate appropriate achievement in research and scholarly activity, organized by rank.

6) Provide quantitative data on the unit's scholarly activities from the last three years in the format of Template E4-1, with the unit's self-defined target level on each measure for reference. In addition to at least three from the list in the criteria, the school may add measures that are significant to its own mission and context.

Table E4.6.1: Outcome Measures for Faculty Research and Scholarly Activities

Outcome Measure	Target	2021-2022	2022-2023	2023-2024
Number of articles published in peer-reviewed journals	The number of publications increase by 5% annually 2021-2022: 256 2022-2023: 342 2023-2024: 334	326	320	303
Total research funding	The total amount of extramural funding increase by 10% annually 2021-2022: $14.3m 2022-2023: $21.9m 2023-2024: $35.9m	$19.9m	$32.6m	$30.7m

Table E4.6.1: Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	**Target**	**2021-2022**	**2022-2023**	**2023-2024**
Number of grant submissions	The number of grant submissions increase by 5% annually 2021-2022: 88 2022-2023: 90 2023-2024: 98	86	93	86
Research dollars earned per full-time faculty	$680,000.00	$409,711.40	$702,636.00	$667,008.07

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

Strengths: While the CUNY SPH is one of the smallest schools within the University system, its research impact is one of the largest. Its total research funding has increased by 54% from fiscal year 2022 to fiscal year 2024, yielding a 63% increase in research dollars earned per full-time faculty, which is the highest of any school or college within CUNY.

Weaknesses and Future Plans: As the School's research activities have expanded significantly, so have the demands for the SPaR Office, which is responsible for managing and overseeing these activities. Currently, the office uses a number of systems to manage and track scholarship information, which is often time consuming and challenging to compile. Moving forward, the University has purchased a new research administration software, Cayuse. This software promises to streamline data and support the cadence and flow of grant submission and management.

E5. Faculty Extramural Service

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

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the school's professional knowledge and skills. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

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

Service is integral to CUNY and the School's mission, values, and practices. At CUNY SPH, professional and community service include a wide range of activities undertaken outside of teaching and research for the benefit of the society and the profession of public health. Faculty and administrators engage in professional service by holding leadership and membership positions in local, national, international, and professional societies, and other health-related organizations; serving as a reviewer for abstracts, grants, manuscripts, service awards, etc.; participating in professional committees, community boards, or advisory groups; and other related activities. As evidence of the School's commitment to service, it was awarded the Harrison C. Spencer Award for Outstanding Community Service at the 2021 ASPPH Annual Meeting.

The statement of Academic Personnel Practice (Policy 5.01 of the Manual of General Policy) sets University definition of and expectations for faculty extramural service activities: "Service to the community, state, and nation, both in the faculty member's special capacity as a scholar and in areas beyond this when the work is pertinent and significant, should be recognized." In accordance with this policy, all faculty members seeking reappointment and/or advancement are expected to have a portfolio that shows leadership in service-related activities. APT Committee Guidelines, as found in ERF E3.1 – APT Materials, further define these expectations.

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

The School's Strategic Framework Goal Three, "Service and Community Impact," emphasizes such strategies as: inviting community members, staff, and students to CUNY SPH skills-building events and other public health training events; creating ongoing forums by which community organizations and others in Harlem and elsewhere can bring their research needs to the CUNY SPH faculty and students; and creating a database of existing partnerships between the CUNY SPH and international academic, professional, and civil society organizations. Related University-wide policies that support service to the profession and to the public are embraced and adhered to by the School; for example, explicit recognition of service in consideration of reappointment and advancement, as detailed in E5.1, as well as CUNY's multiple position policy that allows full-time faculty to engage in service or employment outside the University for up to an average of one day per week during the academic year, with approval from the institution.[11] School support for faculty research listed in E4.2, including a lower teaching load compared to the University requirement for undergraduate teaching (twelve versus eighteen workload credits per

[11] CUNY, Policy 5.14 Multiple Positions, available at: https://policy.cuny.edu/policyimport/manual_of_general_policy/article_v/policy_5.14/text/index.html#Navigation_Location.

academic year), "start-up" packages for new faculty, new hire release time, a four-day-a-week class schedule, indirect funds provided back to departments, and the School's membership with the National Center for Faculty Development and Diversity, all support extramural service activities, as well.

Many of the CUNY SPH centers and institutes provide opportunities for service and civic engagement, with efforts fostering collaboration across multiple disciplines. Examples of this work is described below:

- The Center for Innovation in Mental Health (CIMH) is an academic training and research center that promotes the reach and adoption of effective mental health interventions through research, evaluation, training, and policy. The CIMH is the sole coordinator of the Harlem Strong Initiative, a community-academic partnership, funded by the NIH and the Robert Wood Johnson Foundation. The initiative seeks to address the syndemic risks of mental health, institutional racism, and COVID-19 through a neighborhood-based multisectoral coalition of community, faith-based, mental health, social service, health, and city organizations focused on mental health integration and coordination of care across the Harlem community. While its work is ongoing, its goals are to promote mental health awareness and access to resources across the community; build capacity in mental health promotion and task-shifting skills through the training of case workers and social service workers to identify mental health concerns and needs, and report it through a referral system; and support continuous quality improvement and strengthen community resiliency.
- The Center for Immigrant, Refugee, and Global Health (CIRGH) focuses on practical approaches to reduce health inequities in immigrant and refugee communities, both domestically and around the world. CIRGH has launched the New York Immigrant Provider Action (IMPACT) Center, an initiative designed to respond to the multifaceted and evolving needs of migrant-serving organizations. The goal of the resource center is to strengthen and support the work of migrant-serving organizations across New York City and New York State by providing an accessible and inclusive space for organizational staff to exchange best practices, learn new skills, earn continuing education credits, and connect with similar organizations across the state.

Additionally, the Dean's Advisory Council, as described in Criterion F1, plays a critical role in providing guidance, feedback, and support to faculty in their extramural service efforts. The board is comprised of representatives from organizations within the community, and has the aim of helping identify and develop opportunities to support the School in fulfilling both its academic and service commitments; facilitating connections with external organizations, community groups, and funding agencies, fostering collaborations and partnerships that can enhance the impact of faculty service efforts; and offering guidance on designing, implementing, and evaluating extramural service programs. Meeting minutes from the Dean's Advisory Council that demonstrate this support can be found in ERF E5.2 – Advisory Council Minutes.

To strengthen and expand faculty extramural service, and to increase the School's community impact, the CUNY SPH has launched a number of ongoing and planned service initiatives. These programs are designed to be interdisciplinary and highly collaborative, offerings faculty the opportunity to engage with and for the community, with the ultimate goal of reducing public health inequities. Examples of opportunities for faculty participation are described below:

- The Cannabis Equity Program, led by the Harlem Health Initiative, is designed to build community awareness and understanding of the legalization of cannabis in New York City and New York State. Initial community symposiums in partnership with the NYC/NYS are ongoing, while a twelve-week asynchronous educational program is planned for community leaders, elected officials, non-elected government officials, community-based organizations, executives, and house of worship leaders (see: Table F3.1.1). The program aspires to develop an educational component for the CUNY SPH students as part of their academic experience.

- The New York Vaccine Literacy Campaign was originally launched in May 2021 to address the pressing COVID-19 vaccine communication and information needs facing community-based workforces. Following three successful years of funding by a partnership of institutional foundations and the corporate community, the campaign is transitioning to become the Health Equity and Literacy Program (HELP). HELP intends to co-design and support implementation of community programming within community-based organizations to specifically address issues of health inequities where literacy can be a driving force for positive change. This program will serve as an outlet for many faculty members to engage in extramural service, while supporting the School's mission.
- During the COVID-19 crisis, CUNY SPH partnered with the NYC Test and Treat Corps (formerly NYC Test and Trace Corps) to help train resource navigators and supervisors to assist anyone who had COVID-19, or had been in contact with someone infected with COVID-19, to safely quarantine at home. Resource navigators connected these individuals with free critical economic, social, and physical health resources and programs, including food delivery, help accessing health insurance, links to primary care providers and mental health support, help with domestic violence, connections to social services and housing resources, and a "Take Care" package with enough personal protective equipment for a household to quarantine. Several CUNY SPH faculty and administrators joined this service effort, including Associate Professor Sean Haley, Associate Professor Elizabeth Kelvin, Associate Dean for Student Affairs and Alumni Relations Lynn Roberts, and Professor Stacey Plichta. These faculty engaged in the development and implementation of training modules, including "Data and Digital Literacy," "Supportive Supervision," "Self-care," "Management Basics," and "Equity and Culturally Responsive Communication for Supervisors of Frontline Workers."

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

Example One

Associate Professor Sean Haley is a faculty member in the HPAM Department. His work explores implementation and policy factors that influence access to substance abuse treatment. Professor Haley, the Harlem Health Initiative Director Deborah Levine, and others are launching an exploratory, multi-year study to assess community perceptions of the potential health, social and economic benefits, and harms of cannabis by way of scientific research, webinars, workshops, and community outreach. This work will inform development of education and resources for community groups, help legislators understand saturation of cannabis dispensaries in Harlem, encourage collaboration among groups for advocacy efforts, and ensure equity and community voices are prioritized in cannabis legalization. In Fall 2022, Professor Haley taught HPAM 625 – Public Health Policy Analysis, as well as a survey methods elective in Health Policy and Management. To kick off this multi-year project to assess community perceptions of the benefits and harms of cannabis, Professor Haley enlisted his policy analysis students to assess how the Marihuana Regulation and Taxation Act (MRTA) compared to evidence-based public health practices gleaned from other states, and conduct key informant interviews and equity analyses to devise a policy brief with recommendations. Following, in the survey methods course, students led the development of a cannabis survey that included perceptions of equity, discrimination, and cannabis use, and its perceived pros and cons. This survey was utilized and distributed by a number of community-based organizations as part of the study. The 2023 CUNY SPH City Health Magazine included an extensive article about Professor Haley and his students' work in the community.

Example Two
Associate Professor Christopher Palmedo teaches CHSS 630 – Case Studies in Social Marketing, Health Communication, and Strategic Diplomacy for Public Health, which utilizes the Harvard Business School Case Method. In this course, students are presented with open-ended problems and leadership challenges existing in the public health and health communication fields. Students are asked to consider possible solutions using health communication and social marketing strategies. One case study included in this course directly stems from the efforts of CONVINCE USA, a global project intended to better understand factors that influence people's willingness to accept new COVID-19 vaccines, and to promote inclusive public dialogue to reduce vaccine hesitancy at the national, state, and local level. As part of this case study, students must complete an analysis worksheet, in which they share thoughts on the COVID-19 vaccine hesitancy, identify an in-depth research strategy, purposefully sample participants for interviews, and determine what questions should be included in an interview guide. Students propose communication strategies and/or social marketing interventions, particularly those that would reach high-risk populations and individuals who are most reluctant to accept the vaccine, and recommend future work, research, and initiatives to the CUNY SPH CONVINCE USA team.

Example Three
Dr. Nicholas Freudenberg is the PI of the CUNY CARES initiative, a new model for helping CUNY students find the campus and community-based essential services they need for health care, mental health, food, and housing. This initiative was launched in Fall 2023 at three CUNY campuses: Bronx Community College, Hostos Community College, and Lehman College. Although the initiative is housed within the University, it partners closely with external community organizations including New York City Health + Hospitals Corporation, Hunger Free America, BronxWorks, and other community providers. Professor Freudenberg incorporated CUNY CARES work into an elective titled "Health in Young Adults," offered in the Spring 2021 semester. In this course, students were assigned to read publications that highlighted the work of CUNY CARES, and subsequently developed policy brief recommendations synthesized from the initiative's programs and services.

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

   Select at least three of the following indicators that are meaningful to the school. In addition to at least three from the list in the criteria, the school may add indicators that are significant to its own mission and context.

While the quantitative measures included in E5.4.1 reflect an expansion of meaningful extramural service activities at CUNY SPH, the School's performance in this area is best understood in the context of program impact. The Harlem Health Initiative (HHI) is a newly-launched program of CUNY SPH, with the aim to improve the health and wellbeing of the Harlem community by supporting its existing community-based organizations. This initiative serves as a conduit by which School's many units and offices engage with the community, and is led by a community outreach director, in consultation with the Dean's Advisory Council (see: Criterion F1.4). The primary aim of the HHI is to assess the health-related needs of the Harlem community, address its most urgent needs by providing supportive services through CUNY SPH, and enroll select organizations in a comprehensive and integrated program of support including: technical assistance with research, evaluation, and data management; facilitating opportunities for inter-agency collaboration and shared resources; communications training to ensure key messages reach their target audience; operational training, including finance, information technology, and human resources; and training in fundraising, grant writing, and grant management. Other meaningful community-based service projects include the Cannabis Equity Project, the New York Vaccine Literacy Campaign, and partnership with NYC Test and Trace Corps, as described in Criterion E5.2.

Table E5.4.1: Outcome Measures for Faculty Extramural Service[12]				
Outcome Measure	**Target**	**2021-2022**	**2022-2023**	**2023-2024**
Number of Community-based Service Projects	20	15	23	27
Total Service Funding	The total amount of service funding will increase by 10% 2021-2022: $700,000 2022-2023: $770,000 2023-2024: $847,000	$719,319	$7,927,438	$1,968,437
Number of faculty-student service collaborations	15	12	20	17

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

All faculty members seeking tenure and/or promotion are expected to demonstrate sustained engagement and progressively increased activities of professional service, including to discipline-specific institutions and to organizations at the local, state, and national levels. It is expected that faculty will provide service in this area to benefit the public health profession and communities working to enhance the health of broader society. The APT Committee guidelines (see: ERF E3.1 – APT Materials) provide clear criteria of these expectations, organized by rank. In addition, the guidelines provide examples of evidence that would demonstrate appropriate achievement of extramural service, by rank.

Service contributions, while required in all tenure decisions, are not sufficient to merit advancement in the absence of a balanced portfolio that also includes strong teaching and research records; all three are essential components.

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

Strengths: The CUNY SPH is deeply committed to extramural service in New York City and beyond. Faculty are highly engaged in community-based service activities through School programming, including the HHI. Reflective of these efforts, the School was awarded the ASPPH Harrison Spencer Community Service Award at the 2021 annual meeting.

Weaknesses: None noted.

Future Plans: The recently-launched Sexual and Reproductive Justice (SRJ) Hub at CUNY SPH received $500,000 in the New York State enacted FY2025 budget, providing new and necessary support for its educational, scholarly, and advocacy efforts. The SRJ Hub represents the first coordinated effort in New York State, and one of the few nationwide, to advance SRJ through a centralized academic unit that emphasizes leadership development and advocacy. The SRJ Hub aims to take an innovative approach to SRJ through solutions-oriented scholarship, leadership training, and evidence-based advocacy that centers the lived experiences of women of color and elevates and funds their and other marginalized people's work.

[12] In Table E5.4.1, "Total Service Funding" includes grants that are primarily considered service, while "Number of Community-based Service Projects" and "Number of Faculty-Student Service Collaborations" include projects that are primarily service or have meaningful service components.

An additional $150,000 in the New York State enacted FY2025 budget was awarded to CUNY SPH to create a mental health task-sharing certificate based on the Harlem Strong Mental Health Coalition (Harlem Strong) model. This certificate program will aim to formalize and standardize training in mental health task-sharing, equip community lay providers in community settings with a credential to demonstrate their experience and competency, and expand the benefits and scope of the model beyond what can be achieved in a neighborhood-by-neighborhood approach. Components of the certificate program will include live and recorded training modules and webinars, in-person training workshops facilitated by mental health professionals and experts in mental health task-sharing, a practicum opportunity, a learning community, a mental health task-sharing toolkit, and an assessment of learned and practical skills that will signify readiness to engage in mental health task-sharing activities.

F1. Community Involvement in School Evaluation and Assessment

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

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

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

Dean's Advisory Council
The Dean's Advisory Council represents organizations aligned with the School's mission and goals, as well as individuals with commitment to these shared goals. The Council serves as a dedicated and collaborative forum that bridges the gap between the CUNY SPH and the vibrant New York community, helping to identify and develop opportunities to support the School in fulfilling its service commitments. By leveraging their expertise and networks, council members assist in not only identifying potential avenues for service and community engagement, but also in developing strategies to maximize impact.

Members of the Dean's Advisory Council include:

- Freida D. Foster, Vice Chair – New York State Workers' Compensation Board
- Curtis Archer, Member – President, the Harlem Community Development Corporation
- Barbara Askins, Member – President and Chief Executive Offers, 125th Street Business Improvement District
- Joseph Awadjie, Member – University Student Life Manager, CUNY
- Dr. Oxiris Barbot, Member – President and Chief Executive Officer, United Hospital Fund
- Dr. Susan J. Beane, Member – Vice President and Executive Medical Director, Healthfirst
- Deneane Brown-Blackmon, Member – Director, New York State Homes and Community Renewal of the Upper Manhattan Borough Office
- Wellington Chen, Member – Executive Director, Chinatown Partnership
- Andrea G. Cohen, Member – Senior Vice President of Legal Affairs and General Counsel, NYC Health + Hospitals
- Dr. Lyndon Haviland, Member – President, Lyndon Haviland and Co. LLC
- Khary Lazarre-White, Member – Executive Director and Co-Founder, the Brotherhood/Sister Sol
- Pat Wang, Member – Chief Executive Officer, Health First NY
- Jennifer Walden Weprin, Member – Executive Director, Queens County Farm Museum
- Duffie Cohen, Ex-Officio Member – University Executive Director of Academic Planning, CUNY

SPH Alumni Network Steering Committee
The Alumni Network Steering Committee is comprised of a diverse group of passionate CUNY SPH alumni representatives dedicated to fostering connections, meaningful engagement, and collaboration among CUNY SPH graduates, current students, staff, and faculty. The steering committee's core responsibilities include growing and cultivating the active participation of alumni network members, co-hosting and participating in events organized by the admissions and career service offices and the GSGA, creating and disseminating network newsletters and social media content to alumni, engaging in community service, and planning and implementing social, educational, and professional events for

fellow alumni. Its mission is to strengthen the national and global network of CUNY SPH graduates and support the School's mission in advancing public health excellence.

Members of the current Alumni Network Steering Committee include:

- Dr. Margrethe F. Horlyck-Romanovsky, DrPH '18 – Assistant Professor of Health and Nutrition Sciences, Brooklyn College, CUNY
- Dean Ricken, MS '19 – Director of Business Development, Chubb Global Risk Advisors
- Pavan Lohia, MPH '20 – Medical student
- Emanuel Mejia, MPH '23 – Grants Assistant, Project Coordinator, Research Foundation of CUNY
- Tess E. Baldwin, MPH '23 – Medical Biller, Urban Health Plan
- Pasani Dharmasena, MPH '23 – Research Assistant, The Center for Immigrant, Refugee, and Global Health, CUNY SPH
- Yao Kra, MPH '23 – Registered Nurse, New York State Medicaid Provider

CUNY SPH Foundation Board

The CUNY SPH Foundation's mission is to advance the achievement of the School's mission, vision, and values, as New York City's public school of public health. The independent Board of Directors for the Foundation is comprised of corporate and non-profit executives and other professionals who have either an appreciation or an understanding of current and emerging public health matters. The board, in partnership with dedicated foundation staff, raises funds and establishes partnerships to provide crucial services to support a number of the School's communities including CUNY SPH students, the faculty body, the Harlem community, and the broader New York City community. The Foundation Board maintains ongoing collaborations with community-based organizations, medical care providers, and entrepreneurs advancing health equity, acting as an external representative of the School to expand its orbits of relationships and awareness, while also serving as an advisor to the Dean on philanthropy, opportunities for strategic partnerships, and development in the medical care/public health field. The programs and services of the Foundation fill gaps in the School's resources, including scholarships, fellowships, extracurricular trainings for students, and engagement opportunities for community-based partners. The Foundation may also administer grants on behalf of faculty.

Members of the CUNY SPH Foundation Board include:

- Dr. Lyndon Haviland, Chair – President, Lyndon Haviland and Co. LLC
- Alfonso Chang, Vice Chair – Co-founder and Managing Director, AC3 Group
- Ruth Wooden, Secretary – Marketing and public policy communications professional
- Michael Meng, Treasurer – Co-founder and Chief Executive Officer, Stellar Health
- Dr. Marilyn Aguirre-Molina, Member –Professor Emerita of Department of Community Health and Social Sciences, CUNY SPH
- Dr. Innocent Clement, Member – CEO and Founder, Ciba Health
- Margaret Crotty, Member – President and Chief Executive Officer, JSI and World Education
- Cesar Herrera, Member – Chief Executive Offer and Co-Founder, Yuvo Health
- Jordana Kier, Member – Co-founder, LOLA; Chief Advancement Officer, Brooklyn Academy of Music
- Dr. Daniel Knecht, Member – Chief Clinical Innovation Officer, CVS Caremark
- Daniel Lowy, Member – Founder and Chief Executive Officer, EMU Health
- Dr. Saquib Rahim, Member – Healthcare Executive; practicing physician and board advisor
- Dr. Nicole F. Roberts, Member – Executive Director, Feed A Billion

- Dean Ayman El-Mohandes, Voting Member Ex-Officio – Dean, CUNY SPH
- Adam Doyno, Non-Voting Member Ex-Officio – Executive Director, CUNY SPH Foundation

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

In addition to the Dean's Advisory Council, CUNY SPH Alumni Network Steering Committee, and CUNY SPH Foundation Board, the School regularly seeks input from employers, field preceptors, and alumni. It also maintains ongoing collaborations with a number of public health organizations that are at the forefront of their respective fields, with members of the School frequently appointed to leadership roles; these organizations serve as critical sources of the field, informing latest trends, future needs of employers, and innovative approaches to instruction. Finally, CUNY SPH Senior Scholars are accomplished, prominent thought leaders from academia and/or industry whose expertise aligns with the public health mission of CUNY SPH. Each scholar is personally appointed by the Dean to provide scholarly and professional guidance to CUNY SPH in various capacities.

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

Employers are engaged annually through two primary mechanisms: a Qualtrics software survey distributed to employers who have supervised CUNY SPH graduates within the last five years, and one-on-one interviews with employers that hire larger numbers of CUNY SPH graduates (see: Criterion F1.6). Both the survey and interviews aim to assess the preparedness of alumni for the workforce, identify gaps in the content and currency of the CUNY SPH public health curricula, and indicate employers' future needs. The CUNY SPH Office of Institutional Research conducts both quantitative and qualitative analysis on this feedback, with findings then shared with the Curriculum Committee, which is responsible for maintaining the academic integrity and relevance of the master's core curriculum, and department chairs, who are similarly responsible for the concentration coursework of their respective programs.

Preceptors, as experienced professionals in the public health field, provide additional valuable feedback regarding the CUNY SPH curriculum. A survey distributed at the end of each semester asks preceptors to evaluate student performance, identify areas that require improvement, and suggest ways in which they can develop professionally. While these surveys are completed for students individually, when reviewed in aggregate, results can indicate common themes and patterns, highlighting strengths and weaknesses of the CUNY SPH curriculum, as well as the applied practice experience itself. For example, between 2020 and 2022, preceptor feedback indicated the need for additional course content that better equipped students with professional competencies for the workplace. As a result, a "Career Skills Seminar: Professional Development Building Blocks" was launched as part of fieldwork in Spring 2023, and is now offered at the beginning of each semester. Preceptor feedback is also shared with departments during the APR process, which may result in curriculum revision, as appropriate. For example, during the MPH-NUTR APR, preceptor and employer feedback led to the addition of required course FNPH 624 – Nutritional Epidemiology, in order to provide students with more practical applications in quantitative analysis.

CUNY SPH graduates provide feedback on the CUNY SPH curriculum via surveys and focus groups on an annual basis. Alumni are surveyed one year after program completion, and then again five years after program completion. Both the survey and focus groups seek to assess student outcomes and curricular effectiveness, asking graduates to identify the coursework they have found most valuable in the

workforce and any gaps in content or preparation. The CUNY SPH Office of Institutional Research completes both quantitative and qualitative analysis on this feedback. The analysis is then shared with the Curriculum Committee, which is responsible for maintaining the academic integrity and relevance of the master's core curriculum, and department chairs, who are similarly responsible for the concentration coursework of their respective programs. This engagement is further discussed in Criterion B5 (also, see: example one in Table B2.3.1).

Field-specific organizations also provide regular feedback on content and currency of program curricula, and future needs of the field. For example, Associate Professor Brian Pavilonis represents the MS-EOHS program within the New York/New Jersey National Institute for Occupational Safety and Health Education and Research Centers (NIOSH ERC), which meets yearly with an External Advisory Board (EAB). This board consists of regional professionals and academics, along with other program directors. The board discusses new trends in the field of environmental and occupational hygiene practice, as well as recruitment and retention strategies. During a February 2019 meeting, the NIOSH ERC EAB discussed changes in health and safety protocol, and the need for these updates to be reflected in program curriculum. The board also discussed the importance of interdisciplinary experiences for students, and how a site visit course could provide such an experience. Leading up to, and during the 2019-2020 APR of the MS-EOHS program, faculty discussed this feedback and proposed two curriculum revisions: first, the addition of EOHS 643 – Industrial Safety and Management as a program requirement; and second, designating EOHS 646 – Occupational Site Assessment as a permanent elective, to be offered annually. A second example of an organization that the School has continuing partnership with is The Communication for Behavioral Impact (COMBI) Institute, which seeks to achieve specific behavioral results through the development of effective communication. CUNY SPH, the COMBI Institute, and the World Health Organization collaboratively host an annual summer institute that focuses on communication planning for behaviors impact in health and social development. This collaboration served as the launching pad for the School's Master of Science in Health Communication for Social Change, and continues to inform the degree program's curriculum and coursework.

Finally, Senior Scholars offer ongoing additional real-world insights into the evolving landscape of public health, reflecting the most current challenges, emerging trends, and skill requirements in the field. Their contributions support a dynamic and responsive curriculum, attuned to the changing demands of the field. Examples of ways in which Senior Scholars have been engaged to assess and strengthen the School's curricula can be found below:

- Senior Scholar Dr. Dave Chokshi met with faculty from the Community Health and Social Sciences Department to identify possible gaps in elective coursework. Through these discussions, the need for practice-based content in health equity was identified. Dr. Chokshi developed and taught this elective course in Fall 2023, which applied a case-studies approach to current public health challenges, with a focus on implementation considerations. Students visited various public health institutions around New York City to engage with leaders in fields spanning public health, health care, and social services.
- Former Senior Scholar Dr. Scott Ratzan collaborated with Senior Scholar Ken Rabin and Associate Professor Christopher Palmedo to develop and pilot test new academic offerings in public health communications and social marketing. These offerings included a twelve-week fully online non-credit certificate and a summer institute program in collaboration with the COMBI institute. Finally, a Master of Science in Health Communication for Social Change was created, intended to prepare students to achieve meaningful public health outcomes through the design and implementation of communication, social marketing, and behavior-change strategies.

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

The Dean's Advisory Council advises the Dean and the School on its overall direction and matters related to city and state partnerships, community programming and service, and health policy initiatives and research. The CUNY SPH faculty and staff engage with council members during meetings held three times per academic year, as well as between meetings, to solicit feedback on their work and better understand community needs. The Council regularly provides input on efforts related to the Harlem Health Initiative, Harlem Strong, the Vaccine Literacy Campaign, and the Pandemic Response Institute, with their input incorporated into the School's evaluation plan via the CUNY SPH Strategic Framework. As an example, for unit-defined measures five through seven, the Harlem Health Initiative Director developed aligned strategies in collaboration with the Advisory Council; these strategies were then included in the CUNY SPH Strategic Framework.

Similarly, the CUNY SPH Foundation Board advises the Dean and the School on fundraising efforts and visibility, strategic partnerships, advancement, and the engagement of the Harlem community and beyond through dynamic programming. Faculty and staff members regularly interact with the Foundation Board at their quarterly meetings, regular committee meetings, and throughout the year as needed. Board members provide insight on the development, implementation, and assessment of student and community programming, including the Career Skills Academy, Student Resiliency Fund, Vaccine Literacy Campaign, Health Equity and Literacy Program, the Harlem Health Initiative, and others. Board members play an active role in the School, regularly meeting with the Dean and School senior leadership to advise on goals and resource allocation. Foundation staff act as a conduit between the board and the School to ensure and prioritize board engagement throughout the year. Much of the input provided by the board has been incorporated into the School's evaluation plan via the CUNY SPH Strategic Framework. As an example, for unit-defined measure fourteen and an E5 measure indicating total service funding, the Executive Director of the CUNY SPH Foundation developed aligned strategies in collaboration with the CUNY SPH Foundation Board; these strategies were then included in the CUNY SPH Strategic Framework.

The Dean's Advisory Council, SPH Alumni Network Steering Committee, and CUNY SPH Foundation Board are also engaged specifically for feedback on the School's mission, vision, and values. Most recently, a CUNY SPH Stakeholder Feedback Survey was conducted in the 2023-2024 academic year, requesting input from members of these three bodies. The survey asked for general feedback on the CUNY SPH mission, values, and vision; their perspective of the School's fundamental purpose, long-term goals, and primary stakeholders; what they believe sets CUNY SPH apart from others in the field; and what core principals should underpin the School's mission, values, and vision. Eighteen responses were received, with qualitative analysis highlighting both praise and actionable suggestions for improving CUNY SPH's mission, values, and vision. Results emphasized the School's commitment to teaching, research, public service, and social justice. Long-term goals focused on growth and community impact, while core principles underscored providing quality education, health equity, and community engagement. Finally, stakeholders identified distinct qualities of CUNY SPH, noting its diversity, affordability, and commitment to, and excellence of research, scholarship, and public service. This feedback will inform the next review of the School's mission, vision, and values statements, scheduled after the completion of the current Strategic Framework initiative, and as the School progresses toward its next phase of growth and development.

During the self-study process, a draft of this self-study was shared with the Dean's Advisory Council, Alumni Network Steering Committee, and the CUNY SPH Foundation Board. Feedback was received from members of the CUNY SPH Foundation Board, with suggested revisions to Criterion F1. This feedback was incorporated into the final draft of the self-study.

5) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.

Sample documentation of external contribution can be found in ERF F1.5 – External Contribution, and includes the following evidence:

- Academic program review for the MPH in Public Health Nutrition, demonstrating review and implementation of feedback from fieldwork preceptors
- NIOSH ERC EAB February 2019 meeting minutes, demonstrating input that led to MS-EOHS curriculum revisions
- Dean's Advisory Council and CUNY SPH Foundation Board meeting minutes, demonstrating significant contribution to CUNY SPH Strategic Framework activities (e.g., the Harlem Health Initiative and the Career Skills Academy)
- Curriculum Committee November 2022 minutes and Fall 2023 presentation to Governance Council, demonstrating review of alumni and employer feedback and implementation of feedback
- Qualitative analysis of CUNY SPH Stakeholder Feedback Survey on mission, vision, and values

6) Summarize the findings of the employers' assessment of program graduates' preparation for post-graduation destinations and explain how the information was gathered.

As noted in Criterion F1.3, the employer survey is designed to assess employer satisfaction with CUNY SPH alumni and to better understand graduates' skills and competencies. In order to gather this information, the Office of Institutional Research first identifies employers who have supervised CUNY SPH graduates within the last five years. This list is compiled from several key sources: community partners, identified by the Office of Experiential Learning and Career Services; CUNY SPH faculty and staff networks, via targeted e-mail requests for alumni employer information; the CUNY SPH alumni network, facilitated by an alumni survey; and other constituents, including the Dean's Advisory Council, the CUNY SPH Foundation Board, and the Alumni Network Steering Committee. Additionally, personnel from notable employers, identified through alumni surveys and online research, were directly contacted to distribute the survey among their staff.

Survey results are collected on a rolling basis, with nearly sixty unique organizations contacted since Spring 2023, and twelve responses submitted thus far. Survey questions are all open-ended and are related to the primary responsibilities of the CUNY SPH alumni employed and their strengths and weaknesses, which may include soft skills, hard skills, and other areas of knowledge or abilities. Results are stratified by degree, and considered in conjunction with alumni perceptions of curricular effectiveness. Employer survey responses indicate that a majority of the CUNY SPH alumni who are employed function in research support roles (e.g., research assistant, data analyst, data manager), and that their strengths include soft skills (e.g., communication, interpersonal abilities), a holistic grasp of public health foundations, and high levels of motivation and effort. Graduates' skills and abilities that have been identified by employers as needing additional preparation include further training in statistical software and strengthening of the practice experience.

To supplement the employer survey, one-on-one interviews are conducted with employers that frequently hire CUNY SPH graduates in larger numbers. Like the survey, interviews aim to better understand the necessary competencies of staff and the strengths and weaknesses of CUNY SPH alumni, including soft skills and hard skills. Employers are identified after review of graduates' post-graduate outcomes, collected each summer. Most recently in Spring 2024, the School conducted nine interviews with assistant commissioners from NYC DOHMH, a top employer of CUNY SPH alumni. Qualitative analysis of interview responses was found to be aligned with employer survey results, indicating that CUNY SPH graduates demonstrate strengths in their theoretical knowledge, real-world application, community engagement, and strong technical skills such as data analysis and public health program evaluation. They also exhibit soft skills like active listening, compassion, and a commitment to service, which are essential in public health practice. However, some weaknesses included limited software knowledge beyond specific packages (e.g., SPSS), writing skills deficiencies, gaps in translating evaluation findings into actionable policies, and a deeper understanding of health equity frameworks and social determinants of health.

7) Provide documentation of the method by which the school gathered employer feedback.

Responses to the employer survey, as well as qualitative analysis of interviews conducted with NYC DOHMH assistant commissioners, can be found in ERF F1.7 – Employer Feedback.

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

Strengths: The School maintains a number of mechanisms to effectively gather feedback from external stakeholders. The CUNY SPH Dean's Advisory Council and Foundation Board provide critical input on School priorities and strategic planning.

Weaknesses and Future Plans: Achieving high participation in the employer survey has presented as a challenge, despite our best efforts to reach out through multiple channels. Moving forward, the School will attempt more personalized outreach, tailoring messages and providing more options for completing the survey, including by phone. The School also plans to expand its one-on-one interviews with agencies, organizations, and/or companies that frequently hire CUNY SPH graduates. These agencies/organizations/companies will be identified and contacted based on review of post-graduate outcomes data collected in Summer 2024, with interviews held in the 2024-2025 academic year.

While the CUNY SPH Alumni Steering Committee is a relatively new body, it is poised for growth and development. The School is committed to leveraging the committee's collective experience and knowledge as a valuable sounding board.

Beginning in the 2024-2025 academic year, the academic program review process will require an external review completed by an independent expert. This step aims to provide an impartial assessment of the curriculum's quality, currency, and effectiveness.

F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D5, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

1) Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.

Students are introduced to service, community engagement, and professional development activities through a variety of opportunities, including those described below:

- The Office of Career Services hosts a number of events that showcase professional development in the field of public health. For example, the Credentialing Discovery Series introduces students to the Certified in Public Health (CPH) credential, the Certified Health Education Specialist (CHES) certification, and the Master Certified Health Education (MCHES) certification. The office also hosts a Membership Discovery Series, which most recently highlighted the American Public Health Association (APHA). Finally, a Public Health Everywhere symposium, held in March 2024, introduced diverse career paths in public health across sectors including law, the arts, media, the environment, advocacy, and entrepreneurship.
- The CUNY SPH purchases annual memberships in the American Association of Public Health (APHA) for all students. Travel awards are also granted to any CUNY SPH student who is accepted to provide a poster and/or oral presentation at the APHA Annual Meeting. In addition, the GSGA has paid the membership for up to twenty-five students to join the NYS Public Health Association, the local affiliate of APHA, on a first-come, first-served basis.
- The GSGA offers a number of awards intended to support students in their professional growth and community service. These include the Community Service Award, intended to recognize student service to the community; the Conference Award, which supports attendance at professional conferences for continuing education and/or presentation of projects and research; and the Professional Growth Award, which supports the professional development of students in pursuit of their graduate degree. Awarded students are granted monetary awards and/or reimbursement for professional activities or continuing education.
- Many courses require students to actively engage with community groups and organizations to better prepare them for careers as public health professionals. As an example, CHSS 622 – Community Organizing to Advance Public Health and Social Justice, is a required course for all MPH-COMH students, and a popular elective for students in other degree programs. This course requires students to identify a public health issue that is meaningful to them, and to engage with one or more groups, organizations, or agencies that are actively involved in community organizing around this chosen health issue. Students interview a community organizer, or participate in a march, rally, protest, vigil, public hearing, or other organized activity designed to effect change.
- Fieldwork and paid employment opportunities provide other avenues for student participation in extramural service, community engagement, and professional development. These opportunities are shared through School offices and departments via the CUNY SPH website, e-mails, Blackboard, and social media. Many of the School's initiatives and programs mentioned throughout this self-study document receive support from student employees and students completing their applied practice experience, such as the Harlem Health Initiative and its related programs (see: Criterion E5.4).

- The CUNY SPH offers a number of continuing education workshops and lectures for CPH recertification, including Grand Rounds, Harlem Health Initiative workshops, and others. All programming is promoted School-wide, and all students are encouraged to participate.

2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

Example One
In September 2023, students in the MPH-NUTR program participated in *Walk the Talk: Health Challenge for All*, a health event hosted by the World Health Organization (WHO) and New York City's Mayor's Office, in partnership with the United Nations, the New York City Health Commissioner, and others. The event marked the beginning of the U.N. General Assembly week, and emphasized the importance of physical activity. CUNY SPH students hosted a nutrition education booth and registered to walk or run during the event. Students provided guidance for healthy eating habits with the use of food models, shared infographics, discussed the benefits of walking, and shared nutrition education brochures. Students then collaborated with the CUNY Medical School students as they offered blood pressure checks.

Example Two
CUNY CARES (Comprehensive Access to Resources for Essential Services) is a three-year demonstration project to field test and assess the impact of enhanced health and social services on the well-being and academic success of CUNY students at three Bronx campuses: Hostos Community College, Bronx Community College, and Lehman College. Its goals are to improve graduation and retention rates, improve the well-being of Bronx CUNY students, and close the wide inequities in health and academic success by race/ethnicity among CUNY students. This is accomplished through: hiring, training, and paying students to connect their peers with campus and community services; supporting new staff and building an integrated infrastructure that enables campuses to better service under-represented students; working with community organizations to expand resources, through partnerships with the New York City Health + Hospitals Corporation, Hunger Free America, BronxWorks, and others; training faculty and staff to connect students to information, resources, and campus and community services; training Bronx CUNY students to serve as advocates or navigators; and using assessment data to monitor the implementation and impact of the program, which will inform expansion of the program to other CUNY campuses. CUNY SPH Professor Nicholas Freudenberg serves as PI to this program. In 2022-2023, ten CUNY SPH MPH students completed their field placements with Healthy CUNY and its featured project, CUNY CARES. As part of their field placement, students analyzed data, completed and analyzed interview transcripts, wrote policy briefs, and developed communication campaigns. Three PhD students used CUNY CARES data in their dissertations. Students Dr. Dana Watnick, Lauren Rauh, and Jenna Larsen published four articles with CUNY CARES SPH faculty on their findings related to this work in *Journal of American College Health* and *Emerging Adulthood*.

Example Three
Between 2020 and 2023, CUNY SPH partnered with NYC Health + Hospitals and the Mayor's Office of Housing Recovery Operations to help train resource navigators and supervisors to connect those infected or exposed to COVID-19 with free critical economic, social, and physical health resources and programs including food delivery, help accessing health insurance, links to a primary care provider and mental health support, help with domestic violence, connections to social services and housing resources, and a "Take Care" package with enough personal protective equipment for a household to quarantine. Twenty CUNY SPH students and alumni were engaged in this program, serving as resource navigators and

supervisors, contributing to the reach out of over 374,000 New Yorkers, and connecting over 111,720 individuals to community resources.

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

Strengths: The CUNY SPH offers meaningful community and professional service opportunities to students, across diverse public health sectors. These opportunities exist in person and virtually, to accommodate students who primarily work full-time and live outside New York City, both nationally and internationally.

Weaknesses and Future Plans: The School plans to identify ways in which additional opportunities can be incorporated into coursework, as in CHSS 622 – Community Organizing to Advance Public Health and Social Justice (see: Criterion F2.1).

F3. Delivery of Professional Development Opportunities for the Workforce

The school advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

1) Provide two to three examples of education/training activities offered by the school in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the school) and an indication of how the unit identified the educational needs. See Template F3-1.

Table F3.1.1: Delivery of Professional Development Opportunities for the Workforce

	Education/training activity offered	How did the unit identify this educational need?	External participants served
Example 1	CUNY SPH's Harlem Health Initiative launched a series of webinars and events on cannabis in Spring 2024. All events are eligible for CPH Continuing Education credits, approved by the National Board of Public Health Examiners. Webinars are available live and also recorded on YouTube. To date, the series has included the following events: • Cannabis Equity in Harlem Research Update, Hybrid, April 3, 2024, 2-3:30 PM • Cannabis Corner Webinar Series: o Episode 1: The Role of Public Health in Cannabis, April 4, 2024, 12-1:30 PM o Episode 2: Cannabis History & Practice Across Industries, April 18, 2024, 12-1:30 PM o Episode 3: Cannabis and the Body - Understanding the Endocannabinoid System, June 11, 2024, 10-11:30 AM	In March 2021, New York State legalized adult-use cannabis and created a new Office of Cannabis Management. CUNY SPH's Harlem Health Initiative conducted a survey/needs assessment of the community to understand how this legalization would have an impact, and as a result, designed a series of sessions, both in-person and online, to address community feedback to better understand cannabis from a health and business perspective.	332
Example 2	CUNY SPH and Harlem Strong presented the results of Harlem Strong's Mental Health needs assessment in December 2022. Since then, CUNY SPH has held a number of events on the topic of mental health, including: • Surthrival Mode: Starting the Conversation on Black Male Mental Health, September 19, 2023, 1-2 PM • Tackling Anxiety & Depression: The State of Mental Health in Harlem, May 1, 2024, 12-1:30 PM	In 2022, Harlem Strong conducted a mental health needs assessment of residents, with online surveys and key stakeholder interviews. CUNY SPH faculty and staff helped support this needs assessment. One of the key take-aways was the identification of over 25,000 people residing in Harlem, or who accessed primary care services in Harlem, with a diagnosis of anxiety or depression (or both) based on claims data. Since women are more likely to seek care for and receive a diagnosis of depression or anxiety, there is a need to enhance detection and treatment of mental illness across the entire population, with particular attention to men.	374

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

Strengths: The CUNY SPH has greatly expanded its professional development opportunities for the public health workforce in recent years, now offering extensive continuing education opportunities for the CPH recertification process, with plans to explore additional opportunities for social work and Certified Health Specialist (CHES) recertification.

Weaknesses and Future Plans: Moving forward, the School intends to enhance the registration questionnaire so that more comprehensive information about participants is available.

G1. Diversity and Cultural Competence

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- **incorporation of diversity and cultural competency considerations in the curriculum**
- **recruitment and retention of diverse faculty, staff, and students**
- **development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination**
- **reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted**

1) List the school's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the school; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.

The City University of New York has long been recognized as one of the most diverse university systems in the nation, steadfastly committed to fostering inclusivity and exemplifying a vibrant reflection of New York City's population. Recognizing the complexity and intersectionality of disadvantage, the CUNY SPH endeavors to create an environment that fosters equity, representation, and equal opportunities for all. The School's statement on equity, diversity, and inclusion, as well as related policies, can be found on its website.

Under-represented populations among the student body are primarily defined as American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino. This designation reflects data indicating that the lowest levels of educational attainment, highest rates of poverty, and poorest health outcomes are found in New York City and other urban neighborhoods with the highest proportions of residents of color. Increasing the representation of students of color, especially with those from disadvantaged backgrounds and ties to underserved communities, is one strategy for increasing the cultural competency of the public health workforce and for reducing poverty, income inequality, and health disparities.

The CUNY School of Public Health defines its under-represented populations among full-time faculty and staff as women and certain minority groups, including American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino. This designation reflects CUNY SPH's intention to promote diversity, ensure equal employment opportunities for marginalized groups, and cultivate an inclusive academic community for CUNY SPH students. It is also aligned with the University's Manual of General Policy 5.04: Affirmative Action, directing all colleges within the University system to "reemphasize the taking of the positive steps that will lead to recruiting, hiring, retaining, tenuring, and promoting increased numbers of qualified minorities and women."

To identify student, faculty, and staff under-represented priority populations, the CUNY SPH Committee for Equity and Inclusion, the Office of Student Services, and the Chief Diversity Officer met on several occasions from March 2021 to October 2022 to discuss existing efforts, relevant University policies and priorities, and future goals. These priority under-represented populations are clearly defined in Goal 1B of the Strategic Framework (see: ERF B1.2 Strategic Framework) and in the School's Affirmative Action Report and Plan.

2) List the school's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.

CUNY SPH has set the following goals for each under-represented priority population:

STUDENT GOALS

- Maintain composition of degree-seeking students of priority populations
- Maintain comparable graduation rates for master's students of priority populations
- Maintain comparable post-graduate outcomes for degree-seeking students of priority populations

FACULTY GOALS

- Increase composition of full-time faculty who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino
- Achieve and maintain comparable rates of tenure and advancement for faculty who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino
- Maintain composition of full-time faculty who are female
- Achieve and maintain comparable rates of tenure and advancement for faculty who are female

STAFF GOALS

- Maintain composition of staff who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino
- Maintain composition of staff who are female

3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of school-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.

Actions to achieve the goals established in Criterion G1.2 can be found in Table G1.3.1. Each strategy, as indicated, is incorporated in either the Strategic Framework or the School's Affirmative Action Report and Plan.

As described in Criteria B1.2, the Strategic Framework was developed by a Strategic Planning Committee, comprised of staff, faculty, and student representatives, through broad consultation with the CUNY SPH community, an online survey, and focus groups. This committee first identified six primary goals, and for each goal, aligned outcomes. Goal One – Outcome 1B of the framework aims to: "Ensure the diversity of the CUNY SPH student, staff, and faculty bodies, critical components of the CUNY academic experience, amid economic instability and a public health crisis." Goal Coordinators and Outcome Leads were then responsible for determining strategies for each outcome, and in collaboration with key individuals, overseeing implementation of these strategies. Strategies to achieve Outcome 1B are incorporated throughout the framework.

The Chief Diversity Officer (CDO), who also serves as the CUNY SPH Title IX Coordinator and ADA-504 Coordinator, prepares the Affirmative Action Report and Plan, in accordance with federal, state, and local laws and regulations, and University policy. The CDO is responsible for reporting on information related to recruitment activity, applicant pool and selection rate, adverse selection, and search waivers and exceptions. Based on this data, and in collaboration with the Office of Human Resources, the CDO determines recruiting strategies and outreach plans for faculty and staff members.

Table G1.3.1: Strategies and Activities to Advance Goals for Under-represented Priority Populations

Student Goals	Action or Strategy
Maintain composition of degree-seeking students who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino	• Continue to build partnerships with undergraduate programs within CUNY (e.g., 4+1 pipeline programs) (Strategic Framework, Outcome 1F). • Increase financial support to students (e.g., tuition scholarships, application fee waivers, debt-relief programs, emergency funds, Graduate and Research Assistanceships, stipends, etc.) (Strategic Framework, Outcome 6B).
Achieve and maintain comparable graduation rates for master's students who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino	• Form an ad hoc working group charged with recommending new, innovative strategies to improve the faculty advising and mentoring model (Strategic Framework, Outcome 1C). • Examine course mode offerings that maximize flexibility and best support a largely adult student body that juggles multiple commitments (Strategic Framework, Outcome 1C). • Increase use of open education resources (OERs) in SPH courses (Outcome 1E). • Stabilize five existing clubs and ensure allocated funds are spent (REPRO, PHIRE, ISO, Sustainable SPH, LGBTQIA+), finalize Disability Club, and others (Strategic Framework, Outcome 4A). • Provide faculty/staff development workshops on providing support to students (Strategic Framework, Outcome 4A). • Provide weekly support groups, including a parent support group (Strategic Framework, Outcome 4B). • Provide two weekly "drop-in hours" per week, where students can access a student wellness counselor without a scheduled appointment (Strategic Framework, Outcome 4B). • Distribute computer hardware and software, provide internet connection services to students as needed (Strategic Framework, Outcome 4C).
Achieve and maintain comparable post-graduate outcomes for degree-seeking students who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino	• Create "Discovery Series" that encompasses credentialing, scholarship, membership, internships/fellowships, and employers, with recruiting representatives from government, non-profit, and private sectors presenting to students on pathways to volunteering, employment, and fieldwork (Strategic Framework, Outcome 3B). • Expand career education support to students, including career counseling and more strategic job readiness programming aligned with student interest and Department of Labor trends (Strategic Framework, Outcome 4D). • Launch Career Skills Academy (Strategic Framework, Outcome 4D).

Table G1.3.1: Strategies and Activities to Advance Goals for Under-represented Priority Populations	
Faculty Goals	**Action or Strategy**
Increase composition of full-time faculty who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino Maintain composition of full-time faculty who are female	• Review job postings for physical and mental qualifications, as well as the posting language in general; review recruiting plans for intended outreach (Affirmative Action Report and Plan). • Broaden local and national advertising using resources such as *Chronicle of Higher Education*; minority-focused sites such as *Hispanic Outlook, Women and Minority Doctoral Directory, HBCU.com,* and *Diverse Issues in Higher Education*; public health-specific sites such as APHA's *Career Mart*; and professional publications, organizational listservs, and websites such as *National Association of Hispanic-Serving Health Professions School* job bank, the *Environmental Careers' Network, EpiMonitor,* and relevant *APHA* section listservs (Affirmative Action Report and Plan). • Ensure diverse faculty or staff members comprising each search committee (Affirmative Action Report and Plan). • Hold an orientation/training for each search committee, facilitated by the CUNY SPH Chief Diversity Officer (Affirmative Action Report and Plan). • Review applicant pools for sufficient representation prior to committee review; review and approve selections for interviewees (Affirmative Action Report and Plan).
Achieve and maintain comparable rates of tenure and advancement for faculty who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino Achieve and maintain comparable rates of tenure and advancement for faculty who are female	• Formalize and incentivize faculty mentorship programs (Strategic Framework, Outcome 2C). • Offer periodic grant writing workshops that include both theoretical and hands-on components where faculty's writing is workshopped in front of the group (Strategic Framework, Outcome 2C). • Have funding source-specific seminars featuring representatives from foundations and other types of funders to inform faculty of available funding opportunities and strategies (Strategic Framework, Outcome 2C). • Ensure training for part-time and full-time faculty on pedagogy, teaching, and technology through webinars and online teaching essentials (OTE) training sessions (Strategic Framework, Outcome 4C). • Develop a comprehensive professional development and skills training program based on the needs-assessment report and recommendations (Strategic Framework, Outcome 5AB). • Affirm APT Guidelines during annual evaluation to demystify process and documentation (Strategic Framework, Outcome 5F). • Continue the optional, non-binding mid-term review (Strategic Framework, Outcome 5F).
Staff Goals	**Action or Strategy**
Maintain composition of staff who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino	• Review job postings for physical and mental qualifications, as well as the posting language in general; review recruiting plans for intended outreach (Affirmative Action Report and Plan). • Broaden local and national advertising using resources such as *Chronicle of Higher Education*; minority-focused sites such as *Hispanic Outlook, Women and Minority Doctoral Directory,*

Table G1.3.1: Strategies and Activities to Advance Goals for Under-represented Priority Populations	
Maintain composition of staff who are female	*HBCU.com,* and *Diverse Issues in Higher Education*; public health-specific sites such as APHA's *Career Mart*; and professional publications, organizational listservs, and websites such as *National Association of Hispanic-Serving Health Professions School* job bank, the *Environmental Careers' Network, EpiMonitor,* and relevant *APHA* section listservs (Affirmative Action Report and Plan). • Ensure diverse faculty or staff members comprising each search committee (Affirmative Action Report and Plan). • Hold an orientation/training for each search committee, facilitated by the CUNY SPH Chief Diversity Officer (Affirmative Action Report and Plan). • Review applicant pools for sufficient representation prior to committee review; review and approve selections for interviewees (Affirmative Action Report and Plan).

4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

The Committee for Equity and Inclusion, a standing School committee comprised of faculty, staff, and student representatives, advocates for equity and inclusion to be valued at all levels of the institution, and seeks to foster a culture that promotes equity, diversity, and inclusion. Inspired by the CUPA-HR DEI Maturity Index, the Committee developed five goals and related strategies in communication and education; assessment; culture; investment and infrastructure; and compensation, retention, and recruitment. These goals and strategies, along with other formal and informal feedback mechanisms (e.g., student surveys, faculty COACHE survey, town halls), guide DEI-related action initiated across the CUNY SPH community.

Table G1.4.1: Goals and Strategies for a Culturally Competent Environment	
Goals and Strategies	**Actions Taken by CUNY SPH**
Goal One: Communication and Education 1. Develop a plan for cohesively, consistently, and intentionally embedding DEI in the School's strategic goals and communicating the role of DEI in the School's core values 2. Strive toward a shared understanding and knowledge of DEI issues/topics 3. Embed a DEI lens in all communications and messaging 4. Participate in and provide recommendations for ongoing revisions to curriculum and pedagogical practices across CUNY SPH	• The CUNY SPH Anti-Racist Teaching Collab was formed in Fall 2021, following the publication of six policy briefs aimed at *Reducing the Impact of Systemic Racism on Health in New York City by 2025*, produced by Distinguished Professor Nicholas Freudenberg and a group of doctoral students. This collaborative is comprised of doctoral students and faculty, seeking to explore how faculty can incorporate anti-racism teaching and action in the classroom. Actions taken include: presenting anti-racist pedagogical principles to the Curriculum Committee and the Governance Council; revising the course syllabus template to include anti-racist language and class policies; and developing a list of recommended anti-racist readings and resources for faculty and students. • Faculty from the Community Health and Social Sciences Department identified gaps in coursework related to practice-based health equity and Senior Scholar Dr. Dave

Table G1.4.1: Goals and Strategies for a Culturally Competent Environment	
Goals and Strategies	**Actions Taken by CUNY SPH**
	Chokshi was charged with developing a "Leadership in Health Equity" course. The course was offered in Fall 2023 by Dr. Chokshi. • Prioritize DEI-related strategies throughout the CUNY SPH Strategic Framework. • Expand opportunities for the applied practice experience with organizations and agencies that serve marginalized populations, including Grassroots Grocery, Bronx Pandemic, Collective Focus Resource Hub, National Black Women's HIV/AIDS Network, and Hunger Free America.
Goal Two: Assessment 1. Conduct campus climate surveys using external and independent vendor every three to five years to inform and align with CUNY SPH's strategic framework 2. Conduct internal annual campus-wide assessments on DEI at the School 3. Develop, track, and make available DEI metrics on student recruitment, admissions, retention, and outcomes 4. Develop, track, and make available DEI metrics on faculty and staff in recruitment, hiring, retention, and career advancement, including but not limited to promotion, tenure, and movement in title	• A Racial Justice and Equity Survey distributed in Summer 2020 to students, recent graduates, faculty, and staff. • Diversity metrics added to public data gathered and shared by the Office of Institutional Research. • The School's Affirmative Action Report and Plan made public on the School's website.
Goal Three: Culture 1. Embed DEI as a goal and outcome in the assessment plans for each academic program and administrative unit of the School 2. Integrate DEI in professional development and training 3. Work with the appropriate School committees, departments, and units to advocate for and suggest strategies for equity in policy and procedures that impact students, faculty, and staff 4. Collaborate closely with student services, student government association, and alumni to ensure DEI is considered and visible in their initiatives and programs	• DEI added as an element to the academic program review template. • Expand DEI in student life, including the addition of the Student Disability Club, Lavender Graduation, and increasing activities of the International Students Club. • Implementation of a successful Grand Rounds series, with lectures that have included "Achieving Health Equity: Tools for a National Campaign Against Racism" by Dr. Camara Phyllis Jones; "Inheritance & Health: What Really Matters for Health Equity? Considering History, Jim Crow, and Racialized Economic Segregation" by Dr. Nancy Krieger; "On Social Divides and Health Divides" by Dr. Sandro Galea; "Dining at the Coon Chicken Inn; Why Do Racist Restaurants Matter for Public Health?" by Dr. Naa Oyo A. Kwate; and "Transforming the 'Phase' of Diversity, Equity, and Inclusion" by Dr. Gladys Asiedu. • Enhance the diversity and inclusivity of SOPHAS application by expanding the gender categories available for applicants to select from. • Provide community-engagement opportunities to students and faculty through the Harlem Health Initiative; host webinar to share its efforts, and encourage involvement.

Table G1.4.1: Goals and Strategies for a Culturally Competent Environment	
Goals and Strategies	**Actions Taken by CUNY SPH**
	• Launch LGBTQIA+ Resource Room, aiming to foster an affirming and safe space for students of all sexual orientations, gender identities, and gender expressions. • Launch a CUNY SPH Anti-Hate Workshop Series, funded by a Chancellor's Office grant, with training provided by "Right To Be," and intended to train students, staff, and faculty on bystander intervention. • Host a town hall on invisible disabilities, and a student panel on living and working with an invisible disability.
Goal Four: Investment and Infrastructure 1. Work with administration on providing dedicated financial, personnel, and other resources for long-term investment and sustainability of effective DEI capacity-building efforts 2. Develop a robust and focused DEI program with targeted activities and events, trainings, professional development, and leadership development programs for faculty and staff 3. Identify and disseminate external DEI specific engagement activities for students, faculty, and staff 4. Ensure the School infrastructure supports DEI within its physical facilities and in assistive technology	• Secured funding from the New York Community Trust to provide ten scholarships to aspiring women or minority graduate students pursuing the Master of Science in Environmental and Occupational Health Sciences. • Launch the Career Skills Academy, funded through CUNY SPH Foundation. • Provide students with emergency grants, intended to support those facing short-term financial hardship, and funded through CUNY SPH Foundation. • The CUNY SPH joined the National Center for Faculty Development and Diversity (NCFDD), an independent professional development, training, and mentoring community for faculty, postdocs, and doctoral students. • Share DEI-related national events/days of celebration, as well as programming and activities across CUNY, on the Committee for Equity and Inclusion webpage.
Goal Five: Compensation, Retention, and Recruitment 1. Strategize around initiatives to further advance faculty and staff recruitment and hiring efforts, particularly in areas in need of more diverse representation 2. Advocate for transparency and equity in faculty and staff hiring, retention, career advancement, and compensation 3. Work with the appropriate School committees, departments, and units to identify fair and equitable approaches to performance evaluation	• Promote faculty and staff searches with minority-focused sites such as *Hispanic Outlook, Women and Minority Doctoral Directory, HBCU.com,* and *Diverse Issues in Higher Education.* • Provide an orientation/training for each search committee, facilitated by the CUNY SPH Chief Diversity Officer. • Applicant pools reviewed by the Chief Diversity Officer for sufficient representation prior to committee review; reviews and approves selections for interviewees. • Add the affirmation of APT guidelines during annual evaluations to demystify process and documentation. • Continue annual check-ins between faculty members and the Associate Dean for Faculty Affairs. • Continue the optional, non-binding mid-term review between faculty members and their chairs. • Offer staff supervisors training in fundamentals of performance evaluations.

5) Provide quantitative and qualitative data that document the school's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.

Student Target

The CUNY SPH has successfully maintained its composition of degree-seeking students who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino, and supported their persistence and post-graduate outcomes. As indicated in Table G1.5.1, these students represented 67.8% in Fall 2022, 69.2% in Fall 2023, and 71.4% in Fall 2024. Data related to graduation rates and post-graduate outcomes indicate comparable success between this under-represented group and other students.

Table G1.5.1: Data for Primary Under-represented Student Groups[13,14]			
Target	**Fall 2022**	**Fall 2023**	**Fall 2024**
Maintain composition of degree-seeking students who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino	67.8%	69.2%	71.4%
Target	**2021-2022**	**2022-2023**	**2023-2024**
Maintain comparable graduation rates for master's students who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino	82.8% graduation rate of minority students 79.5% graduation rate of non-minority students	77.4% graduation rate of minority students 80.3% graduation rate of non-minority students	77.8% graduation rate of minority students 81.0% graduation rate of non-minority students
Maintain comparable post-graduate outcomes degree-seeking students who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino	97.1% minority graduates employed or continuing education 98.3% non-minority graduates employed or continuing education	94.6% minority graduates employed or continuing education 98.6% non-minority graduates employed or continuing education	92.7% minority graduates employed or continuing education 94.5% non-minority graduates employed or continuing education

Faculty Targets

Diversity in the full-time faculty body has remained mostly steady in recent years, despite a relatively small sample size. As found in Table G1.5.2, faculty members who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino represented 30% of the full-time body in 2021-2022, 27% in 2022-2023, and 24% in 2023-2024. Faculty who are female represented 56% of all faculty in 2021-2022 and 2022-2023, and 52% in 2023-2024. The CUNY SPH will continue to prioritize diversity in its faculty searches, using a variety of strategies listed in Criterion G1.3.

Current data related to tenure and advancement outcomes indicate comparable rates of advancement between minority faculty and non-minority faculty, but lower tenure rates for minority faculty. When comparing female faculty to non-female faculty, data indicates comparable or higher rates of advancement and tenure for female faculty.

[13] These figures represent students with known race/ethnicity.

[14] Graduation and post-graduate outcomes data does not include doctoral students, as the PhD program was not launched until 2019.

Table G1.5.2: Data for Primary Under-represented Faculty Groups[15]			
Target	**2021-2022**	**2022-2023**	**2023-2024**
Increase composition of full-time faculty who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino	30%	27%	24%
Achieve and maintain comparable rates of tenure and advancement for full-time faculty who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino	*Minority Faculty (n=14)* Tenure: 29% Assistant Prof.: 36% Associate Prof.: 43% Full Prof.: 14% Distinguished Prof: 7% *Non-Minority Faculty (n=28)* Tenure: 75% Assistant Prof.: 21% Associate Prof.: 50% Full Prof.: 21% Distinguished Prof.: 7%	*Minority Faculty (n=11)* Tenure: 45% Assistant Prof.: 18% Associate Prof.: 45% Full Prof.: 27% Distinguished Prof: 9% *Non-Minority Faculty (n=30)* Tenure: 77% Assistant Prof.: 17% Associate Prof.: 53% Full Prof.: 23% Distinguished Prof.: 7%	*Minority Faculty (n=12)* Tenure: 42% Assistant Prof.: 25% Associate Prof.: 42% Full Prof.: 17% Distinguished Prof: 17% *Non-Minority Faculty (n=32)* Tenure: 69% Assistant Prof.: 25% Associate Prof.: 41% Full Prof.: 25% Distinguished Prof.: 9%
Maintain composition of full-time faculty who are female	56%	56%	52%
Achieve and maintain comparable rates of tenure and advancement for faculty who are female	*Female Faculty (n=23)* Tenure: 61% Assistant Prof.: 26% Associate Prof.: 52% Full Prof.: 17% Distinguished Prof.: 4% *Non-Female Faculty (n=19)* Tenure: 58% Assistant Prof.: 26% Associate Prof.: 42% Full Prof.: 21% Distinguished Prof.: 11%	*Female Faculty (n=23)* Tenure: 74% Assistant Prof.: 13% Associate Prof.: 61% Full Prof.: 22% Distinguished Prof.: 4% *Non-Female Faculty (n=18)* Tenure: 61% Assistant Prof.: 22% Associate Prof.: 39% Full Prof.: 28% Distinguished Prof.: 11%	*Female Faculty (n=24)* Tenure: 71% Assistant Prof.: 21% Associate Prof.: 50% Full Prof.: 21% Distinguished Prof.: 8% *Non-Female Faculty (n=20)* Tenure: 50% Assistant Prof.: 30% Associate Prof.: 30% Full Prof.: 25% Distinguished Prof.: 15%

Staff Targets

The majority of administrators and staff at the CUNY SPH qualify in self-defined under-represented categories, as indicated in Table G1.5.3. 71% of these employees were American Indian/Alaska Native, Asian, Black or African American in 2021-2022, 72% in 2022-2023, and 68% in 2023-2024. Separately, 73% of these employees were female in 2021-2022, 70% in 2022-2023, and 73% to in 2023-2024.

[15] Data indicating full-time faculty composition includes research faculty, clinical faculty, and distinguished lecturers; data indicating tenure and advancement rates do not include these faculty, as they are not eligible for tenure.

Table G1.5.3: Data for Under-represented Staff Groups[16]			
Target	**2021-2022**	**2022-2023**	**2023-2024**
Maintain composition of full-time administrators and staff who are American Indian/Alaska Native, Asian, Black or African American, and Hispanic or Latino	71%	72%	68%
Maintain composition of full-time administrators and staff who are female	73%	70%	73%

6) Provide student and faculty (and staff, if applicable) perceptions of the school's climate regarding diversity and cultural competence.

The City University of New York and CUNY SPH conduct both regular and ad hoc surveys that aim to gauge student, faculty, and staff perceptions of the School's climate concerning diversity and cultural competence. These surveys are described in detail below.

Current Student Survey
A survey is administered to all degree-seeking and certificate students each year to determine their satisfaction levels with various School services, and to better understand their future plans and preferences. Among its questions, the survey asks students how strongly they agree with the following statement: "The CUNY School of Public Health is committed to supporting a culture of diversity and inclusion." Of 286 respondents in 2023-2024, 80% indicated that they strongly agreed or agreed with the statement, 15% were neutral, and 5% disagreed or strongly disagreed. An open-ended follow-up question provides the opportunity for students to submit related comments, with fifty-two respondents opting to do so. These comments provided supplementary, actionable information and were qualitatively analyzed with the following themes emerging:

- *Diversity among students versus faculty/staff representation:* Increased faculty and staff representation to better reflect the student body, including those who identify as LGBTQIA+.
- *Inclusive curriculum and environment*: A curriculum that better addresses issues including but not limited to anti-Semitism, weight stigma, LGBTQIA+ inclusivity.
- *Political neutrality versus advocacy:* Amidst a charged political environment, some student feedback suggested the School could play a more assertive role in addressing issues, while other feedback expressed a preference for the School to adopt a more neutral stance.
- *Support and Resources:* Expansion of support services, such as childcare and a more streamlined name-change process.
- *Community Engagement and Activities:* Students requested more community-building activities and engagement opportunities, particularly for online students.

COACHE Survey
Full-time and part-time faculty across the University complete the COACHE survey every four years, intended to measure satisfaction at CUNY and their respective campuses. The COACHE survey was most recently administered in the 2022-2023 academic year and yielded a 61% response rate at CUNY SPH,

[16] This data includes all administrators and staff members who are compensated with tax-levy funds, except for the CUNY SPH Dean; does not include employees who are compensated with Research Foundation funds.

which is comparable to response rates of peer institutions. In the survey, faculty were asked to indicate how strongly they agreed that leadership and departmental colleagues support and promote diversity and inclusion. Results summarized in Table G1.6.1 indicate high levels of agreement among faculty. Further, the percentage of faculty who strongly agree or somewhat agree is approximately five percent higher at CUNY SPH than the School's peer institutions.

Table G1.6.1: COACHE Survey Summary Data	
Agreement with "There is visible leadership at my institution for the support and promotion of diversity on campus."	
Strongly Agree/Somewhat Agree	83.3%
Neither Agree nor Disagree	12.5%
Somewhat Disagree/Strongly Disagree	-
Decline to Answer/Not Applicable	4.2%
Agreement with "On the whole, my department colleagues are committed to supporting, promoting diversity and inclusion in the department."	
Strongly Agree/Somewhat Agree	87.5%
Neither Agree nor Disagree	8.3%
Somewhat Disagree/Strongly Disagree	-
Decline to Answer/Not Applicable	4.2%

CUNY SPH Racial Equity and Justice Survey

In July 2020, the School administered a racial equity and justice survey to take the pulse of the CUNY SPH community in the weeks following police brutality and subsequent protests against police violence. The survey comprised of twenty-two mostly open-ended questions, developed by administrators and key staff based on student concerns and prior surveys of faculty and staff. Examples of questions asked include:

- In what ways do you think CUNY SPH could support you in the context of the current racial justice movement?
- What would you like to see CUNY SPH do differently or better in response to the current racial justice movement?
- How comfortable do you feel discussing race and the impacts of racism with other members of the SPH community?
- What actions and activities should the SPH community undertake to enhance diversity, equity, and inclusion, and eliminate racism?

Responses from 210 alumni, part-time staff, full-time staff, part-time faculty, full-time faculty, and students were coded and analyzed using Dedoose software to identify key themes. As a whole, all respondents acknowledged the importance of the CUNY SPH community examining and discussing the impacts of systemic and structural racism. More than half the respondents suggested ways in which CUNY SPH could do differently or better in response to the racial justice movement, and proposed several recommendations for enhancing DEI at CUNY SPH, as listed below:

- Provide additional training, support, and professional development opportunities for faculty, staff, and students.
- Promote safe spaces and support groups focusing on DEI issues for BIPOC faculty, staff, and students.
- Develop and communicate transparent policies to promote DEI, including faculty and staff recruitment, hiring, retention, promotion, compensation, and complaint processes; and student recruitment, admission, support services, and complaint processes.
- Promote and act upon research findings to promote DEI.
- Promote health equity in the curriculum.

- Engage DEI leaders from Harlem with the CUNY SPH community and enhance opportunities for community service.
- Establish a standing Committee on Diversity and Equity within CUNY SPH.
- Ensure that the School's strategic plan aligns with efforts to make CUNY SPH an institution that is truly anti-racist.

These findings were presented at the September 2020 Governance Council meeting, and can be found in ERF G1.6 – Racial Equity Survey.

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

Strengths: The CUNY SPH offers a richly diverse community and is deeply committed to fostering an environment that embraces equity and inclusion. Rigorous policies and procedures, as well as strategies incorporated throughout the Strategic Framework, aim to advance DEI. With support of faculty, staff, and students, the Committee on Equity and Inclusion was incorporated into the School's bylaws in 2021.

Weaknesses: The School recognizes there is room for improvement regarding the representation of under-represented faculty, particularly as related to tenure rates. Separately, and as mentioned throughout the self-study document, response rates of student surveys have decreased in recent years due largely to survey fatigue following the COVID-19 crisis (see: Criterion G1.6).

Future Plans: To ensure ongoing and comprehensive assessment and progress in its commitment to diversity, equity, and inclusion, the School will engage a third-party firm to conduct a comprehensive survey of students, faculty, and staff in the 2024-2025 academic year. These efforts will be led by the Committee for Equity and Inclusion and the Chief Diversity Officer.

H1. Academic Advising

The school provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the school's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

1) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

All incoming students are invited to a series of new student orientations, held both in person and virtually. Students have the choice of attending one or both orientations, although both formats follow the same agenda and include identical topics. At these orientations, students are provided with an overview of the School, including the campus layout, important policies and procedures, available student services, and student resources. Staff representatives from administrative offices provide brief overviews of their areas, and are available to meet with students and answer questions. Campus tours are offered during the in-person orientation. Students have the opportunity to meet their peers and learn more about the CUNY SPH Graduate Student Government Association and student clubs. In addition to the general orientation open to all students, new doctoral students are invited to small-group orientations held by each Doctoral Director. These orientations serve to introduce new doctoral students to the program, meet other students in their cohort, and obtain information about curriculum requirements, doctoral advising, and other resources. Lastly, new students are encouraged to schedule a one-on-one appointment with a staff advisor. During this initial meeting, the staff advisor orients the student to the School and available resources, and helps plan the student's first-semester schedule.

2) Describe the school's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

The CUNY SPH students have access to both staff and faculty advisors, with each providing different types of support and guidance, as described below.

Staff advisors work with students across all degree programs to assist with course sequencing and queries related to School policies and procedures. New students schedule one-on-one appointments with staff advisors to orient themselves to the school and develop their first-semester schedule. Staff advisors also reach out to continuing students prior to the start of registration to encourage a meeting to review the next semester's schedule. As the majority of the CUNY SPH students work full-time, the School does not follow a cohort model; students can opt for part- or full-time schedules. Recommended full-time sequencing is provided for each program on the School's website. Part-time students work closely with staff advisors to develop a custom plan that is aligned with degree requirements, course pre-requisites, when courses are offered, and desired time to graduation. During one-on-one meetings, the staff advisor completes a program of study worksheet with the student, mapping out any remaining degree requirements, and a projected graduation date. After the meeting, the completed program of study worksheet is shared with the student and the faculty advisor.

Faculty advisors are assigned by the second week of the student's first semester in the program. Faculty advisors serve as mentors, sharing their knowledge and experience in the public health field, providing guidance on long-term academic and career goals, and granting review and sign-off on a number of academic-related actions, including the student learning agreement for the applied practice experience. Additionally, faculty advisors assist students in the selection of elective coursework (ensuring appropriate

electives for the student's professional goals), and help to identify areas of study for both the applied practice experience and integrated learning experience. Students are encouraged to meet with their faculty advisor every semester, and as needed throughout the program.

In addition to the advising services listed above, doctoral students have access to faculty doctoral directors, one representing each concentration, who closely monitor the progress of doctoral students. Doctoral directors meet with PhD students at the start of their program, and assist with doctoral-specific advising, such as guidance related to exams, milestones, and dissertation.

3) Explain how advisors are selected and oriented to their roles and responsibilities.

All primary instructional faculty have advising responsibilities as part of their required workload (see: Criterion E3.1). Department chairs are responsible for assigning faculty advisors to students within their department, in consultation with the Office of Advising and doctoral directors (if applicable). Efforts are made to match up areas of interest between faculty and student, and to ensure an equitable distribution of advisees.

New faculty advisors meet with their department chair and attend an advising orientation with the Office of Academic Advising before serving in the role. During training, faculty are oriented to the roles and responsibilities outlined in the Faculty Advising Reference sheet, as found in ERF H1.3 – Faculty Advising. All faculty advisors are provided with an updated list of their advisees at the start of each fall and spring term, and are encouraged to connect with the Office of Academic Advising regularly and as questions arise.

Staff advisors are trained in curricula, course offerings, and School policies and procedures. Staff advisors regularly communicate with the academic departments and School-wide offices to remain apprised of new developments and initiatives.

4) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

Student academic resources are posted to the School's website and reviewed during student orientations and one-on-one meetings with advisors.

Program of study worksheets and other important academic forms are posted to the School's website.

General Academic Advising information and contact information is provided on the School's website.

Curricula and recommended sequences for degree-seeking students are provided on the School's website, arranged by program, as listed below:

- MPH in Community Health
- MPH in Environmental and Occupational Health Sciences
- MPH in Epidemiology and Biostatistics
- MPH in Health Policy and Management
- MPH in Public Health Nutrition
- MS in Environmental and Occupational Health Sciences
- MS in Health Communication for Social Change
- MS in Population Health Informatics
- PhD in Community Health and Health Policy
- PhD in Environmental and Planetary Health Sciences

- PhD in Epidemiology

Guidance on applied learning experience, as offered by the School's Office of Experiential Learning, is available on the School's website.

Guidance on the integrative learning experience is available on the School's website.

Doctoral guidance is available on the School's website.

A faculty advising reference sheet, which includes templates for student communications, is available for faculty and reviewed at new faculty orientations (see: ERF H1.3 – Faculty Advising).

5) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable. Schools should present data only on public health degree offerings.

Data reflecting satisfaction with academic advising services provided at CUNY SPH is collected through student surveys. As indicated in Table H1.5.1, the majority of students are very satisfied or satisfied with academic advising services.

Table H1.5.1: Student Satisfaction with Academic Advising

Year	Very Satisfied/Satisfied	Neutral	Dissatisfied/Very Dissatisfied	Survey Response Rate
2021-2022	78.1%	11.2%	10.8%	39.5%
2022-2023	76.9%	14.1%	9.0%	33.4%
2023-2024	74.8%	13.5%	11.7%	34.2%

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

Strengths: Students benefit from many avenues of advising and mentorship at CUNY SPH, as they engage with both faculty and staff in various capacities. The majority of students indicate satisfaction with academic advising services.

Weaknesses and Future Plans: As the School continues to grow, faculty and staff advisors inevitably serve a larger number of students. Student enrollment will continue to be tracked, and additional faculty and staff lines will be considered as needed.

It should be noted that prior to the COVID-19 pandemic, student surveys typically achieved a response rate of approximately 55%. Lower response rates included in Table H1.5.1 are believed to be a result of survey fatigue in recent years, as the School and University has frequently surveyed students to gauge their needs during and following the COVID-19 crisis. The School is actively working to increase response rates by implementing mobile phone-based survey distribution methods.

H2. Career Advising

The school provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The school provides such resources for both currently enrolled students and alumni. The school may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

1) Describe the school's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

The Office of Career Services (OCS) offers all students a variety of tools, resources, and services for those seeking career counseling and guidance, and networking opportunities. The office aims to provide personalized support for students, from exploration of potential career pathways, to joining the public health workforce.

The Office of Career Service's website offers a number of tools and resources on its website, including career pathways, identity-based support for first-generation college students and LGBTQIA+ students, alumni career outcomes, and recorded workshops and seminars. Dozens of video and written career development resources are available to students on the School's career development platform, Handshake. Career counseling and professional writing assistance are available for all students, and for alumni up to one year after their graduation date. Students can make one-on-one appointments with a career coach or a CUNY SPH writing tutor. These career sessions may include interview or career event preparation, salary negotiating, job search strategies, resume and cover letter writing, career transition planning, networking, or using professional tools such as LinkedIn and Handshake.

Sharing employment and networking opportunities is a critical component of the OCS. These opportunities are made available through Handshake. Approximately fifty unique events and activities are held throughout the year, including annual career fairs and a discovery series, which feature employers, fellowship opportunities, and credentialing organizations in the public health field. Additional career workshops, alumni-led events, and group advising sessions are offered, as well. Alumni are often invited back to participate in networking events with graduating students, and serve as career mentors. The OCS career coach supports students in the preparation and application process for additional advanced degrees, as well. Bootcamps are offered for new students, providing refreshers on resume and cover letter preparation, and serving as an orientation to the office.

The OCS sends a weekly newsletter to all students and alumni, promoting job and internship opportunities, upcoming events, advising appointments, and resources. This newsletter is also where OCS notifies students of external opportunities, such as the free membership to the American Public Health Association provided by CUNY SPH, access to the platform Big Interview via the APHA membership, and discounts on credentials from partners like the National Board of Public Health Examiners. OCS also

maintains a calendar of its upcoming events using a career-events tag on the CUNY SPH Events Calendar.

One of the Office of Career Service's premiere programs, the Career Skills Academy (CSA), aims to promote and advance equity in career success for CUNY SPH students. CSA is funded through the School's Foundation, in response to data that indicated a lack of diversity in the public health workforce's highest ranks. In CSA, students enroll as cohorts and are taught by a dedicated career services staff. The program offers high-touch, high-impact career services to build soft skills, from individual and group career coaching to skill-share sessions, workshops, and networking opportunities with CSA alumni and peer mentors. Through a signature public health masterclass, the program offers exclusive opportunities for enrolled students to engage with employers and industry leaders. The CSA team matches students and professionals for networking, informational interviews, and shadowing, and works with students to prepare them in advance of these connections. Following the cohort who completed CSA in 2023, 91% of students reported having more confidence in themselves as professionals, 91% felt more prepared for job interviews, and 52% secured new positions, pay raises, promotions, or are awaiting response to their requests for career advancement.

The OCS may collaborate with other units and academic departments within the School to support career-related initiatives or requirements. For example, students enrolled in the applied practice experience attend a synchronous career seminar, which is facilitated by an OCS career advisor. The OCS developed this ninety-minute seminar using the National Association of Colleges and Employers (NACE) career readiness competencies, following review of preceptor feedback that indicated students required additional professional development and soft-skills building.

Finally, career advising and professional mentorship is provided by faculty advisors, as described in Criterion H1. In some cases, public health leaders affiliated with the School may offer office hours to discuss students' academic and professional pursuits, as did the former Commissioner of the NYC DOHMH Dr. Dave Chokshi during the 2022-2023 academic year.

2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

Career advisers are selected by criteria that includes having, at minimum, a bachelor's degree and two years of related experience in student services and a degree in public health, higher/post-secondary education, public administration, counseling, or a related field. Professionals must demonstrate experience with content development and workshop development and facilitation; knowledge of student programming and advising, career development, or experiential learning experience; events planning, such as career fairs; a deep commitment to health equity and social justice with an understanding of the needs of communities facing health disparities; experience maintaining systems such as job banks and resource databases; and experience supporting a public health career services office. The Office of Career Services has compiled transition and onboarding documents for new career advisers that were developed by the Director of Career Services and Experiential Learning in collaboration with former CUNY SPH career advisors. The office also has created a handbook that provides detailed information about office operations and outlines the responsibilities of each staff member. The director provides an orientation to new career advisers upon their hiring and shadows advisors in their career appointments over the first couple of weeks in the role. Weekly one-hour meetings are held between the career adviser and the director.

Professional development opportunities are made available to staff and are highly encouraged. Trainings may include workshops to improve interpersonal and/or technical skills. The Director of Career Services

and Experiential Learning makes staff aware of opportunities with professional organizations such as NACE, CUNY-wide workshops, and CUNY SPH events such as "lunch and learns" with senior staff.

3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

Example One - Students
In Fall 2021, the Office of Career Services hosted "Resumepalooza," a resume review event for students. The event featured volunteers consisting of employer partners, faculty, and alumni who, prior to the event, underwent training led by OCS to discuss resume best practices and effective strategies for student engagement. Resumepalooza is characterized by its fast-paced and highly interactive nature, allowing students to reserve thirty-minute slots for one-on-one sessions with a reviewer. More than 140 students participated in this event, benefitting from personalized feedback and guidance provided by the trained volunteers.

Example Two – Students & Alumni
The Office of Career Services began hosting career masterclasses in 2022, featuring advanced professionals in public health and related fields. The domains of these masterclasses are selected based on student and alumni survey data, and the Director of Career Services and Experiential Learning works with these professionals to structure the lectures and discussions based on the questions raised by the registrants themselves. Examples of masterclass speakers and topics include:

- Dr. Dave Chokshi, Former Commissioner, NYC DOHMH – *Leadership*; 36 students and alumni attendees
- Austin Cheng, Chief Executive Officer, Gramercy Surgery Center – *Salary Negotiation*; 41 students and alumni attendees
- Dr. Marilyn Aguirre-Molina, Professor Emeritus, CUNY School of Public Health – *Self Advocacy in the World of Work*; 36 students and alumni attendees
- Jessica Tisch, Commissioner, NYC Department of Sanitation – *Career Values*; 33 student and alumni attendees
- Anupa Fabian, Chief Evaluation and Learning Officer, Mother Cabrini Health Foundation – *Managing Up While Managing Your Team*; 35 students and alumni attendees

Example Three - Students
In 2023, as part of an effort to strengthen career development and networking opportunities for students and alumni, the Office of Career Services hosted a two-day panel series titled, "What I Did With My Degree." The event featured breakout panels comprised of CUNY SPH alumni from each master's degree concentration. More than 225 students, alumni, and prospective/admitted students attended, and a post-event assessment of attendees indicated a 98% satisfaction rating, describing the event as well run, informative, and insightful. For hosting this successful event, the OCS earned first place among all twenty-five CUNY schools at the Career Services Association of CUNY conference.

Example Four – Students & Alumni
In 2023, OCS hosted CUNY SPH's first Virtual Speed Networking event, where students had the opportunity to engage in meaningful discussion with public health professionals and employers in a structured, small group setting. More than 95 students and alumni attended to meet in fifteen-minute rounds with twenty-two professional partners from organizations including the Robert Wood Johnson Foundation, NYS Department of Health AIDS Institute, Healthfirst, the CDC, and AmeriCORPS VISTA. Through this event, students expanded their own professional network, while gaining insight into career options.

4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.

Data reflecting satisfaction with career services provided at CUNY SPH is collected through student surveys. As indicated in Table H2.4.1, the majority of students are very satisfied or satisfied with career services, and less than ten percent of students are categorized as dissatisfied or very dissatisfied.

Table H2.4.1: Student Satisfaction with Career Services				
Year	**Very Satisfied/Satisfied**	**Neutral**	**Dissatisfied/Very Dissatisfied**	**Survey Response Rate**
2021-2022	68.6%	28.1%	3.2%	39.5%
2022-2023	71.9%	20.9%	7.2%	33.4%
2023-2024	62.4%	28.5%	9.1%	34.2%

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

Strengths: The Office of Career Services offers extensive activities, resources, and support, in addition to its one-on-one student appointments. The majority of students indicate satisfaction with the OCS.

Weaknesses and Future Plans: Several initiatives aimed at strengthening advising and career counseling are either too new to be evaluated or still in the early planning stages.

It should be noted that prior to the COVID-19 pandemic, student surveys typically achieved a response rate of approximately 55%. Lower response rates included in Table H2.4.1 are believed to be a result of survey fatigue in recent years, as the School and University has frequently surveyed students to gauge their needs during and following the COVID-19 crisis. The School is actively working to increase response rates by implementing mobile phone-based survey distribution methods.

H3. Student Complaint Procedures

The school enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to school officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

1) Describe the procedures by which students may communicate complaints and/or grievances to school officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.

Students communicate their grievances through a number of formal and informal mechanisms. In most cases, formal student grievance procedures are dictated by University policy and federal regulations, as published on the University website:

- Academic Integrity Policy
- Article XV Policy (Student Conduct)
- Policy on Equal Opportunity and Non-Discrimination, and Against Sexual Harassment
- Policies and Procedures Concerning Sexual Assault, Stalking, and Domestic and Intimate Partner Violence Against Students
- Procedures from Handling Student Complaints about Faculty Conduct in Academic Settings
- Reasonable Accommodations and Academic Adjustments

Students may seek assistance with a grievance via the CUNY Office of Student Advocacy and Referral. This office was inaugurated in 2007 to provide support to students who need assistance in matters concerning University rules, regulations, policies, and procedures, as well as federal, state, and local laws which impact students. The office may advocate for students by ensuring campus compliance with appropriate policies and procedures and/or legal mandates, and also functions in an ombudsman role.

While these policies are typically conceived at the University level, grievances themselves are independently managed and further publicized within each CUNY school or college. For example, grievances related to discrimination and sexual misconduct at CUNY SPH are directed to the CUNY SPH Chief Diversity Officer/Title IX Coordinator, while appeals related to the denial of reasonable accommodations are directed to the CUNY SPH ADA-504 Coordinator. Appeals following an alleged violation of academic integrity are reviewed either by the CUNY SPH Academic Appeals Committee or the CUNY SPH Faculty-Student Disciplinary Committee. A Policy Implementation Workflow is available on the CUNY SPH website, detailing the appropriate person(s) for students to direct grievances to. Links to relevant policies and procedures are included in course syllabi, ensuring that all students have access to this information.

Additional systems and procedures by which students may submit formal grievances or appeals are developed within the School on an as-needed basis. For example, the Administrative Appeals Committee considers requests to add or delete courses and charges from a student's record after the published deadlines.

Where appropriate, more informal processes exist to address students' concerns and complaints, including the following:

- Grade Appeals must first be communicated by the student to the instructor of record, in an attempt to resolve the matter

- The Committee for Equity and Inclusion welcomes suggestions and recommendations via an online form
- A "Whom to Contact for What" page on the School's website directs students to the appropriate individuals of each office, should they wish to communicate concerns

2) Briefly summarize the steps for how a formal complaint or grievance is filed through official university processes progresses. Include information on all levels of review/appeal.

The process by which formal grievances are handled depends on the nature of the complaint. Typically, a grievance follows the general process detailed below:

Filing the Grievance
The student files a written complaint with the appropriate individual or office.

Informal Resolution
If deemed appropriate by the Compliance Officer (Chief Diversity Officer/Title IX Coordinator/ADA-504 Coordinator, respectively), the parties may be given the opportunity to resolve their complaint informally by agreeing to engage in finding fair and workable solutions. Informal resolution requires the consent of both the complainant and the accused, and suspends the complaint process for a period of time. In some cases, a campus ombudsman may provide guidance and support.

Investigation
An investigation is conducted by the Compliance Officer (Chief Diversity Officer/Title IX Coordinator/ADA-504 Coordinator, respectively) or a Fact Finder, after a review of the complaint shows that an investigation is warranted. An investigation may also result from a failed informal resolution process. The Compliance Officer or the Fact Finder meets will all persons with relevant knowledge and information about the matter. For Title IX cases, the Title IX Coordinator first evaluates the initial allegations of sexual misconduct to determine whether the alleged behavior meets the definition of Title IX Sexual Harassment. Based on the evaluation, and if warranted, the complaint is investigated, resolved, and/or adjudicated, pursuant to the Title IX Grievance Procedures required by the new Title IX regulations.

Final Determination and Implementation
The Chief Diversity Officer/Title IX Coordinator provides a report of the investigation to the Dean with recommendations for corrective/preventive actions.

Hearing
In some cases, such as Title IX, the report of the investigation is reviewed by the University Title IX Office with a hearing scheduled, as warranted. In these instances, both parties may present evidence, arguments, and testimonies before a University-wide committee comprised of student, faculty, and staff representatives. All parties have the opportunity to present their case, cross-examine witnesses, and address questions or concerns. The purpose of this hearing is to ensure a transparent process and a just and fair determination and decision for both parties.

Appeal
For Title IX Sexual Harassment matters, either party can appeal the mandatory or discretionary dismissal of a Title IX Formal Complaint to the University Title IX Director on limited specified grounds. For Non-Title IX Sexual Misconduct matters, if the allegations are unsubstantiated, a student complainant has the right to appeal the Title IX Coordinator's finding to an appeal committee, on limited specified grounds.

An appeal for the denial of reasonable accommodation is addressed to the ADA-504 Coordinator, who investigates the decision to withhold accommodation, and provides a report and recommendation to the Dean for a final determination.

3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.

Formal grievances submitted in the last three years include appeals of course grade, program dismissal, alleged violation of academic integrity, and administrative action, as well as for discrimination based on religion/race and denial of accommodation. The general nature of these complaints is described below, and summarized in Table H3.3.1, with respective determinations.

Academic Appeals (alleged violation of academic integrity, grade appeal, program dismissal)
Academic appeals, and appeals of alleged violations of academic integrity, are reviewed by the Academic Appeals Committee/Academic Integrity Subcommittee. This committee is composed of five faculty members: one faculty member from each department and one at-large faculty member elected by the Governance Council. Some cases, such as those including egregious alleged violations of academic integrity, may be referred to the Faculty-Student Disciplinary Committee. In matters of grade appeals, students must first communicate with the instructor of record to attempt to resolve the matter. If this is unsuccessful, written appeals of final grades must be filed within five weeks of the grade posting. All decisions made by the committee are final.

Appeal of Administrative Action
Administrative appeals are available for students who are unable to finish the semester due to extenuating circumstances beyond their control. Appeals can be filed in relation to the following situations: college error, in which college personnel or technology did not follow established policy/procedures, which negatively affected the student's choices or outcome; emergency situations, in which an emergency life situation beyond the student's control prevented the student from successfully completing a course; unexpected event, which prevented the student from taking appropriate action before a deadline; and understandable misinformation, in which the student did not know about or misinterpreted a college policy or procedure and, as a result, took action that results in a negative consequence. When submitting an appeal, students can request to add or delete a course after deadline, as well as any charges/financial aid associated with that course.

Complaint of Discrimination
CUNY is committed to addressing discrimination and retaliation reports promptly, consistently, and fairly. Students may submit a report of discrimination and/or retaliation, as prohibited by and defined in CUNY's Policy on Equal Opportunity and Non-Discrimination. This report is submitted to the Chief Diversity Officer, who reviews this report thoroughly and take appropriate action, which may include reaching out to the reporting individual for more information or to explore next steps. A report may be made anonymously. An anonymous report is taken seriously and reviewed; however, the ability to investigate an anonymous report and pursue further action may be limited.

Appeal of Denial of Accommodation
In accordance with University policy, students may appeal determinations concerning requested accommodations and academic adjustments by filing a written complaint with the 504/ADA Coordinator. The 504/ADA Coordinator, or a designee, mediates to try to resolve the issues between the student and the College to find an acceptable accommodation. If a mutually acceptable accommodation cannot be determined, then the 504/ADA Coordinator, or a designee, will investigate the complaint and make a recommendation to the Dean, who will make the decision concerning the complaint. If the student

believes that a decision to deny the request was based on unlawful discrimination, then the student may exercise any and all rights available under law without fear of retaliation, including filing a complaint with the United States Department of Education's Office for Civil Rights.

Table H3.3.1: Formal Student Grievances, Academic Years 2021 – 2024			
Appeal Type	**Approved**	**Unsubstantiated**	**Total Grievances Submitted**
2023-2024			
Appeal of Grade	1	3	4
Appeal of Alleged Violation of Academic Integrity	0	2	2
Appeal of Program Dismissal	1	2	3
Appeal of Administrative Action (e.g., cancellation of tuition charges)	9	2	11
Appeal of Denial of Accommodation	0	1	1
2022-2023			
Appeal of Grade	0	7	7
Appeal of Program Dismissal	3	0	3
Appeal of Administrative Action (e.g., cancellation of tuition charges)	7	7	14
Appeal of Denial of Accommodation	0	1	1
2021-2022			
Appeal of Grade	2	2	4
Appeal of Administrative Action (e.g., cancellation of tuition charges)	10	3	13
Discrimination Based on Religion/Race	0	1	1

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

Strengths: The School encourages informal resolution where appropriate and possible (e.g., concerns related to student grades). However, should a situation arise, the institution maintains rigorous and comprehensive policies and procedures for submitting student grievances. These guidelines ensure fairness, transparency, and accountability in addressing any concerns brought forward within the CUNY SPH community.

Weaknesses: None noted.

H4. Student Recruitment and Admissions

The school implements 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.

1) Describe the school's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.

The Office of Admissions is responsible for student recruitment and admissions. Recruitment efforts are consistent with the University's equal opportunity and non-discrimination policy, and seek to achieve the following goals:

- Recruit potential applicants from under-represented populations
- Recruit highly qualified students
- Maintain racial and ethnic diversity of the student body
- Maintain a strong recruitment base among CUNY campuses throughout New York City

The Director of Admissions, along with a Recruitment Coordinator and an Admissions Coordinator, work closely with the Associate Dean for Students Affairs and Alumni Relations to carry out a variety of recruitment activities, as detailed below:

- External recruitment events include professional conferences and meetings, such as the APHA Annual Meeting and the ASPPH Annual Meeting, and graduate school fairs including the "This is Public Health" Graduate School Fair, CUNY Macaulay Pre-Health Graduate School Fair, CareerEco Virtual Fair for Online Graduate Programs, and the Manhattan College–Health Professions Graduate School Fair. In addition, CUNY SPH admissions staff participate in activities that target under-represented groups including the National Diversity Graduate STEM Fair.
- Virtual and in-person information sessions give an overview of public health, the School, degree programs offered and their career opportunities, degree requirements and costs, and the application process. Following the presentation, prospective students join small group sessions that are led by faculty and focus on concentrations. These sessions are offered regularly throughout the academic year.
- Virtual admission chats allow staff to engage with prospective students and answer any questions they may have about programs, deadlines, and admission requirements. Chats are offered three times per week.
- SOPHAS virtual fairs connect prospective students with representatives of participating schools/programs of public health. The fairs are hosted by SOPHAS and are held four times a year.
- Virtual and in-person information sessions for students considering the 4+1 program introduce the field of public health to students enrolled in undergraduate CUNY programs. The 4+1 program enables undergraduate students at partner CUNY colleges to take between three and eighteen credits of graduate-level courses at CUNY SPH. Courses count for both undergraduate and graduate requirements, saving the student tuition costs, while allowing for the completion of a bachelor's degree and a master's degree in a minimum of five years. The program is designed to be flexible, and students can apply their sophomore, junior, or senior year, beginning their graduate coursework in the spring, summer, or fall semester.
- Virtual certificate-to-master's-degree information sessions focus on students already enrolled in CUNY SPH's Advanced Certificate programs and detail the process for transferring from the certificate to an MPH or MS program offered by the school.

Features of programs that are highlighted in recruitment activities and materials include the School's low tuition; faculty's commitment to teaching, as well as research; evening classes; both part-time and full-

time options; online and hybrid modes; student, faculty, and staff diversity; and an emphasis on classroom and practice-based learning. Prospective students can connect with an admissions representative via a-face-to-face meeting, over the phone, email, or through a text message.

The CUNY SPH Graduate Student Ambassadors Program allows prospective students to engage with current students from various MPH and MS degrees. Student ambassadors participate in virtual and in-person information sessions to share their experiences at CUNY SPH, assist prospective students with applications, and answer questions from a current-student perspective.

2) Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Schools should discuss only public health degrees. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.

The CUNY SPH Admissions Committee oversees admissions policies and procedures, including setting and reviewing admissions standards for degree programs and concentrations. Departmental sub-committees in each department are led by the respective CUNY SPH Admissions Committee representative and department chair; these sub-committees are responsible for reviewing applications for specific degree programs and concentrations. Recommendations are then sent to the Associate Dean for Student Affairs and Alumni Relations for final approval. Acceptance is based on the number of seats available, GPAs, academic history, work experience, and writing skills. No criterion weighs more heavily than the others. Minimum requirements at each degree level are detailed below.

Graduate Degree Programs:
SOPHAS processes all MS and MPH applications. Minimum requirements include:

- An undergraduate/graduate degree from a regionally accredited institution with a preferred GPA of at least 3.0
- A personal statement/statement of purpose (500 words)
- Two letters of recommendation
- A resume
- Background in the field
- TOEFL scores (only for those whose native/studies language is not English)

Additional requirements/recommendations for individual concentrations include:

- MPH-COMH: A strong foundation in social and natural sciences; statistics or calculus strongly recommended.
- MPH-EOHS: At least eighteen credits of college-level science and math, including a course in statistics or calculus. Some chemistry and biology strongly recommended.
- MS-EOHS: At least forty credits of college-level science (i.e. biology, chemistry, physics) and mathematics. Calculus and statistics required.
- MPH-NUTR: At least twelve credits of college-level biology, chemistry, nutrition, and statistics or calculus; a background in nutrition, medical, or health sciences is recommended.
- MPH-EPIBIOS: Evidence of preparedness for the quantitative coursework involved in an MPH program in Epidemiology and Biostatistics that will include computer programming and statistics. Applicants who have not completed any college-level math (e.g. calculus) with a grade of B or better must provide alternative evidence of preparation for quantitative coursework involving math, statistics, and computer programming. Submitting GRE scores is an alternative way to meet the requirement for evidence of preparedness for quantitative coursework. Applicants with no evidence of quantitative preparedness will be deemed ineligible for this program.

- MPH-HPM: At least three undergraduate courses (nine credits) in economics, accounting, business administration, public policy, urban affairs, political science, management, or sociology.

PhD Degree Program:
SOPHAS processes all PhD applications. Minimum requirements include:

- Three letters of recommendation (at least one should be an academic reference)
- CV/resume indicating at least three years of prior relevant teaching, research, or programmatic work experience
- A personal statement (up to 1500 words)
- Completion of a Master's of Public Health degree. Applicants with a master's or higher-level degree in another discipline will need to take five core master's-level public health courses.

Additional requirements for individual concentrations include:

- PhD-CHHP: GRE scores within the past five years. Applicants who have received the master's degree from CUNY SPH are waived from the GRE requirement. Completion of a master's degree in public health or other relevant subject area.
- PhD-EPID: Completion of a master's degree in epidemiology or biostatistics, or relevant subject area with a minimum of two graduate-level epidemiologic method courses and two graduate-level statistics courses.
- PhD-EPHS: GRE scores are required for applicants without a master's degree (MPH or MS), and optional for applicants with a graduate degree from a US-accredited institution. Completion of a master of science, master of public health, or other equivalent advanced degree is recommended.

Following are the steps for prospective students, from application to enrollment:

- Application submitted through SOPHAS with receipt of application e-mailed to student
- Office of Admissions pre-reviews application to ensure that it is complete. Reminders sent to applicants missing official transcripts or standardized tests and other required documentation
- Admissions sub-committees of each program review applications and recommend decisions
- The Associate Dean for Student Affairs and Alumni Relations gives final approval; SOPHAS is updated appropriately
- Applicant notified of decision via email (or via letter if requested)
- Accepted applicants who wish to enroll submit commitment deposit
- Accepted applicants notified of admitted student days and orientation dates
- Applicants are sent instructions for enrollment and registration

3) Provide quantitative data on the unit's student body from the last three years in the format of Template H4-1, with the unit's self-defined target level on each measure for reference. In addition to at least one from the list that follows, the school may add measures that are significant to its own mission and context. Schools should focus data and descriptions on students associated with the school's public health degree programs.

Table H4.3.1: Outcome Measures for Recruitment and Admissions

Outcome Measure	Target	Fall 2022	Fall 2023	Fall 2024
Quantitative scores (GPA) for newly matriculating students	Master's: 3.20 Doctoral: 3.70	Master's: 3.22 Doctoral: 3.86	Master's: 3.30 Doctoral: 3.72	Master's: 3.32 Doctoral: 3.80
Percentage of designated group accepting offers of admission[17]	30%	32.5%	33.9%	34.8%

[17] Designated group defined as: master's students who obtained their bachelor's degree at a CUNY institution.

Table H4.3.1: Outcome Measures for Recruitment and Admissions				
Outcome Measure	**Target**	**Fall 2022**	**Fall 2023**	**Fall 2024**
Percentage of priority under-represented students accepting offers of admission[18]	70%	70.0%	76.4%	75.1%

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

Strengths: Effective marketing and recruitment strategies in the form of online and social media advertisements, as well as virtual and in-person information sessions, have led to increases in applications, admissions, and matriculations. Further, the composition of priority groups accepting offers of admission have increased, as reflected in Table H4.3.1.

Weaknesses: A lack of an effective customer relations management software restricts the Office of Admissions from determining which exact marketing and recruitment strategies are most effective.

Future Plans: The School plans to expand marketing efforts both nationally and internationally. It anticipates increasing participation in the 4+1 pipeline programs, with new partnerships developed within and external to the City University of New York.

[18] These figures represent all degree-seeking students with known race/ethnicity.

H5. Publication of Educational Offerings

Catalogs and bulletins used by the school to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

1) Provide direct links to information and descriptions of all degree schools and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

Links to all relevant policies and procedures, degree program requirements, and other academic information, can be found below:

Academic Policies and Information

- Academic Integrity Standards
- Academic Calendar
- Grading Policies

Admissions Policies and Information

- Admissions Requirements by Program
- Prospective International Students
- Newly Accepted Graduate Students

Degree Completion Requirements

- Master's Programs
  - MPH in Epidemiology and Biostatistics
  - MPH in Community Health
  - MPH in Environmental and Occupational Health Sciences
  - MPH in Health Policy and Management
  - MPH in Public Health Nutrition
  - MS in Environmental and Occupational Health Sciences
  - MS in Health Communication for Social Change
  - MS in Population Health Informatics
- Doctoral Programs
  - PhD in Community Health and Health Policy
  - PhD in Environmental and Planetary Health Sciences
  - PhD in Epidemiology