TUSKEGEE
UNIVERSITY

COLLEGE OF VETERINARY MEDICINE
Department of Graduate Public Health

SELF-STUDY REPORT

Prepared for Council on Education for Public Health

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Abbreviations and Acronyms

AA	African American
APEx	Applied Practice Experience
BBC	Black Belt Counties
CEPH	Council on Education for Public Health
CVM	College of Veterinary Medicine
DGPH	Department of Graduate Public Health
GPHP	Graduate Public Health Program
HBCU	Historically Black Colleges & Universities
ILE	Integrative Learning Experience
MPH	Master of Public Health
OGSR	Office of Graduate Studies and Research
PIF	Primary Instructional Faculty
RCMI	Research Centers for Minority Institutions
TUCVM	Tuskegee University College of Veterinary Medicine
TU	Tuskegee University

Introduction

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.)

Tuskegee Normal and Industrial School, i.e., Tuskegee Institute, now Tuskegee University (TU) was established in 1881. The University is an independent and state-related 1890 land-grant institution of higher education. Its programs serve a student body that is coeducational and racially, ethnically, and religiously diverse. With a strong orientation toward disciplines that highlight the relationship between education and workforce preparation in the sciences, professions, and technical areas, Tuskegee University emphasizes the importance of liberal arts as a foundation for successful careers in all disciplines. Accordingly, all academic majors stress the mastery of a required core of liberal arts courses. Tuskegee University is designated as an 1890 land grant historically black university (HBCU).[1] ERF Introduction 1.1 TU Factbook

    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)

Tuskegee University offers 38 bachelor's, 15 master's, and 4 doctoral degree programs. A full list of the bachelors, masters, and doctoral degrees offered at Tuskegee University's three schools and five colleges is included in ERF Introduction 1.1.[2]

    c. Number of university faculty, staff, and students

As of spring 2020, Tuskegee University employed 260 full-time faculty, 475 full-time staff, and had an enrollment of 2,773 students.

Degrees Offered	Enrollment Fall 2018
Bachelors	2,553
Masters	147
Doctoral	297

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[1] https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/IE/TUFactBook18-19.pdf
[2] https://www.tuskegee.edu/sacscoc-accreditation

d. A brief statement of distinguishing university facts and characteristics

Tuskegee University has the distinction of being the only HBCU to be designated as a Historic Site by the United States Government and the National Park Service. Special features in Tuskegee University's program include: *The General Daniel "Chappie" James Center for Aerospace Science and Health Education* honors America's first Black four-star general and a Tuskegee University graduate. The Center houses the nation's only Aerospace Science Engineering program at an HBCU. *The College of Veterinary Medicine* is the only veterinary medical program housed within an HBCU and has the distinction of producing about 70% of African American veterinarians in the United States (US). All African American (AA) deans (6) in US veterinary schools graduated from Tuskegee University. Tuskegee University is also one of the top producers of African American graduates with a Doctor of Philosophy (Ph.D.) degree in the US. Tuskegee University owns more than 5,000 acres of land. Its main campus has more than 100 major buildings and structures and has large sections of forestry and agricultural fields. The total land, forestry, and facilities are valued at over $500 million.

The Kellogg Hotel and Conference Center, a state-of-the-art hotel and meeting facility for educational, business, and cultural events is set at the entrance of the beautiful sprawling campus. It is located directly across from the world-renowned "Lifting the Veil of Ignorance" statue that depicts the first principal of Tuskegee Normal and Industrial School, Booker T. Washington. Lastly, *The Tuskegee University National Center for Bioethics in Research and Health Care*, distinctive research, teaching, and community engagement program addresses issues of ethics and public policy in the treatment of people of color and rural Americans in health care and is the only national bioethics center in the US created by presidential mandate.

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

A full list of Tuskegee University's accrediting bodies is included as ERF Introduction 1.2.

> **f. Brief history and evolution of the public health program (PHP) and related organizational elements, if applicable (e.g, date founded, educational focus, other degrees offered, the rationale for offering public health education in a unit, etc.)**

The Graduate Public Health Program (GPHP) was conceptualized in response to a specific request from decedent family members of the men in the US Public Health Service Study of Untreated Syphilis in the Negro Male in Macon County, AL. Initial funding to write the concept and justification came from the Centers for Disease Control and Prevention, Office of Minority Health under the leadership of Dr. Rueben Warren (currently serving as the Director of the National Center for Bioethics in Healthcare and Research and adjunct faculty in the program). Dr. Bailus Walker, an esteemed leader in public health and former Dean of the public health faculty at the University of Oklahoma Health Sciences Center, was contracted to guide the strategic process which also engaged another member of the current external advisory board, Dr. Pamela Payne Foster. The discussions and preparations of many persons who continue to serve as faculty in the department led to the inaugural class being enrolled in 2011. The GPHP, initially housed as a program in the Department of Pathobiology, was an integral component of the College of Veterinary Medicine and built on the "*One Medicine*" concept of former Dean Walter C. Bowie. Tuskegee University is the only HBCU in the US that has a College of Veterinary Medicine - that makes the GPHP and its focus unique in the state of Alabama.

The Tuskegee University College of Veterinary Medicine (TUCVM)

The Tuskegee University College of Veterinary Medicine (TUCVM) (formerly the School of Veterinary Medicine) was envisioned by Dr. Frederick Douglas Patterson in 1944. Dr. Patterson also founded the United Negro College Fund (UNCF) which to date is the largest private scholarship provider to students of color has raised approximately $5 billion in scholarship funds and serves as an excellent example of far-reaching, consequential engagement across the US.

The TUCVM was established in 1945 to train and educate African Americans at a time when opportunities to study veterinary medicine were not available because of segregation and other racial impediments. When TUCVM was organized, it was one of 10 veterinary schools in the US, and it was estimated that there were fewer than five African American veterinarians in the South.

Currently, there are 30 Schools/Colleges of Veterinary Medicine in the US; however, TUCVM is fully committed to serving African Americans, as well as Hispanics, Asians, Native Americans, Caucasian, and international students. The first graduating class was in 1949 and included the first African American female. To date, TUCVM has educated about 70% of the nation's African American veterinarians and about 10% of Hispanic/Latino veterinarians. This includes 2,613 students (1,266 males and 1,347 females), 58% of which are African Americans who are primarily from economically challenged populations.

The TUCVM is located in the Black Belt region of Alabama, a rural and underserved area that has a large African American population. Alabama has an established history of health disparities and TUCVM has been actively working to rectify these inequalities since its inception. In 1995, under the leadership of Dean Walter C. Bowie, the College of Veterinary Medicine combined with the School of Nursing and Allied Health and began to promote a "one medicine" concept. Although the two schools are no longer combined, TUCVM embraces the *"one health"* concept through its integrative approach to teaching and research. That commitment was solidified under the leadership of Dean Ruby Perry by the development of the Department of Graduate Public Health in 2017.

TUCVM has four departments: (1) Department of Biomedical Sciences, (2) Department of Clinical Sciences, (3) Department of Pathobiology, and the (4) Department of Graduate Public Health. It has several degree programs including the Doctor of Veterinary Medicine (DVM); Ph.D. in Interdisciplinary Pathobiology (IDPB), a shared program with the College of Agriculture, Environment and Nutritional Sciences, and,

Ph.D. in Integrative Biosciences (IBS), a shared program with the College of Arts and Sciences; a Master of Public Health (MPH) and a Master of Veterinary Sciences.

The One Health Concept

The goal of *One Health* is to encourage the collaborative efforts of multiple disciplines working locally, nationally, and globally to achieve the best health outcomes for people, animals, and the environment. The *One Health* concept is important because 6 out of every 10 infectious diseases in humans are spread from animals (CDC, 2018). The *One Health* approach incorporates co-equal, all-inclusive collaborations between all scientific-health and environmentally related disciplines. It is a concept that the health of all species, including human beings, is related. The *One Health* approach positions researchers and practitioners to more adequately meet the needs of all populations. Moreover, *One Health* provides the unique opportunity to build inter-professional teams of faculty members working with students to address the actual problems of the communities that the institution serves. Tuskegee University's College of Veterinary Medicine is in a unique strategic position to operate and train its students using a *One Health* concept (Figure 1).
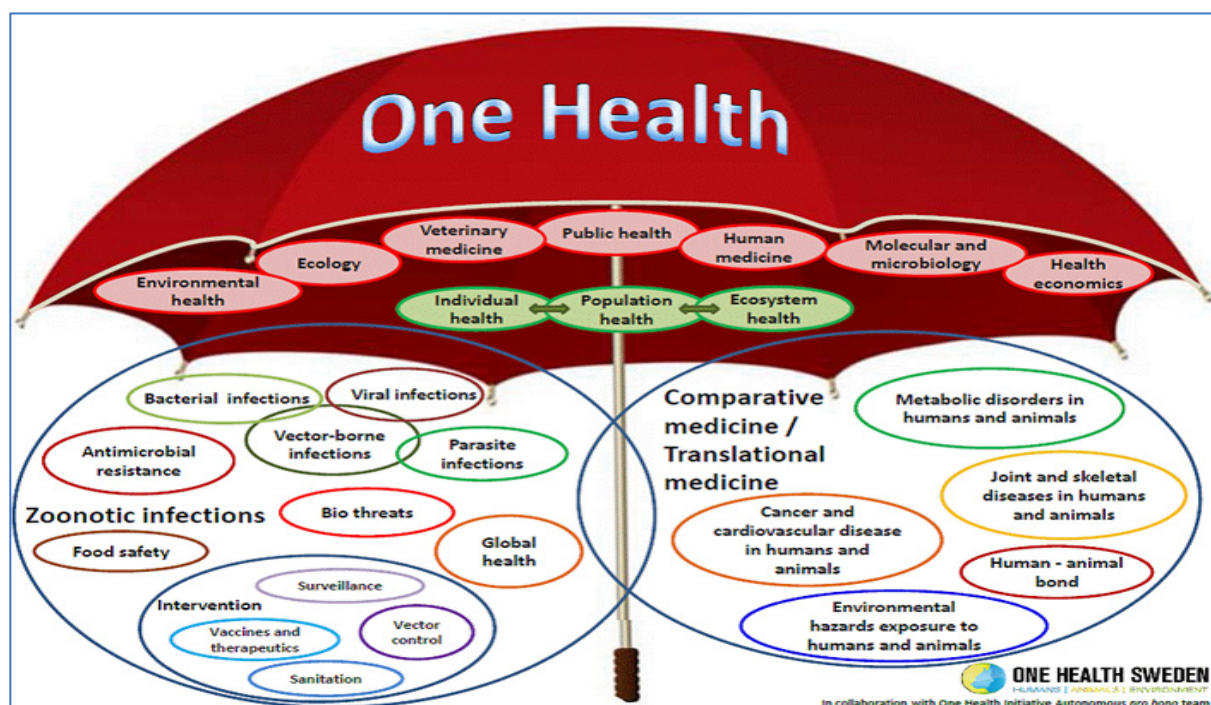

Figure 1: One Health Concept Umbrella

Tuskegee University is home to the only National Bioethics Center to be established by presidential mandate. In 1997, President Bill Clinton apologized for the US Public Health Service (USPHS) Syphilis Study at Tuskegee (hereafter, the Syphilis Study) and ordered the establishment of the National Center for Bioethics in Research and Health Care at Tuskegee University (hereafter, National Bioethics Center). Any persons engaging in research funded by federal resources are required to complete training about the details regarding the impact of the US Public Health Service Study of Syphilis. The legacy of the Syphilis Study is acknowledged worldwide and includes not only the ethical principles of research, but stands also as a constant reminder of the atrocities that occur in marginalized communities. The DGPH benefits and distinguishes itself from all other public health programs by having direct access not only to the Legacy Museum and artifacts that are housed on campus but also from the brain trust of ethics faculty members. The integration of public health ethics in all courses taught in the curriculum is a direct result of having the Director of the National Bioethics Center as an integral part of the program and who serves as an adjunct faculty member in the Department. The Bioethics Center is also a consistent source of systems thinking approaches to public health practice. The spheres of ethics course that is coordinated by Dr. Warren enrolls students from Meharry Medical College, Morehouse School of Medicine, and Tuskegee University. Students from diverse practice experiences are consistently involved in this course, including theology students.

2) Organizational charts below clearly depict the following related to the program:

a. Program's internal organization, including the reporting lines to the dean/director, are below:

The DGPH offers the Master of Public Health Degree until such time as the curriculum for the Master of Science in Public Health degree can be restructured to align with the Council on Accreditation for Public Health (CEPH) competencies approved **in 2016.**
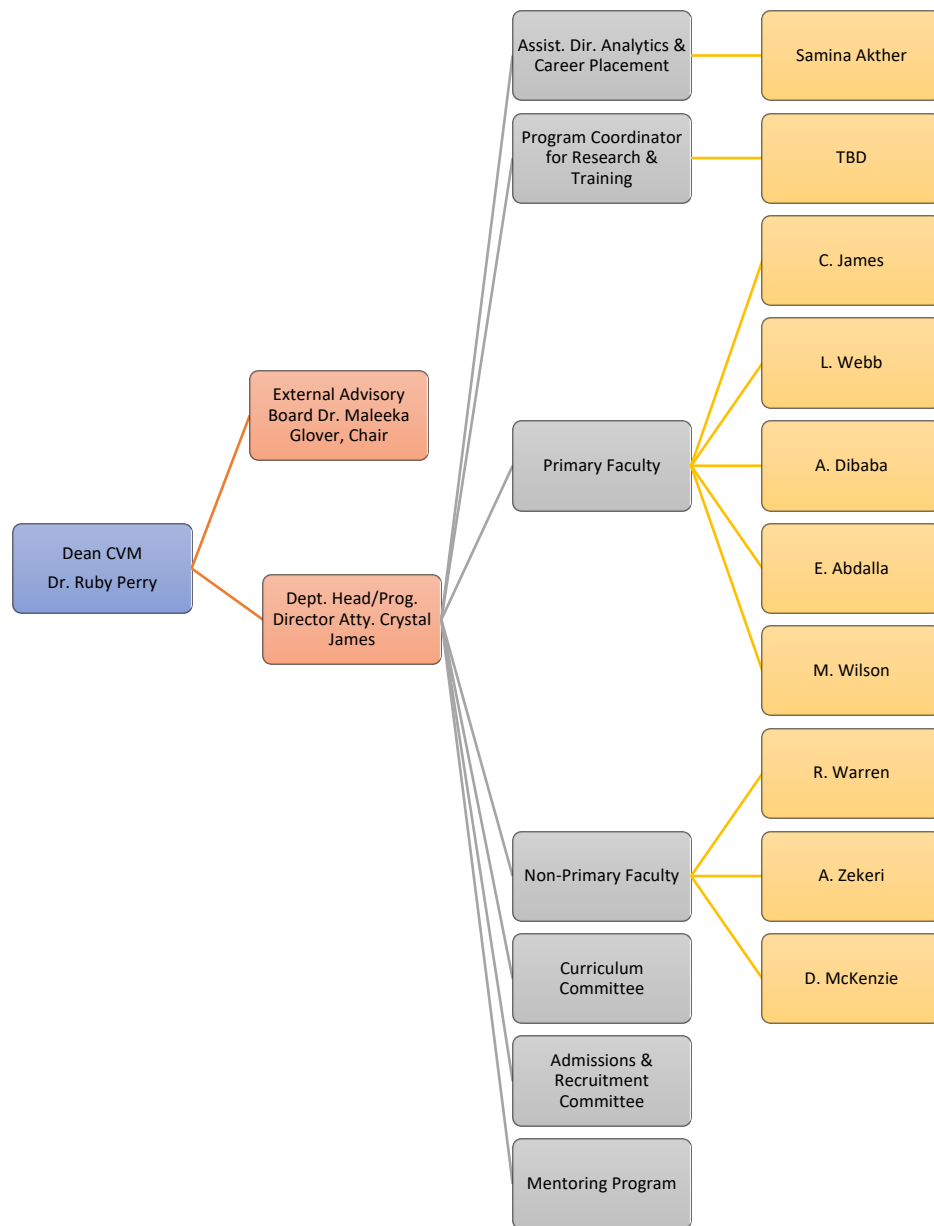

Figure 2: Program's Internal Organizational Structure

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


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                           College of
                           Veterinary
                           Medicine
                             (CVM)
  ┌──────────┬──────────┬──────────┼──────────┬──────────┬──────────┐
Department   Department  Department Department  Veterinary  Center of   Center of
of Graduate  of          of         of          Medical     Excellence  Excellence
Public       Pathobiology Biomedical Clinical    Teaching    in          for Food
Health (DGPH)            Sciences   Sciences    Hospital    Veterinary  Animal
                                                            Medical     Health & Food
                                                            Education   Safety
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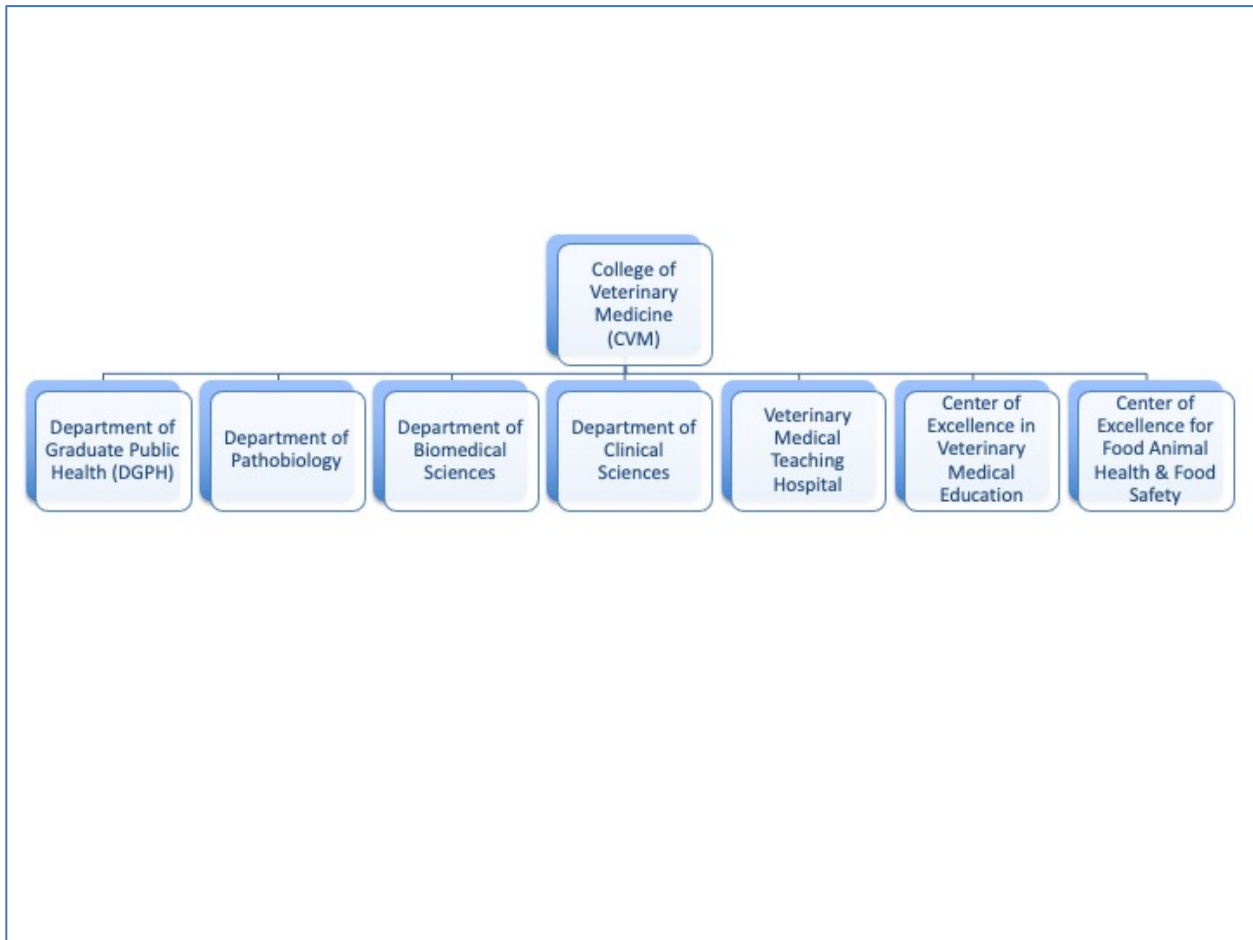
Figure 3: Relationship between Program and Academic Units

12

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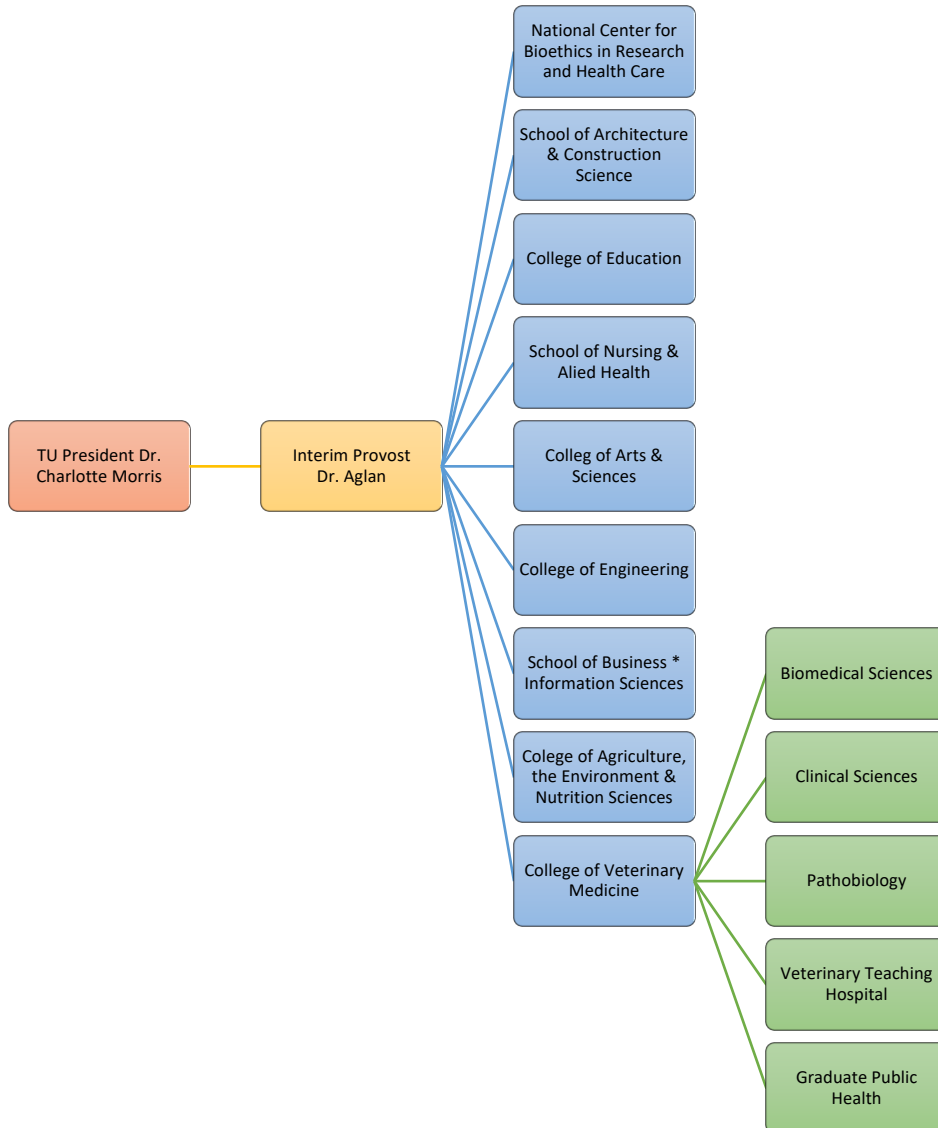

Figure 4: Lines of Authority from Program Leader to Executive of the University

1) For multi-partner programs (as defined in Criterion A2), organizational charts must depict all participating institutions

Not applicable

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

Instructional Matrix - Degrees and Concentrations							
			Categorized as public health*	**Campus based**	**Executive**	**Distance based**	
Master's Degrees		**Academic**	**Professional**				
General			MPH	X	MPH	N/A	N/A
		The Master of Public Health (MPH) and the Master of Science in Public Health (MSPH) degrees offered in the Graduate Public Health Program at Tuskegee University are often considered to be equivalent. At Tuskegee University, they are also similar public health degrees with the simple distinction that the MPH is a professional degree that will be favorable to the health care practitioner and/or in administrative public health. The **MSPH is an academic** degree program that interests graduates who seek to expand their public health career with transition into further advanced studies such as is applicable in the pursuit of the PhD degree. As such we are only applying for the MPH accreditation at this time.					
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**				
2nd Degree Area	**Public Health Concentration**						
Degree area earned in conjunction	*Existing or joint-specific*	*Degrees*	*Degrees*				
B.S. Veterinary Science	*General*	B.S.	MPH				

14

Criterion A

> **A1. Organization and Administrative Processes**
>
> The program demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.
>
> The program establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision-making and implementation.
>
> The program ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional program (e.g., participating in instructional workshops, engaging in program-specific curriculum development and oversight).

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

As a department within the College of Veterinary Medicine (CVM), several college level standing, and ad hoc committees serve the students and faculty. The Dean of the CVM appoints faculty members to serve on each committee in collaboration with the appointed chair of the standing and ad hoc committees. The CVM committees that also create policy and process for the DGPH student-level occurrences are described briefly below and the committee membership list is available as ERF A1. 1.1: CVM & DGPH Committee Member List.

CVM Standing Committees				
Committee	**Chair**	**Composition**	**Charge**	**Current Faculty Member**
Health & Safety	Designated by the Dean	Senior Staff from all departments	Ensure all buildings, laboratories, and other facilities comply with all federal and state health and safety regulations.	Dr. John Heath
Diversity & Inclusion	Designated by the Dean	At least one faculty member from each department and at least one student from each degree program	Engage the college in activities to facilitate the mission of the diversity and inclusion initiative, which is to promote cultural awareness and an inclusive environment for all people within the College.	Dr. Ehsan Abdalla, Chair Atty. Crystal James, Member
Educational Policies (Curriculum)	Faculty Member & Associate Dean for Academic & Student Affairs Co-chair	At least one faculty member from each department	Review and guide educational policies for the college to include curriculum updates and instructional training	Atty. Crystal James
Research	Associate Dean for Research & Graduate Studies	Research faculty members from each department	Provide leadership and support for the College in advancing its research mission and graduate programs, as well as the integration of that mission with the larger strategic goals of the College and	Dr. Asseged Dibaba

			the University. Works collaboratively with the Dean, Department Heads, faculty, staff, and students to elevate the College's research and graduate programs and to promote the integration of the College research areas with university focus areas, by partnering with university-level offices that develop and facilitate world-class research.	
One Health Symposium	Associate Dean for Research and Graduate Studies and the Head, Department of Graduate Public Health	Administrative staff from the office of the Associate Dean and Dept. of Graduate Public Health along with faculty members from the School of Nursing & Allied Health and the College of Agriculture, Environmental & Nutritional Sciences	Plan and execute an annual meeting of veterinarians, human health researchers, public health practitioners, and environmental health scientists that will provide professional development and showcase research from these areas.	Atty. Crystal James Dr. Melvena Wilson
Academic Appeals	Associate Dean for Academic & Student Affairs	This ad hoc committee includes the head of the department from where the student has filed the appeal, the faculty member issuing the grade(s) or named specifically in the appeal, the department head from	Review and provide recommendations to the Dean regarding all appeals from students concerning grades and/or probationary status of students enrolled in the college professional and graduate programs.	Atty. Crystal James

		at least one other CVM department not indicated in the appeal		
Executive Leadership Team	Dean of the College	This committee includes the heads of each department, the Director of the Veterinary Medical Teaching Hospital, and section chiefs within each department	Facilitate coordination of instruction, research, and activities of all departments within the college. This committee also provides input to the policy and practices of the CVM.	Atty. Crystal James

Standing Committees within the DGPH				
Committee	**Chair**	**Composition**	**Charge**	**Current Faculty Members**
Admissions & Recruitment	Designated by the Department Head	A minimum of five faculty members in the College of Veterinary Medicine, College of Arts & Sciences (Psychology) serves on this committee with a faculty person from DGPH serving as the chair of the committee	This committee has members from all departments within the College of Veterinary Medicine and meets annually to review policies and procedures. The committee reviews applicants as received by the department from the Office of Graduate Studies and Research (OGSR).	Dr. Melvena Wilson Dr. John Heath Dr. David McKenzie Dr. Asseged Dibaba Dr. Li Huang Dr. Toufic Nashar
Curriculum	Designated by the Department Head	The Associate Dean for Academic and Student Affairs for the CVM is an ex-officio member. All core faculty are members of the committee.	This committee makes recommendations for changes to the curriculum that may be based upon the data gathered and presented by the Director of Analytics on student outcomes. All changes to the curriculum are ultimately submitted to the Faculty Senate for final approval through the TUCVM Associate Dean for Research and Advanced Studies.	All Core Faculty

Research & Applied Practical Experience Committee • **Education evaluation sub-committee**	Designated by the Department Head	At least one senior faculty member and the Assist. Director of Analytics & Career Placement along with at least one student from the GPHP	This committee reviews notice of funding opportunities to support faculty research and provides leadership to the development of proposals. This committee also reviews preceptor proposals for applied practice experiences to determine appropriateness and competency coverage.	Dr. Melvena Wilson Mrs. Samina Akhter
GPHP Annual Pinning Ceremony	Designated by the Department Head	Administrative staff from the office of the Dean and Dept. of Graduate Public Health, Director of the GPHP along with faculty members from DGPH	This committee plans the annual pinning ceremony and suggests challenge speakers to the Head of Dept.	Ms. L.K. Allen
Rural Health Lecture Series	Designated by the Department Head	Program Director of Graduate Public Health and the Coordinator for Student Education are both ex-officio members. There will also be at least one student member on this committee	This committee assists in planning the four named lectures that occur during the academic year by handling logistics and coordinating with the person for which the lecture is named to recommend keynote speakers for each lecture.	
Mentoring		At least one senior faculty member and the Assist. Director of Analytics & Career Placement along with at least one student from the GPHP	Mentoring	Dr. John Heath

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

Ultimate oversight for all personnel, procedures, and programs at Tuskegee University responsibility lies in the Office of the President of Tuskegee University. The Interim President of Tuskegee University, Dr. Charlotte Morris was appointed in 2021 by the Board of Trustees. Dr. Morris has responsibility for day-to-day operations. The Tuskegee University Board of Trustees sets major policy and is the governing body of the university. The University President is supported by a Chief of Staff that assists with administrative duties and five Vice Presidents. Most central to the DGPH is the Vice-President for Academic Affairs, who is also the Provost. The Provost is the ultimate reasonable authority for all academic matters on campus. The Interim Provost for 2020-2021 is Dr. Hashmet Aglan.

Dr. Ruby Perry, Dean of the TUCVM, has the responsibility for global oversight of the DGHP. Dean Perry is responsible for securing adequate funding for the DGPH, approving the appointments of DGPH faculty, and approving the adoption of policies for the program. The Graduate Public Health Program (GPHP) remains an integral component of the Department of Graduate Public Health (DGPH) which plans to expand to include other research centers and specialty training programs as it matures.

The GPHP Director, Crystal M. James, JD, MPH, is responsible for the day-to-day administration of the GPHP. The responsibilities of the GPHP Director include program curriculum design and instruction, fiscal management, enforcing program requirements and policies, convening and instituting GPHP committees, as well as program recruitment, selection, and advertisement. The Director is also expected to develop GPHP-centered grant proposals and maintain the GPHP Office and its files.

Degree requirements for all graduate programs at TUCVM are set by the heads of respective departments and recommended to the Dean of Graduate Studies and Research. The Office of Graduate Studies and Research (OGSR) has final approval for all graduate degree program requirements and has responsibility for the collection of applications for new students and approval of satisfactory completion of degree requirements. The OGSR conducts the initial screen of all applicants to ensure the basic requirements for all graduate students have been met before the file is transmitted to the department for review by the GPHP admissions committee.

b. Curriculum design

The curriculum committee has primary responsibility for the review and submission of the curriculum to the CVM Associate Dean for Research and Advanced Studies for approval at the College level at the end of each academic year. The core faculty, all of which serve on the curriculum committee, is chaired by the program director, which makes recommendations for changes to the curriculum. Changes may be based upon the data gathered and presented on student outcomes by the Assistant Director of Analytics and Career Placement. All changes to the curriculum are ultimately submitted to the Faculty Senate for final approval through the Office of the Dean.

Name	Title
Crystal M. James, JD, MPH	Dept. Head/Associate Professor
Lloyd Webb, DVM, MPH	Professor
Asseged Dibaba, DVM, MS	Associate Professor
John Heath, Ph.D	Associate Professor
Ehsan Abdalla, DVM, Ph.D	Assistant Professor
Melvena Wilson, Dr.PH, MPH	Assistant Professor

c. Student assessment policies and processes

The Curriculum Committee sets student assessment policy. The Assistant Director of Analytics and Career Placement for the department provides recommendations to the committee each academic year based upon formative and summative data. During the faculty retreat held each summer, assessment measures and tools are reviewed and updated, as needed. As described in Criterion B1, the evaluation subcommittee, a subcommittee of the curriculum committee, is comprised of the Assistant Director of Analytics and Career Placement, the Program Director, and the Department Head who oversees the evaluation plan.

d. Admissions policies and/or decisions

All admissions policies and decisions are set by the admissions committee, chaired by Dr. Melvena Wilson, and conforms to the policies set by the TUCVM and the OGSR. This committee has members from all departments within the College of Veterinary Medicine and meets annually to review policies and procedures. The committee reviews applicants as received by the department from the OGSR.

e. Faculty recruitment and promotion

The Office of the Dean manages faculty recruitment and promotion. Each department head makes recommendations with justifications for the need for additional faculty based upon the department's current needs and resources. The Office of the Dean approves any faculty solicitations, and the department head coordinates interview schedules for each potential candidate after selecting faculty to serve on the search committee. Promotions are recommended and justified by each department head and approved by the Dean based upon resources and merit. The University Faculty hiring flowchart is attached as ERF A1.2.

f. Research and service activities

Research and service activities are decided by using the strategic objectives and goals of the college and the department as a guiding tool. Each proposed research endeavor is reviewed by the department head and must be signed and approved by the Dean of the TUCVM.

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

For policies and procedures regarding the students in the program the following sources are developed by the department head in alignment with the policies and procedures of the CVM and Tuskegee University. They are updated regularly and approved by the Dean of the CVM. The policies and procedures are codified in the following documents: the DGPH Student handbook[3], the CVM Student Handbook[4], the Graduate Student Handbook[5], and the Tuskegee University Student Handbook[6]

DOCUMENTATION IN ERF A.1.3 Student Handbook, CVM Handbook, and Graduate Student Handbook, Tuskegee University Student Handbook

Rights and Responsibilities

Rights determined by the University for faculty, staff are governed by the policies and procedures developed and approved by the Faculty Senate and Staff Senate respectively. Students' rights and faculty responsibilities under Title IX are governed by the Tuskegee University Office of the General Counsel. These rights and responsibilities can be found online in the following places:

- Tuskegee University Faculty Handbook:
  https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/Academics/Faculty%20Senate/FacultyHandbook-Blackline-version-effective-spring-2020-final-edited-05.28.20.pdf

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[3]https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/Graduate%20Public%20Health%20Program%20Handbook-2020-2021.pdf

[4] https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/CVM-Student%20Handbook2017-18.pdf

[5] https://www.tuskegee.edu/Content/Uploads/Tuskegee/Files/GraduateHandbook-kp2020-converted.pdf

[6] https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/Student%20Affairs/TU-Student-Handbook-2017-2018(Revised).pdf

- Tuskegee University Staff Handbook:
  https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/HR/StaffHandbook_REV_8_20(1).pdf

- Rights of students under Title IX can be found at:
  https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/Title%20IX/TitleIX-Policy-FINAL-Approved-8.20.2020.pdf

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

The GPHP faculty participates at the College and University levels in many standing and ad hoc committees. For example:

Faculty Member	University Committee Membership (Present)
Crystal James	• University Institutional Review Board • COVID19 Recovery Management Center
Asseged Dibaba	• University Faculty Senate

Faculty Member	CVM Committee Membership Present
Crystal James	• Executive Leadership Committee • Diversity and Inclusion Committee • Academic Appeals committee • Chair Annual *One Health* Symposium • Chair Rural Health Lecture Series
Melvena Wilson	• Co-Chair CVM Public Health Advisory Committee • Co-Chair Annual *One Health* Symposium
Ehsan Abdalla	• Co-Chair Public Health Advisory Committee • Co-Chair Diversity and Inclusion Committee

All faculty members are members of the faculty senate and provide input through the college representative to policies and procedures managed by the faculty senate.

ERF: A1.1.4 University Standing Committees Agendas & Minutes.

26

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.

Part-time faculty has several opportunities to interact and collaborate. The CVM hosts two major symposia each year during which full and part-time faculty attend and interact as a part of the symposium activities. The *One Health* Symposium is held each fall, which allows full and part-time faculty to collaborate to provide programming focused on the nexus between human health, animal health, and the environment. The annual Veterinary Medical Symposium is held each spring and brings together veterinary alumni, topical experts in veterinary medicine, one health, and public health leadership. Part-time faculty also interacts and collaborates with full-time faculty to provide experiential learning opportunities for students and to develop research ideas for further exploration. Part-time faculty are integrated into the lectures of full-time faculty course coordinators. Dr. Cheryl Davis provided the student challenge during the 2019 Annual Pinning Ceremony.

All faculty (full -time and part time) are included in monthly staff meetings, and are part of the curriculum review process. Full-time and part-time faculty serve on committees, such as Admissions, and collaborate as co-teachers for several courses, such as Public Health.

Documentation of recent interactions, including meeting agendas and minutes are available as ERF A1.5.1 Committee Minutes.

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

Strengths:

Dr. Rueben Warren, Director of the National Center for Bioethics in Research and Healthcare (hereinafter "the Bioethics Center") serves as adjunct faculty in

the DGPH. The Bioethics Center hosts the annual Public Health Ethics Intensive Course wherein full-time and part-time faculty are able to interact with each other as well as DGPH students. DGPH faculty and students are also able to interact with students pursuing the Master of Public Health degree at Morehouse School of Medicine, Meharry Medical College, and Howard School of Divinity. Moreover, DGPH are able to build skills in program evaluation as they work to administer surveys to participants and analyze the data collected for continuous quality improvement. The students, through the Public Health Ethics Forum, are able to deliver peer reviewed poster presentations at Centers for Disease Control and Prevention.

The full DGPH team, including PIF faculty, non-PIF faculty, and administrators are involved in regular interactions and program governance through multiple committees and DGPH sponsored workshops and events. Regular interactions between faculty and administrators, and cross-pollination between committee members, facilitates alignment and continuous quality improvement of curriculum, program policies, and evaluation and assessment processes.

Weaknesses:

- Currently, we only have three part-time faculty who consistently engage with our students and faculty.
- We need to create more opportunities for students to engage in interdisciplinary research and practice opportunities with other graduate and professional programs within the University.

Plans for Improvement:

- Faculty have been trained to deliver parts of the curriculum through online platforms due to the COVID-19 pandemic. Utilization of this technologies in the class room will remain a part of the curriculum to increase the engagement of part-time faculty who

have expressed interest but due to the remote location of the university were not able to commit to sustained interaction.

- Developing a formal Internal Advisory Committee is a future goal for DGPH leadership. The Program Director, in partnership with the CVM Dean and the External Advisory Committee, will initiate member recruitment for the Internal Advisory Committee after the close of the current academic year, with the Internal Advisory Committee to meet for the first time in the Fall of 2021.

A2. Multi-Partner Programs (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 policymaking and decision-making within the program, and the program engages students as members of decision-making bodies whenever appropriate.

1) **Describe student participation in policymaking and decision making at the program level, including identification of all student members of program committees over the last three years, and student organizations involved in program governance. Students also have an opportunity to provide input in the hiring process for new faculty in staff.**

Each candidate at the faculty and staff level provides an oral presentation wherein faculty, staff, and students are engaged in evaluating the candidates' performance and suitability for the programmatic activities. Student committee members are critical voices in the leadership of the school.

Students have been appointed to four committees at the departmental level. All students serving on committees are full members with voting rights and are allowed equal opportunity to provide input and guidance on decisions. At least one student from each cohort participates on each committee below, which provides opportunities to include perspectives of entering students and students who have more experience with the curriculum and administration of the

program. A listing of student committee members serving in the last few years is included below:

Standing Committees:
- *Research and Experiential Learning*

Student Name and Cohort	Years Served
Ms. Amira Brooks, Fall 2020	2020-2021
Ms. Jedidah Murray, Fall 2019	2020-2021
Mr. Christian Patterson, Fall 2019	2019-2020
Ms. Jakeii Bedgood, Fall 2019	2019-2020
Mr. Ashanti-Ali Davis, Fall 2018	2018-2020

- *Admission & Recruitment*

Student Name and Cohort	Years Served
Ms. Avia Sutton, Fall 2020	2020-2021
Ms. Atiya Shahid, Fall 2019	2020-2021 2019-2020
Mr. Christian Patterson, Fall 2019	2019-2020
Ms. Jakeii Bedgood, Fall 2019	2019-2020
Mr. Kellon Banks, Fall 2018	2018-2020

Ad Hoc Committees:
- *Rural Health Lecture Series Committee*

Student Name and Cohort	Years Served
Ms. Tyquieria Lodge, Fall 2020	2020-2021
Ms. Raven McClellan, Fall 2019	2020-2021 2019-2020
Ms. Jakeii Bedgood, Fall 2019	2019-2020
Mr. Kellon Banks, Fall 2018	2018-2020

- *Annual Pinning Ceremony Committee*

Student Name and Cohort	Years Served
Ms. Ashanti Johnson, Fall 2020	2020-2021
Ms. Jedidah Murray, Fall 2019	2020-2021 2019-2020
Mr. Mylo Howard, Fall 2016	2019-2020
Mr. Kellon Banks, Fall 2018	2018-2020

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

Strengths:

Students are actively engaged in the committee structure of the department. They have the opportunity to learn how the community functions to meet the objectives for which it has been tasked and provide input from their perspectives.

Weakness:

The small cohort sizes require some students to participate on more than one committee, which adds to their obligations outside of the classroom.

Plans for Improvement:

As the cohort size increases each year, the need to ask students to participate on more than one committee will be eliminated.

A4. Autonomy for Schools of Public Health

Not applicable.

A5. Degree Offerings in Schools of Public Health

Not applicable.

Criterion B

B1 Guiding Statements

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

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

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

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

1) **A one- to three-page document that, at a minimum, presents the program's vision, mission, goals and values.**

Vision

To promote and sustain population health and well-being for the global community.

Mission

To prepare the next generation of diverse leadership through research, innovation, advocacy and community engagement.

Core Values

- Ethical Leadership

- Integrity

- Excellence

- Diversity of gender, ethnicity, & culture

- Tell our stories

It is the belief of GPHP that ethical leaders are positive change agents. As Dr. Frederick Patterson, the third President (1935-1955) of Tuskegee Institute (now Tuskegee

University), founder of the United Negro College Fund (1944), recipient of the Presidential Medal of Freedom (1987) from President Ronald Regan, and, the founder of Tuskegee University College of Veterinary Medicine (TUCVM), stated:

 "Change agents are critical links to enable community to grow, be healthy and make a positive contribution to America. Their road is often rocky, but they are sustained by their training and commitment to make the world a better place in which to live."
(Source: Speech, 1944 New York)

To accomplish the Program's mission, a multidisciplinary, *One Health* approach has been developed and applied throughout the instruction, research, and service of the Department. This approach recognizes and seeks to address the socio-cultural factors that shape healthy relationships between people and the environment. Utilizing the diverse expertise of the University Partners, the Program strives to advance equitable practices and education, and hands-on-research and learning experiences.

As described in detail in criterion B5, the measurement of the following goals guides the Program's progression toward our Mission.

The Graduate Public Health Program's goals are:

> **Goal #1: Excellence in Leadership** - Train, educate and equip public health graduates for leadership roles through effective management, policy analysis, health planning and competence in community education and engagement.
>
> **Goal #2: Excellence in Research** - Utilize collaborative partnerships to foster Community Based Participatory Research (CBPR) strategies for improving community/population health and well-being.
>
> **Goal #3: Excellence in Innovative Teaching** - Nurture critical thinking and innovative teaching strategies to provide for the highest academic performance.
>
> **Goal #4: Excellence in Service Learning** - Establish strong community partnerships for effective delivery of timely, evidence-based, service learning with respect, integrity and inclusion of community stake holders.
>
> **Goal #5: Excellence in Public Health Ethics** - Train and prepare public health graduates in the essential aspects of public health ethics for the workforce and for community advancement.

Our program goals are focused on leadership, research, innovative teaching, service learning and ethics (L-RISE), which reflect the belief of Dr. Patterson. The program's L-RISE goals with defined, evaluation measures are listed below with methods for collection and review of the data for continuous quality improvement. ERF B1.1 provides examples of artifacts that will be collected for each student to demonstrate student achievement and program goals.

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

The Program has recently updated our 5-year Strategic Plan. The CVM has used the MPH Program inputs and results of our planning process in updating the overall CVM Strategic Plan. As a result, our values and goals are integrated with those of CVM.

The DGPH 2019-2024 strategic plan may be found at ERF B1.1.2.

Over the next five to ten years (post accreditation), the Program looks to build on Tuskegee's rich history in public health to meet emerging needs, while retaining our commitment to equity and engagement. This could include the development of new courses and instruction methodologies. The program is also considering dual degree options to integrate public health with other professional training programs within the University, such as DVM and Nursing programs.

The DGPH team engages in a continuous process improvement to build a program that is robust and posed to pivot to emerging public health concerns throughout the Black Belt of Alabama and nationwide. This includes aligning our program with workforce needs, revisiting Program teaching strategies, and the Program's continuous evaluation plan.

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

Strengths:

- The DGPH builds upon a strong legacy of increasing diversity among health professions within the United States.
- The DGPH builds upon a strong cadre of epidemiologists that have been functioning within the College prior to its inception.
- The DGPH is able to reach unique populations who have received training through the extension programs developed by George Washington Carver within Tuskegee University.
- The DGPH has graduates that are having a global impact by training international students who have returned to their home countries to provide public health leadership
- The DGPH builds upon the legacy of the National Center for Bioethics in Research and Health Care.
- The College has a unit of recruitment that is focused on recruiting students for all programs within the college which has allowed for pipeline development with other minority serving institutions. A pipeline program with Dillard University to increase enrollment in the DGPH has been developed.
- The DGPH is located within a college of veterinary medicine which allows for focused attention and expertise on *One Health* Strategies.

Weaknesses:
- Low enrollment numbers per cohort
- Small proportion of male applicants and enrollees
- Low awareness of the DGPH at the national level

Plans for Improvement:
- The TU MPH program is working to increase our visibility nationwide. This can be seen in efforts to increase social media reach, and consistent website updates. This strategy is part of our continuous improvement process.

The Planning Process

We initiated strategic planning in the summer of 2016 through a process that included extensive participation and input from across the University, the College, and local community partners. The work was guided by a Steering Committee comprised of faculty, staff, students, and community representatives. The Committee was charged with elevating GPHP from a program within the Department of Pathobiology to a stand-alone department. The Dean of the CVM, Dr. Ruby Perry, included their recommendations in her vision for the College. As a result, the Department of Graduate Public Health (DGPH) was created in May 2017. By becoming a separate department in the College of Veterinary Medicine, DGPH was able to prioritize and enhance its programs by communicating with colleagues in various schools throughout the University such as the Robert R. Taylor School of Architecture and Construction Science. The Faculty Steering Committee reviewed existing data and gathered input from students, community partners, staff, and faculty while participating in a multi-week planning process facilitated by Dr. Banks, a professor in the College of Education.

Once the first draft of the Strategic Plan was designed and approved by the Steering Committee, its members sought review and comment through discussions at faculty meetings, hosted forums, input through electronic communication, and numerous informal discussions with faculty, staff, students, and external stakeholders. The Steering Committee then revised the Plan, incorporating the rich feedback received.

Directions Set by the Plan

The Strategic Plan establishes a long-term plan for the development of the Department over a six-year time frame. This includes a strategic plan that set the stage for the next 10 years. The Plan is grounded in and supported by the relationships and resources that have been developed and established by the College of Veterinary Medicine over the past seventy plus years in the US and abroad.

The Plan commits us to sustaining excellence by strengthening our core functions. Areas of long-standing excellence include risk assessment and epidemiological research methodology, laboratory sciences, translational science, and rigorous education. We have applied these assets successfully to human health issues, food safety, environmental and occupational health, genomics, health policy and advocacy, HIV/AIDS, and high standards of public health practices.

The Plan includes an awareness of current difficulties such as an uncertain financial climate, faculty time that is stretched to the limit, rising tuition that poses a burden on students, newly imposed limits on foreign students working in federal agencies, and limited recruitment resources. Elements of the Plan address each of these challenges.

We were intentional in creating a plan that is grounded in reality and future-oriented. It reflects the interests of the Department and includes its place within the College of Veterinary Medicine, the University, Macon County, the region, the State of Alabama, the nation, and the world. The Plan identifies six emerging public health challenges: Health Policy & Law; *One Health* Strategies & Emergency Management; Social Determinants of Health; Epigenetics & Environmental Health; Antibiotic Resistance & Infectious Diseases. Based on broad support from across the University community the Department is poised to address these challenges. These opportunities to build upon department strengths and provide space to innovate and collaborate, advance scientific knowledge, and provision state-of-the-art training to impact on public health locally and internationally. The Plan creates a platform which can shape our future, identify new resources, train scientists, and equip public health leaders to serve the needs of rural communities.

B2. Graduation Rates

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

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

1) **Graduation rate data for each degree in unit of accreditation. See Template B2-1 below.**

Students pursuing Master's degrees have a maximum of six (6) years from the time of admission to complete the degree requirements. See ERF A1.3 Graduate Handbook, pg. 18.

Students in MPH Degree, by Cohort				
	Cohort of Students	2018-19	2019-20	2020-21
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	6		
	# Students withdrew, dropped, etc.	0		
	# Students graduated	2		
	Cumulative graduation rate	0%		
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	4	6	
	# Students withdrew, dropped, etc.	0	2	
	# Students graduated	3	0	
	Cumulative graduation rate	75%	0%	
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	4	4
	# Students withdrew, dropped, etc.	0	0	0
	# Students graduated	1	0	1

	Cumulative graduation rate	100%	0%	0%

*Includes 2 students continuing from previous year and 4 new students

2) **Data on doctoral student progression in the format of Template B2-2.**

Not applicable.

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

The DGPH successfully graduates most of the students enrolled, as indicated in the table above. One student who enrolled in 2018 was enrolled as the first student to engage the dual degree curriculum with the Ph.D. in Integrative Biosciences. Due to the student's need to meet the requirement of both degree programs and teach in the undergraduate program as a condition of his stipend in the Ph.D. program, an extra year was required - causing a delay his graduation schedule. Two of the students enrolled in the program decided to withdraw to meet family obligations due to addition financial struggles associated with COVID-19 and poor connectivity issues experienced while transitioning into an online modality.

The average cohort size of 10 students was reduced as the GPHP revamped its curriculum to align with the 2016 CEPH accreditation competency changes. The reduction in cohort size resulted in the withdrawal of two students from any cohort, which had a significant statistical impact on the overall graduation rate. The University's Office of Research and Graduate Studies mandates that all master's degree seeking students graduate within five years or file an appeal for an extension of time (see Graduate Student Handbook[7]).

ERF A 1.3 Graduate Student Handbooks

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

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[7] https://www.tuskegee.edu/Content/Uploads/Tuskegee/Files/GraduateHandbook-kp2020-converted.pdf

Strengths:

- Each graduating cohort has a low student-to-teacher ratio providing them more hands on guidance.
- Recently, the DGPH has taken on additional staff and services to increase post-graduation success of our students.

Weaknesses:

- Due, in large part, to the GPHP being an unaccredited program, recruitment has been challenging.
- The growing number of public health related programs in the region has increased competition for strong students.

Plans for Improvement:
- DGPH continues to seek resources to cover student financial needs even beyond tuition.
- DGPH offers as much flexibility as the program can allow to increase our numbers while maintaining academic rigor and financial stability of the department.
- The program has taken significant steps to address the retention and recruitment rates, including revamping the Applied Learning Experience (APEx); increasing the level of rigor in research training of students; and strengthening advisement.
- The program has formalized procedures to monitor student progress, as well as, hiring staff to provide one-on-one tracking of adequate progression towards their degree.

B3. Post-Graduation Outcomes

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

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

Program administration deploys an Exit Survey, followed by an Exit Interview, with all graduating students. The Exit Survey contains questions about employment and post-graduation plans, it also asks if students are willing to stay in touch with the Program and request the best means of contact via personal email. Exit interviews include in-depth questions about post-graduation plans, career goals, competency attainment and confidence in applying competencies in the workforce.

ERF F3.1D Exit Surveys

1) **Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B3-1 below.**

Post-Graduation Outcomes	2017 Number and percentage	2018 Number and percentage	2019 Number and percentage	2020 Number and percentage
Employed	3 (60%)	1(50%)	2 (67%)	1 (33%)
Continuing education/training (not employed)	2 (40%)	1(50%)	1 (33%)	2 (67%)
Not seeking employment or not seeking additional education by choice	0	0	0	0
Actively seeking employment or enrollment in further education	0	0	0	0
Unknown	0	0	0	0
Total graduates (known + unknown)	5 (100%)	2 (100%)	3 (100%)	3 (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 Department is committed to working with each student to help them identify and secure employment or doctoral program admission. The Assistant Director of Analytics is charged with follow up with all graduates and alumni.

Many of the students in our program continue to pursue other degrees, play leadership roles in various health agencies, as well as, are currently employed in public health related fields. Student outcome data is collected through an online survey and via personal communication.

To track post graduation outcomes, the Program stays in contact with alumni via periodic email outreach. The Assistant Director for Analytics and Career Placement distributes Alumni Surveys at one-year post graduation utilizing emails, LinkedIn, and social media outreach. The Assistant Director also assists students with job searches and other professional development needs. The Assistant Director is responsible for biannual data collection efforts. To decrease the unknowns and augment a low response rate – faculty and staff use LinkedIn, Facebook, and Google to search for information about the employment status of graduates who do not respond to emails or surveys.

Copies of the Qualtrics surveys that are distributed to students, Faculty and Alumni are located in ERF B4.1.2 Student Satisfaction Survey, ERF H2.4 Student Satisfaction Survey Career Advising

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

Strengths:

One of the strongest assets we have is the connectiveness of the alumni of Mother Tuskegee. Our graduates have been able to obtain APEx, practicum opportunities, and

employment from fellow alumni in other disciplines, as well as, public health practitioners that may have received their public health training at other programs.

Weaknesses:

- Response rates from alumni in our initial efforts were low.

Plans for Improvement:

- Response rates to alumni outreach have been low, however the team has implemented new exit interview protocols to update personal email addresses, LinkedIn profile information, and personal cell phone numbers prior to graduation.
- The DGPH has developed an alumni association that will be one of the key mechanisms used to assist in career placement, development, and tracking of the types of opportunities our graduates are pursuing.

For each degree offered, the program collects information on alumni perceptions of their own success in achieving defined competencies and of their ability to apply these competencies in their post-graduation placements.

The program defines qualitative and/or quantitative methods designed to maximize response rates and provide useful information. Data from recent graduates within the last five years are typically most useful, as distal graduates may not have completed the curriculum that is currently offered.

1) **Summarize the findings of alumni self-assessment of success in achieving competencies and ability to apply competencies after graduation**.

The initial survey (ERF B4.1.2 Student Satisfaction Survey) deployed to alumni of the program focused on faculty and specific course relevance to the type of work and skills needed in the workplace. A second survey that asked more focused questions on the competencies in their current form was developed and deployed in May 2021. The student exit survey (ERF F3.1D Graduate Exit Interviews) was deployed to collect competency specific data for 2019-2021 graduates. Overall, the students reported feelings of confidence in their achievement of the competencies delivered in the program. As students in these cohorts enter the employment environment in a COVID19 economic crisis, we will continue to gather data regarding perception of success.

- 66.7% of students replied they were proficient in integrating findings from quantitative and qualitative data into research or applied practical experience settings
- 87% of students found the epidemiology courses were effective in preparing them for the workforce
- 93% of students found the biostatistics course effective in preparing them for the workforce

Since the curriculum has recently been modified to more directly aligned with CEPH and program specific competencies, the more general questions that were deployed to all

alumni in the initial survey have been updated. The modified version of the survey was deployed to students graduating in/or after 2017. These students are more oriented to the new curriculum and the terminologies specific to the current competencies are aligned with the present curriculum.

Structured interviews with alumni are held several times a year. They are usually scheduled around a college, university, or DGPH event when more alumni are accustomed to playing an active role with the program. For example: the annual pinning ceremony was instituted in 2017 to commemorate the student's completion of most of the core competencies and the approval of their thesis or practicum proposal. Alumni are invited to attend the pinning ceremony, and those in the region regularly participate in this event. We also utilize the interest generated around university homecoming activities to contact and engage students for programmatic feedback. The structured questionnaires are used to gather information on alumni perceptions in three areas:

- Understanding the application of the public health competencies to their chosen career paths;
- Examining areas of focus in future public health training to ensure graduates are prepared to meet the needs of the public health field; and
- Determining areas for further engagement, including learning opportunities, of alumni with the school.

2) Provide full documentation of the methodology and findings from alumni data collection.

In 2019, 22 of 49 alumni and current students responded to a Qualtrics generated questionnaire link via email. The responses to each question were aggregated in Qualtrics thereby producing summary graphs and tables. (ERF B4.1.2 Student Satisfaction Survey)

In 2020, 18 of 51 alumni and current students responded to a Google-form generated questionnaire link via email. Accordingly, the following salient issues were identified through survey completion and focus group participation:

- 87.5% of respondents found their academic advisor to be helpful
- 37.5% of respondents were dissatisfied with DGPH sponsored activities such as lecture series, lunch and learns, etc.
- 50% of respondents were passive about their willingness to promote the program to their friends and family
- 100% of respondent felt that the faculty taught the subject matter well overall and that they were adequately prepared for the workforce

In September 2021, six students from varying cohorts participated in a focus group session to provide input on their perceptions of workforce readiness after completing the curriculum.

Perceptions of Effectiveness:

Upon graduating, students give feedback on their success in achieving program competencies and their perceived ability to apply these competencies in the workplace through exit surveys and exit interviews. The Student Logbook and recently some faculty have developed Learning Management Systems (LMS) surveys to obtain competency perceptions.

The vast majority of graduating students reported feeling prepared:

- 67% feel they are proficient and 33% feel they are confident in their ability to effectively integrate the findings from quantitative and qualitative data into research or applied practice settings.

- 100% reported that they developed skills necessary to communicate and apply system thinking strategies in interaction with individuals and community groups
- 100% of students participating in the focus group session held in 2021 felt the curriculum adequately prepared them for work experience in the domain of *evidence-based approaches to public health, public health and health care systems, leadership, and communication*

- 83% of students participating in the focus group session held in 2021 felt the curriculum adequately prepared them for work experience in the domain of public health policy and law
- 66% of students participating in the focus group session held in 2021 felt the curriculum adequately prepared them for work experience in the domain of systems thinking

APEx/Practicum & Research/Thesis Workforce Preparation Indicators

Approximately 60% of respondents in 2019 felt the APEx or Practicum experience was extremely effective or very effective in preparing them for the workforce, whereas in 2020 there was an increase to 76.5%.

ERF- B4.1.2 Student Satisfaction Survey & Survey Data

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

Strengths:
- Due to small number of graduates, we have been able to engage most alumni through social medial, emails and phone calls to have them complete the satisfaction survey and exit survey.
- Data for the 2016-2018 and 2017-2019 cohorts were collected in March of 2019. The response rate for this sample was 49% with 22 of 45 graduates responding.
- Data that includes the 2018-2020 cohort were collected in April 2020, all of which are post implementation of the 2016 CEPH competencies. The response rate for the second year is 35% or 18 of 51 at the time of this report.

Weaknesses:
- Small number of students have completed the program since the curriculum updates were made to align with the 2016 competencies.

Plans for improvements:
- The graduating cohort will be asked to complete the online exit survey prior to graduation, then again 6 months post-graduation and 1 year after graduation.

- Based upon the data collected the environmental health sciences course will be updated to better emphasis public health policies and how they play a role in the delivery of public health services.
- New courses in health policy will be developed based upon data collected.

B5. Defining Evaluation Practices

The program defines appropriate evaluation methods and measures that allow the program to determine its effectiveness in advancing its mission and goals. The evaluation plan is ongoing, systematic and well-documented. The chosen evaluation methods and measures must track the program's progress in 1) advancing the field of public health (addressing instruction, scholarship and service) and 2) promoting student success.

1) **Present an evaluation plan that, at a minimum, lists the program's evaluation measures, methods and parties responsible for review. See Template B5-1.**

The Program's evaluation plan utilizes a mixed methodology to gather, assess/analyze, and report data on a routine basis. Program faculty and staff use this data for program planning and process improvement efforts. The evaluation plan is a "living" document reviewed and updated as needed to reflect changes based on 360 input. The Department Head, in consultation with the External Advisory Board and faculty, is responsible for establishing Program goals. The Assistant Director of Analytics is responsible for data collection, monitoring and dissemination of surveys and reporting forms. The Program's Curriculum Committee is responsible for overseeing review of most educational related materials and changes. Through this process, the Program faculty, staff, and leadership are all involved in the Program's evaluation of all areas of students' success. The curriculum committee reviews competency assessment data when making changes to the curriculum design and student assessment of competencies activities and assignments embedded in each course.

Evaluation measures	Data collection method for measure	Responsibility for collection & review
Goal Statement 1: Excellence in Leadership- Train, educate and equip public health graduates for leadership roles through effective management, policy analysis, health planning and competence in community education and engagement.		
Measure **1:** Public health leadership roles in minority communities and/or vulnerable communities, including Macon County, Alabama.	With guidance from the Director and External Advisory Board, the Career Services staff updates goals annually for Research and Experiential Learning Committee review. The Director reports the number of opportunities for student leadership annually to the Dean and External Advisory Committee (EAV). Faculty leadership roles are reviewed annual during faculty annual assessments of scholarship, service, and teaching. The information on faculty service in leadership roles are reported in the departmental annual report. Several courses provide leadership development competencies. Assessments for these competencies are reviewed annually and updated as indicated.	Program Director Dean CVM External Advisory Committee (EAV)
Measure **2**: Student engagement in health planning and community education roles at Tuskegee University and in Macon County, annually	With guidance from the Director and External Advisory Board, the Career Services staff update goals annually for the Research and Experiential Learning Committee review. The Director reports the number of opportunities for student leadership annually to the Dean and EAV. These opportunities are tracked by class projects as well as APEx and ILE reports.	Program Director Assist. Dir. Analytics & Career Placement External Advisory Committee (EAV)

	Several courses provide leadership development competencies. Assessments for these competencies are reviewed annually and updated as indicated. Students submit a proposal for a thesis or practicum. Each practicum requires a community education component for approval and final signature of completion.	
Measure **3**: Students provide policy analysis and resource management strategies for health programs in the local and/or regional community	With guidance from the Director and External Advisory Board, the Career Services staff updates goals annually for Research and Experiential Learning Committee review. The Director reports the number of opportunities for student leadership annually to the Dean and EAV. Several courses provide policy analysis competencies. Assessments for these competencies are reviewed annually and updated as indicated. Policy analysis and resource management projects related to class projects are tracked and reported biannually.	Program Director Assist. Dir. Analytics & Career Placement External Advisory Committee (EAV)
Goal Statement 2: **Excellence in Research- Utilizing collaborative partnerships to foster Community Based Participatory Research (CBPR) strategies for improving community/population health and well-being.**		
Measure **1:** Students pursue scientific research and CBPR projects related to rural population health.	Director reviews student graduation portfolios including deliverables, reflections on competence attainment, cover letters, and CVs. Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares findings with Curriculum Committee to help inform curricular changes, and with the Program Director to help identify attributes predictive of success.	Assist. Dir. Analytics & Career Placement Program Director External Advisory Committee (EAC)

Measure **2:** Students pursue research in collaboration with another discipline related to public health outside of the College of Veterinary Medicine.	Director reviews student graduation portfolios including deliverables, reflections on competence attainment, cover letters, and CVs. Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares findings with Curriculum Committee to help inform curricular changes, and with the Program Director to help identify attributes predictive of success.	Assist. Dir. Analytics & Career Placement Program Director External Advisory Committee (EAC)
Measure **3:** Students participate in the evaluation of effectiveness, accessibility and quality of applied practice experience & integrative learning experience.	Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares findings with Curriculum Committee to help inform curricular changes, and with the Program Director to help identify attributes predictive of success.	Assist. Dir. Analytics & Career Placement Program Director
Measure **4:** Students use community-based participatory research (CBPR) methods in at least one scientific research project.	Program Director reviews student graduation portfolios including deliverables, reflections on competence attainment, cover letters, and CVs. - Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares findings with Curriculum Committee to help inform curricular changes, and with the Program Director to help identify attributes predictive of success.	Assist. Dir. Analytics & Career Placement Program Director Curriculum committee
Measure **5:** Faculty members will make scholarly presentations at local, state, regional, national and/or international conferences to include lecture series of other institutions of higher learning annually.	AD Analytics monitors via Faculty Activity Reports and CVs and shares findings with Director in an annual report for review. Director reviews faculty performance and alignment with MPH guiding statements during annual reviews. Faculty journal publications, presentations and	Assist. Dir. Analytics & Career Placement Program Director Dean CVM

	professional reports elucidate impacts on community public health.	
Measure 6: Faculty members will submit at least one article for publication in peer review journals annually	AD Analytics monitors via Faculty Activity Reports and CVs and shares findings with Director in an annual report for review. Director reviews faculty performance and alignment with MPH guiding statements during annual reviews. Faculty journal publications, presentations and professional reports elucidate impacts on community public health.	Dept. Head Dean CVM
Goal Statement 3: **Excellence in Innovative Teaching- Nurture critical thinking and innovative teaching strategies to provide for the highest academic performance.**		
Measure **1**: Courses taught emphasize critical thinking and case based problem-solving skills.	Program Director reviews student graduation portfolios including deliverables, reflections on competence attainment, cover letters, and CVs. - Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares findings with Curriculum Committee to help inform curricular changes, and with the Program Director to help identify attributes predictive of success.	Assist. Dir. Analytics & Career Placement Program Director Curriculum Committee
Measure **2**: Courses require students to demonstrate scientific writing skills.	Director reviews student graduation portfolios including deliverables, reflections on competence attainment, cover letters, and CVs. Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares	Assist. Dir. Analytics & Career Placement Program Director Curriculum

	findings with Curriculum Committee to help inform curricular changes, and with the Program Director to help identify attributes predictive of success.	
Measure **3:** Faculty members receive aggregate data from courses and student satisfaction surveys to evaluate teaching effectiveness and innovation	AD Analytics monitors via Faculty Activity Reports and CVs and shares findings with Director in a biannual report for review. Director reviews faculty performance and alignment with MPH guiding statements during annual reviews. Faculty journal publications, presentations and professional reports elucidate impacts on community public health. Faculty receive feedback biannually from course assessments and student satisfaction survey data.	Assist. Dir. Analytics & Career Placement Program Director Curriculum Committee
Measure **4:** Faculty members engage in faculty development courses annually to promote and support innovative and evidenced-based teaching strategies to continuously improve the rigor and relevance of courses offered to students.	AD Analytics monitors via Faculty Activity Reports and CVs and shares findings with Director in an annual report for review. Director reviews faculty performance and alignment with MPH guiding statements during annual reviews. Faculty journal publications, presentations and professional reports elucidate impacts on community public health.	Assist. Dir. Analytics & Career Placement Program Director Dean CVM
Goal Statement 4: Excellence in Service Learning- Faculty and students will establish strong community partnerships for effective delivery of timely, evidenced based interventions with respect, integrity and inclusion of community stake holders.		
Measure **1**: All graduate students in the GPHP will prepare community-based projects in minority and/or other vulnerable communities	Director reviews student graduation portfolios including deliverables, reflections on competence attainment, cover letters, and CVs. Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares findings with Curriculum Committee to help inform	Assist. Dir. Analytics & Career Placement Program Director

	curricular changes, and with the Program Director to help identify attributes predictive of success.	
Measure **2**: All graduate students in the GPHP will work with communities in assessing population health and identifying community health challenges.	Director reviews student graduation portfolios including deliverables, reflections on competence attainment, cover letters, and CVs. Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares findings with Curriculum Committee to help inform curricular changes, and with the Program Director to help identify attributes predictive of success.	Assist. Dir. Analytics & Career Placement Program Director
Measure **3**: Faculty members of the GPHP will actively participate in community service activities, annually.	AD Analytics monitors via Faculty Activity Reports and CVs and shares findings with Director in an annual report for review. Director reviews faculty performance and alignment with MPH guiding statements during annual reviews. Faculty journal publications, presentations and professional reports elucidate impacts on community public health.	Assist. Dir. Analytics & Career Placement Program Director
Measure **4**: Students demonstrate skills in policy development and planning for public health action in support of community health efforts.	Director reviews student graduation portfolios including deliverables, reflections on competence attainment, cover letters, and CVs. Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares findings with Curriculum Committee to help inform curricular changes, and with the Program Director to help identify attributes predictive of success.	Assist. Dir. Analytics & Career Placement Program Director
Goal Statement 5: **Excellence in Public Health Ethics-Train and prepare public health graduates in the essential aspects of public health ethics for the workforce and for community engagement.**		

Measure **1**: Public health ethics as salient issue integrated throughout all courses.	Director reviews student graduation portfolios including deliverables, reflections on competence attainment, cover letters, and CVs. Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares findings with Curriculum Committee to help inform curricular changes, and with the Program Director to help identify attributes predictive of success.	Assist. Dir. Analytics & Career Placement Program Director Curriculum Committee EAC
Measure **2**: Courses will demonstrate responsible, ethical use of social media to disseminate public health messages	Director reviews syllabi, reflections on competence attainment, public presentation materials, and social media posts. Assist. Dir. Analytics & Career Placement assesses via feedback from students and graduates and shares findings with Curriculum Committee to help inform curricular changes, and with the Program Director to help identify attributes predictive of success.	Assist. Dir. Analytics & Career Placement Program Director
Measure 3: Each student will develop and deliver an ethical health intervention in a black belt community.	Director of the National Bioethics Center for Research and Health Care will work with each student to develop and implement an ethically sound public health intervention. A final report and presentation will be delivered during the Spheres of Ethics Course. Students will address ethical considerations in the ILE final report and presentation.	Program Director Assist. Dir. Analytics & Career Placement

Items referenced as data measures in the goal and objectives table above are further described in the table below to illustrate the artifacts that will be kept in each student's record for program assessment and student competency demonstration purposes.

The program verifies that targets are met by collecting data through the use of surveys, blackboard analytics, participation, and observation. Student-level data are compared across courses offered during the semester to assess challenges and opportunities for additional support through the mentoring program. If needed, a mentoring plan is initiated in collaboration with the Director of the Mentoring Program, the Program Director, and course coordinators that prescribe the number of hours the student may be allowed to take in the following semester for the successful completion of the curriculum.

Aggregated data from each semester will be shared with partnering programs and with other important stakeholders including the External Advisory Board and other public health partners to ensure the many constituent groups are informed and provided feedback and to make continuous quality improvements to the program activities.

DGPH has several partners in the implementation of this plan, including our External Advisory Board, Community Partners, and Preceptors. Students are engaged in every step of our continuous improvement efforts, including having student representation on each committee. Evidence of implementation of the program's evaluation plan and data collection methods are outlined in B5-1, and can be found in the following locations:

DOCUMENTATION IN ERF B5.2 Data summaries, minutes of meetings

Strengths:

- Evaluation is a formal, ongoing activity that draws on faculty expertise from across the program; engages key stakeholders including students, alumni, and community members, as well as the best practices in public health. The plan utilizes a mixed method design of the evaluation, which uses both qualitative and quantitative analysis. It assesses student learning and application of competencies at several time intervals and for all curricular components, including during matriculation, field training, and after graduation. The plan involves multiple stakeholder groups for the dissemination of results, which leads to a continuous improvement processes.

Weaknesses:
- The current process deals with several data points that are summarized at the end of each semester and the end of the year. Because of the frequency required review of the data points, stakeholder fatigue is a concern.

Plans for Improvement:
- The Program will continue to include reporting toward each goal in the evaluation plan for internal review at the end of each academic semester. However, external stakeholders will receive this information for review annually.

B6. Use of Evaluation Data

The program engages in regular, substantive review of all evaluation findings, as well as strategic discussions about the implications of evaluation findings.

The program implements an explicit process for translating evaluation findings into programmatic plans and changes and provides evidence of changes implemented based on evaluation findings.

> **1) Provide two to four specific examples of programmatic changes undertaken in the last three years based on evaluation results. For each example, describe the specific evaluation finding and the groups or individuals responsible for determining the planned change, as well as identifying the change itself.**

In response to the competency changes by CEPH in 2016, the curriculum was fully revised. By so doing, assessment mapping was introduced to ensure that any competency that has not been adequately attained could, through the mentoring plan, be reassessed and redelivered to ensure adequate penetration by students.

   a. **Example 1: Student - to - mentor ratios**

As more faculty were hired into the DGPH, student - to - mentor ratios of assignments/consultations decreased ensuring that direct engagement and focusing on career placement and planning.

   b. **Example 2: More Assistance with Career Planning & Placement**

Data collected indicated a lack of communication and assistance with post-graduation job placement and on job mentoring. A new position was proposed and approved by the Dean to specifically focus on continuous data collection and alumni engagement. Ms. Samina Akhter filled this position on April 24, 2020 and has been assisting in implementing the career placement and on the job mentoring plan. Currently, our website has been enhanced for twenty-four-hour access for job readiness and career enhancement tools[8]. Updates to these resources are announced/communicated to the

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[8] https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-dgph-career-services

stakeholders through departmental social media sites as well as through the alumni database.

    c. More Information regarding Events and Activies of the DGPH

In response to an issues raised regarding more readily available information about the events and activities to facilitate more engagement of alumni, the DGPH launched its own website instead of publishing activities under the CVM. The DGPH also created a social media presence and makes regular posts to FaceBook, Twitter, and LinkedIn to inform and engage alumni, potential students and other stakeholders.

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

Strengths:

The Assistant Director of Analytics and Career Placement (herein after AD) is a new position. The AD has primary responsibility for collecting data from faculty and students each semester. The AD also engages with current students and alumni to assist in developing a career plan and implementing the agreed-upon plan through web-based tools and in one-on-one sessions upon request. Data collected has been used to inform program modifications and will continue to do so. Having one position coordinate these efforts will ease the burden on the program director and faculty, thereby, making reporting more streamlined.

Weaknesses:

Limited administrative staff limits the level of engagement with alumni and other stakeholders.

Plans for Improvement:

Continue to utilize the AD of Analytics and Career Placement to strengthen the alumni connections and ensure placement of graduating students. Moving forward, this type of arrangement will also aid in the ability to obtain satisfaction data from employers.

Criterion C

1) **Describe the program's budget processes including all sources of funding. This description addresses the following as applicable:**

a) Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college) explain.

Faculty and Staff Resources

The program uses two models to pay faculty salaries:

• Tenure-track faculty are typically supported by college-level faculty positions that are fiscally supported by the College through federal grants and fundraising. Examples of this include Melvena Wilson and Crystal James. They can also be supported by other resources such as institutional funds. Examples of this include Lloyd Webb.

• All non-tenure track faculty are supported by funds from the College. Examples include Ehsan Abdalla and John Heath.

Note: A portion of some faculty member salaries are recovered through external grants acquired by faculty.

The GPHP has recruited and hired core faculty to ensure high quality and sustainability of the courses offered. These faculty members have taught both core public health-related courses and other required courses that are specific to their specialty and of significance to public health training. Table 1.7.1 outlines primary faculty by concentration. The GPHP hired the Program Coordinator for Research and Training with grant funding from the Health Resources and Services Administration (HRSA).

Since the inception of GPHP in the fall of 2011, it has utilized the expertise of full-time faculty members from long-standing graduate programs at Tuskegee University. This includes the College of Veterinary Medicine (CVM) and adjunct faculty from The National Center for Bioethics in Research and Health Care. The program benefits not only from vertical support from the College of Veterinary Medicine, but also from horizontal support from other College departments that share curricular and research goals and objectives. Rueben Warren DDS, MPH, Dr. P.H., M. Div. is a professor of bioethics and the Director of the National Center for Bioethics in Research and Health Care serves as adjunct faculty with the GPHP. He teaches courses, in addition to providing guidance and leadership in curriculum development to ensure public health ethics is a salient theme in all courses taught in the program. Students in the GPHP can select graduate level courses from the School of Nursing and Allied Health, College of Agriculture, Environment, and Nutritional Sciences; as well as from the Department of Modern Languages, Communication and Philosophy in the College of Arts and Sciences. More opportunities to develop concentrated knowledge in specialty areas of public health are ongoing as the program strives to reach its optimum potential.

Currently, the budget for the program is included in the annual budget of the CVM. Several other costs inclusive of the acquisition of office supplies and software and databases, are partially supported by grant and institutional funding. Additional efforts are continuing to mobilize external resources through grants, donations and gifts. Table 1.6.1 presents a list of the funds that are sourced to cover expenditures within the GPHP.

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

Needs for additional staffing support are identified through departmental meetings, staff supervision, and via student input. Position descriptions are drafted by the Program Director and reviewed by the Dean to determine if DGPH staff or other College staff resources are able to fill the position. Then, the Office of the Dean identifies funding sources to support filling of the new position. The Office of the Dean approves any faculty solicitations, and the department head sets up interview schedules for each potential candidate. Promotions are recommended and justified by each department head and approved by the Dean based upon resources and merit. Staffing and other administrative needs of the program are usually discussed during a scheduled monthly meeting between the Program Director and Dean.

c) Describe how the program funds the following: operational costs (programs define "operational" in their own contexts; definition must be included in response)

The CVM and the Title III Historically Black Graduate Institutions grant provides all financial resources for the DGPH. Operational costs are defined as the salaries and fringe benefits for core faculty and staff, office space, classroom resources, supplies as well as resources for professional development, and travel to meetings of significance.

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

The College and the Title III Historically Black Graduate Institutions grant provides all financial resources for the DGPH. All current students are supported by the College for tuition and fees associated with the MPH program, if they are in good academic

standing with the Office of Graduate Studies & Research. Students engage in fundraisers through the Graduate Public Health Club to support activities outside of the curriculum. All curriculum-based activities such as travel to local water treatment facilities and/or participation in advocacy days at the state capital are supported by the College.

> **2. faculty development expenses including travel support. If this varies by individual or appointment type indicate this and provide examples**

Each faculty member can apply to the Associate Dean for Research and Graduate Studies for a small grant of $5,000 allocated to a research account to help offset scholarly activities. In addition, each faculty member and each staff member can request up to $2,300 for professional development and/or conference travel each year. The ability of faculty to successfully compete for external resources is limited due to the lack of accreditation of the program. Collaborations with other units within the university such as the Research Centers for Minority Institutions (RCMI) have allowed for faculty development to be supported.

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

Faculty, staff, and/or students may make request for financial support for specific activities and programs to the Program Director/Dept. Head, who works with the Office of the Dean to identify grant or endowment funds that may be available to support the identified activity and/or program. All faculty development and/or continuing education requests are supported by grant funds from the College. If the requested item does not fall within the guidelines for grant funds, the department has a limited budget allocated each academic year for departmental activities. These funds are from the College annual allocation and from specific gifts and donations made by External Advisory Board members and other friends of the program.

The College does not receive a percentage of student tuition into its budget to support student programs. All per capita tuition and fees collected are retained by the university. The College and all departments therein are funded by external grants, alumni donations, and College endowment revenue.

Tuskegee University does not allocate a portion of the indirect costs associated with grants and contracts back to the departments, who are responsible for generating said resources. All salaries recovered and programmatic activities are funded by direct cost allocations within the grants.

Not Applicable

Table 1.6.1 Sources of Funds and Expenditures by Major Category, 2014 to 2021

	Year 5 2015 – 2016	Year 6 2016 – 2017	Year 7 2017 – 2018	Year 8 2018 – 2019	Year 9 2019-2020	Year 10 2020-2021
Source of Funds						
College Funds	$162,821	$387,467	$373,068	$347,640	**$253,104**	**$238,078**
Endowment	$137,983	$4,643	$61,949	$174,456	**$427,784**	**$502,559**
Total	$300,804	$392,110	$435,017	$522,096	**$680,888**	**$740,637**
Expenditures						
Faculty Salaries & Benefits	$207,844	$354,494	$397,401	$423,737	**$578,964**	**$564,430**
Staff Salaries & Benefits	0	$37,616	$37,616	$38,054	**$39,674**	**$71,700**
Student Support	$53,920	0	0	$60,305	**$64,250**	**$104,507**
Total	**$300,804**	**$392,110**	**$435,017**	**$522,096**	**$680,888**	**$740,637**

College Funds	Funds from College to support Program start-up, cover year end unrestricted budget deficit, and salary of tenure track faculty hired for the MPH Program.
Endowment	Income from the College endowment to support activities and curriculum development
Faculty Salaries & Benefits	Expenditures associated with academic faculty positions, excluding tenure track faculty appointed before the MPH Program was initiated
Staff Salaries & Benefits	Expenditures associated with regular full time staff positions, as well as temporary positions
Student Support	Student Tuition Aid, Student Financial Aid, Student Travel Awards; Student Merit Awards

If the program 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 program budget.

Not Applicable

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

Strengths:

- The College and University have demonstrated commitment to the DGPH. Through this commitment, the core faculty of the Department is fully funded by grants and endowments in the College, which has allowed the DGPH to increase faculty and staff dedicated to the program.
- The Program has begun to generate cost recovery from faculty-led research.
- Although financially supported by the College, the DGPH has interdisciplinary support from three University Schools and Colleges which provide graduate level courses as electives to the DGPH students.

Weaknesses:
- The University does not currently allow any percentage allocation to the department from tuition and fees paid by the students in the program.

Plans for Improvement:
- Utilizing the advocacy function of the faculty senate, the Program continues to seek support for the re-allocation of a percentage of indirect funds from externally funded resources and/or tuition and fees to the Program for administrative needs.
- Continue to support and encourage faculty to successfully pursue grants and contracts that support salary recovery.

C2. Faculty Resources

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

Students' access to a range of intellectual perspectives and to breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise.
All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.

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

***Primary Instructional Faculty (PIF)** may only appear by name twice (if FTE is 1.0) in the template in the columns marked 1, 2, 4 or 5.

CONCENTRATION		MASTER'S			DOCTORAL	BACHELOR'S		ADD'L FACULTY[+]
		PIF 1*	PIF 2*	PIF 3*	PIF 4*	PIF 5*		
General MPH		Dr. Lloyd Webb (1.0)	Attorney Crystal James (1.0)	Dr. Melvena Wilson (1.0)				PIF: 2
	Gen. MPH							
								Non-PIF: 3

TOTALS:	Named PIF	3
	Total PIF	5
	Non-PIF	3

71

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

A faculty member is considered full-time if they commit 51% time or more to the DGPH.

All named primary instructional faculty are full time employees with 100% of their time dedicated to the DGPH. Three of the additional faculty members are 100% dedicated to the TUCVM, with not less than 50% time dedicated to instruction in the DGPH.

One of the non-PIF faculty members is a veterinarian supported 100% by the College. The two remaining non-PIF faculty are supported financially by other colleges and/or centers within the University and benefit from the faculty training and engagement opportunities provided within the DGPH. The FTE calculation for these two others non-PIF faculty are not governed by or allocated to the DGPH.

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

Not Applicable

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

General Advising & Career Counseling			
Degree level	Average	Min	Max
Master's	2	0	4
Advising in MPH integrative Experience			
	Average	Min	Max
	1	0	2

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

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

When asked about class size and academic advising during exit interviews conducted in Spring 2020 and more recently in the alumni focus group conducted in Fall 2021 all students indicated that they believed the class size to be conducive to learning the material presented. One student from the 2017-2019 cohort felt that the class size was too small and put too much pressure on the student to be prepared to discuss the material in class.

6) Qualitative data on student perceptions of class size and availability of faculty.

Exit interviews are conducted annually with each graduating student to gather qualitative data along with comments that students may have shared in the student satisfaction survey. Below are examples taken from alumni focus group conducted in Fall 2021.

- *I am able to contact faculty and the program director to assist me with job transitions and application to doctorial programs.*
- *I was able to bond with other members of my cohort to assist in learning competencies and to develop my community presentations*
- *We worked together as a team to ensure that all members of the cohort were able to complete the requirements of the program on time. The class size assisted in creating those relationships.*
- *It is hard when you are the only person in a class. You can never not be prepared.*

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

Weakness:

There will be more open-ended questions added to the student satisfaction survey to provide students the opportunity to respond and provide more qualitative data regarding specific programmatic goals.

Most qualitiative data has been collected in either one-on-one or focus group settings. This may create bias as to response.

Plans for Improvement:

The student satisfaction survey will be amended to include more open ended questions. The DPGH will continue to grow the faculty as the number of students in each cohort increases to make the program more sustainable while maintaining the opportunities for connection among cohort members. The unique needs of our students change over time. The new dynamic leadership of the Assistant Director for Analytics and Career Placement will assist in addressing these changing needs and challenges to provide support for students and help with faculty advisement.

C3. Staff and Other Personnel Resources

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

1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation.

Role/function	FTE
Coordinator for Research & Training	1
Assistant Director for Analytics & Career Placement	1
Program Director	.25

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

The Department benefits from the multiple staff members that work in the Office of the Dean to meet many of the administrative tasks associated with daily operations, such as grants management, conference logistics, student scholarship management, and other critical logistical tasks associated with university policies and practices. The Office of the Dean has four dedicated administrative personnel that assist in engaging with university policies and procedures around travel, grade submission, and requisitioning other services as needed. Moreover, there are two administrative personnel that assist with the management of scholarships, grants, human resource administrative processes, etc.

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

Staff support is sufficient to accommodate the current number of full-time faculty in the program, as well as new students entering the program.

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

Plans for Improvement:

- As we work to develop new pipeline programs for incoming students, we have increased staff support to ensure adequate service our current student and alumni needs.

C4. Physical Resources

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

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

- **Faculty office space**

Each faculty member has an unshared, dedicated office space that he/she utilizes for the preparation of lessons and one-on-one interaction with students that they are mentoring.

- **Staff office space**

Each staff member has an unshared, dedicated office space that he/she utilizes for completion of tasks. The program coordinator and research assistants share one large office area with their own individual desk and space for storage of materials. The department has a dedicated resource/conference room that staff may utilize for meetings with students and/or faculty.

The DGPH opened its first dedicated classroom at the beginning of Fall 2018, which provides adequate space for most lectures in the curriculum. The DGPH also has access to multiple classrooms and computer laboratories that are reserved to teaching and learning for all TUCVM students. The TUCVM curriculum committee meets each semester to ensure that all lectures and laboratories have the appropriate room assignment to accommodate the needs of all its departments.

- **Shared student space**

The Williams-Bowie Building has been dedicated by the Dean as the home for Research and Advanced Studies and Public Health, which provides offices for all current faculty and staff, and a lounge area for students to engage socially or interact between classes. There are also cubicles available for students who would like to study in small groups or find a quiet space for independent study.

- L**aboratories, if applicable to public health degree program offerings**

There is sufficient space for faculty members engaged in research that requires the use of wet laboratories. Additionally, there is animal facility that support public health research that use rodent models.

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

The DGPH benefits from an extremely active research community of pathologists, virologists, food safety specialists and other basic science researchers that have several on-going research projects that are amenable to translation into community intervention. By all accounts, being housed in the same building with these active research undertakings create a conducive environment for the Public Health Department to engage in collaborative and innovative multidisciplinary research projects.

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

Strengths:
- Support of the CVM and involvement of the Public Health Department in securing more spaces as program grows.
- The Department Head manages space allocation, in consultation with the Dean of the CVM. DGPH has 2 dedicated classrooms, with a third classroom slated for

construction in the next 2-3 years. Another classroom space is available for reservation upon request through the Associate Dean's office. Furthermore, the CVM has a computer lab space with 30 computers dedicated for computational instruction using statistical software licensed packages.

Weaknesses:

- Space within current situation is limited. Future expansion of the building will facilitate our ability to grow within the current location.

Plans for Improvement:

- As the DGPH grows, there will be some challenges obtaining new space for both classroom and outreach purposes. The Department considers space as a key element in all decision-making process and future program planning.

C5. Information and Technology Resources

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

1) Briefly describe with data if applicable the following:
- **library resources and support available for students and faculty**

All graduate students in the GPHP have access to the staff and information resources in the ***T.S. Williams Veterinary Medical Library*** at the CVM. It is one of three departmental libraries in the Tuskegee University Library System[9]. These resources adequately support the teaching program, related research, and all instructional needs of the students. The GPHP has a Memorandum of Understanding (MOU) with other campus libraries to facilitate access to a wide collection of library materials. The MOU enables the other libraries' staff to work closely with the GPHP faculty, staff, and students to ensure required journals, texts, or any other publications are made available for their use. In addition, the library personnel ensure hands-on assistance and access to electronic searches via the Tuskegee University Libraries website.

The T. S. Williams Veterinary Medical Library and the Ford Motor Company Library[10] continue to build and strengthen their resources and services in support of the research and instructional needs of faculty and students in the Graduate Public Health Program.

There was an increase in the monographic and eBook collections during the 2018-2019 academic year. To date, eighty-nine (89) books, in the public health and related disciplines, were added to the monographic and electronic book collections. The eBook

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[9] TUCVM Veterinary Medical Library
[10] Ford Motor Company Library

collection includes Matthews E-book Central by ProQuest, eBooks by Ovid, and Science Direct eBook collection.

Web-based resources and electronic journal articles are accessible via GIDEON, BrowZine, Nexis Uni, ScienceDirect, Zoological Records, PubMed, Global Health, Animal Health and Production Compendium, CAB Abstracts, PubMed Central, Veterinary Clinics of North America collection via ScienceDirect and EBSCO's Electronic Journal Service. Faculty, staff, and students can search electronic bibliographic and full-text journals databases and retrieve journal articles from their office, dorm room, and computer laboratory via remote access.

Ford Motor Company Library is a designated Federal Depository Library. Federal documents including data and statistical resources, government reports and publications, population and housing reports, and government websites are accessible to faculty and students.

The Interlibrary Loan Service (ILL) provides access to information through document delivery to faculty, staff and students when a book or journal title is not available in the library collections.

- **student access to hardware and software (including access to specific software or other technology required for instructional programs)**

Student computer access and printing services are focused in these areas in the College of Veterinary Medicine in the computer labs located in:

Williams Bowie Hall Student Computer Lab	30 Computers
Clinical Anatomy Bldg. C107 Lab	30 Computers
Clinical Anatomy Bldg. Student Lounge	6 Computers
Library	4 Computers
Rosenwald Computer Lab	45 Computers

The Computer Labs offer the traditional computer lab environment with over 120 computers with a variety of software applications, black/white printers and a color printer.

The library provides 12-hour access to a collaborative learning environment with access to technology, information resources, and assistance, with expertise, in using the technology and in information retrieval.

Daily Schedule of our Computer Labs:

Williams Bowie Hall Student Computer Lab,

Mon – Thurs 8:00 am – 11:00 pm: Fri. 8:00 – 4:30pm.

Clinical Anatomy Bldg C107 Lab

Mon–Thurs 8:00 – 4:30pm

Rosenwald Computer Lab

8:00 – 4:30pm.

Faculty access to Hardware and Software:

Faculty members at the College of Veterinary Medicine has a desktop computer with appropriate educational software appropriate for their teaching and research needs. Faculty also has full access to all the available student computer laboratories.

Each faculty member is assigned a domain username/**user ID** and a unique password that they use to sign into the Tuskegee computer network. To ensure unified platform for the entire University, the TUCVM Informatiton Technology (IT) team has installed applicable educational software throughout the entire University, with special modifications where needed.

Technical Assistant Available for students and Faculty:

Faculty, staff, and students should Contact TUCVM IT technical support group for any IT related problems. Opening and closing of student computer lab, conference room, large screen and audio-visual equipment or any help that is related to malfunctioning of equipment must be reported to TUCVM IT team. The TUCVM IT team also resolves any problems related to viewing recorded lectures, printing documents or any other general problems related to computer systems and printers.

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

Information and technology resources are sufficient to support the DGPH needs. As the entering cohorts grow, the facilities and support immediately available in Williams-Bowie Hall, as well as the other technical assistance from the University IT department will be sufficient to meet the needs of the students and faculty. Each faculty member is issued a desktop computer which is loaded with SAS and SPSS as basic software. If the faculty member requests specific software for their discipline or current research interest these licenses are secured through IT support and/or library services.

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

Strengths:

- Information and technology resources are sufficient. Approximately 90% of students own a personal computer, and all students have access to computing facilities on campus. Instructors have access to a variety of instructional software. Faculty and staff are supplied computers, and all members of the TU community may receive support from the University's full-service Information Technology and Services department.

Weaknesses:

- The public health specific collection within the College library is relatively small.

Plans for Improvement:

- Further, the DGPH Head has continued to coordinate with the CVM Medical Library, as well as the University Library to ensure PH journal publications are available, including Open Access Educational materials, where available.

Criterion D

D1. MPH & DrPH Foundational Public Health Knowledge
The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge. The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

Achievement of adequate grounding in foundational public health knowledge is measured by the student's achievement in learning objectives listed in template D1-1 or higher-level versions of the same objectives indicated in the syllabi for each primary course which carries said competencies. All students complete a capstone course MBIO 0700, which demonstrates mastery of the foundational competencies and program specific competencies in a community setting.

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

Content Coverage for MPH (and DrPH degrees, if applicable) (SPH and PHP)	
Content	**Course number(s) & name(s) or other educational requirements**
1. Explain public health history, philosophy, and values	MSPH 0626 Public Health MSPH 0630 Program Planning & Evaluation IBSC 0601 Spheres of Ethics and Public Health MSPH 0605 Introduction to Health Administration, Policy, and Law
2. Identify the core functions of public health and the 10 Essential Services*	MSPH 0626 Public Health MSPH 0605 Introduction to Health Administration, Policy, and Law
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	MBIO 0660 Biomedical Statistics MSPH 0614 Principles of Epidemiology MBIO 0661 Advanced Epidemiology MSPH 0626 Public Health MSPH 0600 Environmental Health Sciences
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	MSPH-0615 Health Disparities/Inequities MSPH 0610 Psychosocial Determinants of Health IBSC 0601 Spheres of Ethics and Public Health

	MSPH 0600 Environmental Health Sciences MSPH-0615 Health Disparities/Inequities
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	MSPH 0626 Public Health MSPH 0631 Health Education & Communication
6. Explain the critical importance of evidence in advancing public health knowledge	MSPH 0614 Principles of Epidemiology MBIO 0661 Advanced Epidemiology MSPH 0605 Introduction to Health Administration, Policy and Law MSPH 0600 Environmental Health Sciences IBSC 0601 Spheres of Ethics and Public Health
7. Explain effects of environmental factors on a population's health	MSPH 0600 Environmental Health Sciences IBSC 0601 Spheres of Ethics and Public Health MSPH-0615 Health Disparities/Inequities
8. Explain biological and genetic factors that affect a population's health	MSPH 0600 Environmental Health Sciences (covers human, animal, and plant genetic factors that impact population health) IBSC 0601 Spheres of Ethics and Public Health (covers ethical considerations of gene editing, genomic research and innovations) MSPH-0615 Health Disparities/Inequities (covers the lack of BIPOC participation in research limits precision medicine's ability to address health inequities in medicine)
9. Explain behavioral and psychological factors that affect a population's health	MSPH-0615 Health Disparities/Inequities MSPH 0610 Psychosocial Determinants of Health IBSC 0601 Spheres of Ethics and Public Health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	MSPH-0615 Health Disparities/Inequities MSPH 0610 Psychosocial Determinants of Health MSPH 0605 Introduction to Health Administration, Policy and Law IBSC 0601 Spheres of Ethics and Public Health
11. Explain how globalization affects global burdens of disease	MSPH 0600 Environmental Health Sciences IBSC 0601 Spheres of Ethics and Public Health MSPH 0605 Introduction to Health Administration, Policy and Law MSPH-0615 Health Disparities/Inequities
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)	MSPH 0600 Environmental Health Sciences MBIO 0518 Food safety & Quality MBIO 0661 Advanced Epidemiology

2) **Document the methods described above. This documentation must include all referenced syllabi, samples of tests or other assessments and web links or handbook excerpts that describe admissions prerequisites, as applicable**.

   DOCUMENTATION IN ERF D1.2 Core Course Syllabi, Sample Tests, OGSR admission requirements

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

Strengths:

Based on 2016 CEPH updated competencies and feedback from alumni, the curriculum for the program has changed to ensure that all students have the same baseline knowledge, in addition to opportunities to apply these skills in a real-world setting.

Weaknesses:

The curriculum currently has 33 credit hours in the core. This limits the availability of students to benefit from other graduate level courses that are available in other colleges and schools in the university.

Plans for improvement:

The Department is also planning to implement a summer program/on boarding process for MPH applicants that will orient students toward the expectations of graduate education and help faculty effectively prepare foundational coursework.

D2. MPH Foundational Competencies

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

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

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

Curriculum for Master of Public Health Degree		
Course number	**Course name**	**Credits (if applicable)**
Foundational Coursework	**Courses that make up the core curriculum**	
MSPH 0614	Principles of Epidemiology	3
MBIO 0660	Biomedical Statistics	3
MSPH 0600	Environmental Health Sciences	3
MSPH 0605	Introduction to Health Administration, Policy and Law	3
MSPH 0615	Health Disparities/Inequities	3
MSPH 0610	Psychosocial Determinants of Health	3
MBIO 0700.02	Capstone Evidence Practice in Public Health/Practicum	4-6
MSPH 0626	Public Health	3
IBSC 0601	Spheres of Ethics and Public Health	3
MSPH 0630	Program Planning & Evaluation	2
MSPH 0631	Health Education & Communication	2
Total		**33**
Electives/Additional Course Offerings		
MBIO 0700.01	Research Thesis	4-6
MBIO 0661	Advanced Epidemiology	3
MSPH 0620	Epidemiology of Infectious Diseases	3
MSPH 0632	Public Health Leadership & Emergency Management	2
PATH 0669	Risk Analysis and Modeling	3
MBIO 0600	Seminar I	1
MBIO 0661	Seminar II	2
MBIO 0661.02	Seminar II Special Topics in Public Health Law	3
MSPH 0700	Proposal Writing and Grant Management	2
MBIO 0518	Food Safety & Quality	3
MSPH 0625	Multivariate Analysis	3

NUSC 0521	Maternal & Child Nutrition	3
NUSC 0522	Advanced Community Nutrition	3
NUSC 0580	International Nutrition Problems & Policies	3
NUSC 0608	Recent National & International Developments in Food Science and Nutritional Sciences	3
NUSC 0652	Nutrition & Disease	3
NUSC 0651	Human Nutrition & Health	3
OCTH 0518/ OCTH 0518L	Behavioral Health & Occupational Therapy	4
OCTH 0614	Older Adults	3
OCTH 0632	Capstone Evidence Based Practice in Occupational Health	6
HLSC 0521	Ethics & Interprofessional Healthcare	3
EVSC 0507	Introduction to Geographic Information System (GIS)	3

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

Examinations and Rubrics included in ERF D2.2

Assessment of Competencies for MPH in General Concentration		
Competency	**Course number(s) and name(s)***	**Describe specific assessment opportunity[n]**
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	MSPH 0614 Principles of Epidemiology	Apply sampling methods, measures of disease frequency and association, principles of infectious disease transmission, and methods of diagnostic test interpretation to a chosen infectious disease outbreak case-study. Case Study by specifications: Discuss the design of, at least, five case studies from both qualitative and quantitative study designs. The case-study report includes a critical analysis of published articles to include identification of potential sources of bias, limitations of the study and/or data analysis, and an assessment of the results for generalizability to other populations
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	MSPH 0630 Program Planning & Evaluation	MSPH 0630 Program Planning & Evaluation Students as a class work with a community partner selected to participate in the class to complete the following activities select appropriate methods to evaluate public health programs , Design mixed methods surveys and data collection instruments to inform program development and/or use evaluation results in the development of an improvement plan

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	MBIO 0660 Biomedical Statistics	Using a quantitative data set provided to students, complete analyses for >2 groups comparisons and multiple regression using either R or Stata or SPSS. Students assess for normality, select the appropriate test(s), and interpret. They go through the regression model building process to arrive at a final model, evaluate for confounders, and assess for model assumptions. Students code qualtitative data collected and analyze using MAXQDA.
4. Interpret results of data analysis for public health research, policy or practice	MSPH 0614 Principles of Epidemiology	Essays by guidelines: Data analysis designed to synthesize and apply quantitative methods for public health. Interpret key findings summarizing the results of statistical tests including crude and adjusted results with full interpretation of crude and adjusted measures of association for public health research, policy and practice.
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	MSPH 0605 Introduction to Health Administration, Policy and Law	Instructor guided article critiques of peer reviewed commentaries and articles that highlight and examine the structure and function of health care and public health systems at the state, federal and international levels. An essential element of the critique is to compare health systems, public health systems and regulatory functions across national and international settings
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 societal levels	MSPH 0615 Health Disparities/Inequities	Determinants Analysis: As a part of the semester long individual project students work together to focus general topics they investigate by background and situational analysis then use systematic resources to describe the determinants of the problem at each level of the

		social ecological model. This culminating project allows the students to work together to describe the Alabama black belt counties and individually choose a determinant of health they will focus on for their final projects.
Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health	MSPH 0630 Program Planning & Evaluation	Assignment # 2 Prepare a needs assessment for a special population and/or local community health provider
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	MSPH 0615 Health Disparities/Inequities	Determinants Analysis: As a part of the semester long individual project students work together to focus general topics they investigate by background and situational analysis then use systematic resources to describe the determinants of the problem at each level of the social ecological model. Students apply awareness of cultural values and practices by utilizing community participatory practices and engaging their chosen black belt communities in conversation to develop the research question and the risk factors selected for analysis. This culminating project allows the students to work together to describe the Alabama black belt counties and individually choose a determinant of health they will focus on for their final projects which will include the design or implementation of a public health policy or programmatic intervention.
9. Design a population-based policy, program, project or intervention	MSPH 0630 Program Planning & Evaluation	Assignment # 3 Develop an Intervention based upon needs assessment findings to include in Final Paper & Presentation

	MBIO 0700.01 Research Thesis or Practicum	Presentation of a scientific report that encompasses the results of a community needs assessment and evaluation of intervention strategies based upon a request or need of a rural community or local health agency is the major requirement of the course. Students are required to turn-in their scientific paper; they are also required to present orally. Students can choose any public health program in Alabama for their project.
10. Explain basic principles and tools of budget and resource management	MSPH 0605 Introduction to Health Administration, policy and Law	MSPH 0605 During the course each student identifies a community organization and health issue prevalent in rural black belt counties and develops a program plan to address the needs of the population that the community organization serves. The resource allocation and management plan are developed as a critical part of this process.
11. Select methods to evaluate public health programs	MSPH 0630 Program Planning & Evaluation	Examination #1 identify the appropriate evaluation methods for each health program
Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	MSPH 0605 Introduction to Health Administration, Policy and Law	Each student identifies as the beginning of the class a state policy that has been proposed for the next legislative session in the Alabama congressional process. Each proposed legislation is tracked from introduction, to committee in both the House of Representatives and Senate. The class visits the Congressional committee to which their policy is assigned and engages the committee on ethical and research grounds based upon their empirical research on the topic. A class session is devoted to discussing the dimensions of the policy-making process including the ethical considerations and the use of evidenced based research to inform the process.

13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	MSPH 0626 Public Health	**Assignment #1:** Students will do a literature review and do a paper to propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes inclusive of values of the society, and the use of knowledge the ability to address existing and/or emerging health problems in populations.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	MSPH 0610 Psycosocial Determinants of Health	Final Paper- Advocacy paper focused on environmental policies. Students are required to present their findings orally. Students can choose any topic of environmental health policy for their project and conduct a policy analysis applicable to a rural community setting. This analysis must include advocacy for a specific political, social, or economic policy that improve the environment for the community selected.
15. Evaluate policies for their impact on public health and health equity	MSPH 0600 Environmental Health Sciences	Assignment #2 Federal register project: The federal register is the national source of announcement for any new regulations and modifications to existing regulations. There is a minimum of 30-day comment period that is associated with each announcement which provides an opportunity for scientist, activist, and public health practitioners to provide commentary to support or advocate against the regulation announced. These comments are reviewed by a team of subject matter experts that have been identified by the agency. Each student will access the federal register and identify an environmental health related regulation that has been announced or amended within the past 30 days. A comment will be prepared utilizing relevant data to evaluate the positive or negative impacts to population health and health equity if the regulation is adopted or amended. The comment must identify a relevant target population, a review of the relevant past regulatory actions taken, and articulate a recommendation that supports or argues against the proposed action.

Leadership		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	MSPH 0626 Public Health	**Group Project #1:** Students will discuss the importance of public health functions to the development of a community considering the science, politics and preventive measures impacting public health. **Group Project #2:** Students will describe why the essential public health functions are important to public health, making sure to mention why the choices that people make, and their behavior are important considerations to ensuring that the public health functions are successfully carried out to improve the health of the population
17. Apply negotiation and mediation skills to address organizational or community challenges	MSPH 0605 Introduction to Health Administration, Policy and Law MSPH 0626 Public Health	Assignment #2 After a review of negotiation and mediation techniques and strategies the class is asked to apply these skills in response to a case study that incorporates competing priorities of partner organizations that must come together to implement a strategy to address issues raised during a natural disaster or change in political leadership. Each student is assessed individually on their ability to apply negotiation and mediation skills during the assignment.
Communication		
18. Select communication strategies for different audiences and sectors	MSPH 0631Health Education & Communication	Communication Strategy Selection for Different Audiences and Sectors Assignment: Students select audiences from different sectors (e.g. K-12, professionals, lay community members), for one or multiple health issues of interest. For each sector and health aim, propose a strategy to reach them that includes consideration of audience needs, cultural competency, appropriate channels/materials, trusted sources and possible partners. Examination #1- utilizing strategies reviewed in chapters 1-3 select the best method for each target population

19. Communicate audience-appropriate public health content, both in writing and through oral presentation	MSPH 0631Health Education & Communication	Final Presentation & Paper- choose target population and develop a primary intervention campaign on a topic of their choosing. Students will then present their campaign using oral presentation format of their choice and provide a written report in the form of a final research paper using APA formatting.
20. Describe the importance of cultural competence in communicating public health content	MSPH 0615 Health Disparities/Inequities	Students describe the important of cultural competence in selecting communication strategies, includes consequences of not considering cultural competence factors. Students articulate how their product meets cultural competence considerations, and the impact on these considerations on achieving health aims.
Interprofessional Practice		
21. Perform effectively on interprofessional^ teams	IBSC 0601 Spheres of Ethics and Public Health	Students work on teams with students from other public health programs, clergy, and theology students to develop and implement an ethical intervention in a community setting
Systems Thinking		
22. Apply systems thinking tools to a public health issue	MSPH 0614 Principles of Epidemiology	Unit examination: A block examination covering basic understanding of the theory, methods, and body of knowledge of epidemiology, using an integrated 'One Health' approach, in which humans, animals and their environment are critical factors in epidemiological profiling. Causal loop diagrams discussed in class are used to depict interactions on examination.
	MSPH 0626 Public Health	Paper and Systems Diagram - Taking a One Health Approach to Address a Public Health Need: After learning a variety of systems thinking tools and frameworks from the literature and through lecture, students are challenged to create and apply a causal loop one health diagram to assess and address a public health need of importance.

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

DOCUMENTATION IN ERF D1.2 Core Course Syllabi

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

Strengths:
All MPH students meet the foundational competencies through the successful completion of required integrated core courses. The interdisciplinary nature of the core curriculum prepares students to pursue careers and/or advance degrees in public health. As detailed in criterion B5, the school rigorously evaluates the core curriculum and makes improvements each academic year based on the survey results.

Weaknesses:
It has been a challenge to ensure adequate coverage of all the new competencies in the new integrated core curriculum, but faculty continue to update, and revise courses each semester.

Plans for Improvements:
The program plans to address Research Methods and Writing, which includes an introduction and framing of the complementary nature of qualitative and quantitative methods and an assessment on qualitative data collection methods. At the time of this self-study submission, there are several pending curriculum changes before the University Curriculum committee to ensure all competencies are reflected in the course syllabi and that the courses are updated to have MSPH prefixes.

D3. DrPH Foundational Competencies

Not applicable.

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

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the program must assess *all* DrPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc.

1. **List the coursework and other learning experiences required for the program's DrPH degrees. Information may be provided in the format of Template D3-1 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each DrPH degree.**

Not Applicable

2. **Provide a matrix, in the format of Template D3-2, that indicates the assessment activity for each of the foundational competencies. If the program addresses all of the listed foundational competencies in a single, common core curriculum, the program need only present a single matrix. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.**

Not Applicable

3. **Include the most recent syllabus from each course listed in Template D3-1, or written guidelines for any required elements listed in Template D3-1 that do not have a syllabus.**

Not Applicable

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

Not Applicable

D4. MPH & DrPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level in addition to those listed in Criterion D2 or D3.

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

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

1.   **Provide a matrix, in the format of 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 program will present a separate matrix for each concentration.**

Program Specific Competencies		
Leadership	**Courses**	**Assessments**
1. Demonstrate effective management of resources and program planning skills for program development in rural communties	MSPH 0630 Program Planning & Evaluation	Assignment: Utilizing a community health needs assessment develop a program based upon needs assessment findings to include a budget for implementation and dissemination of findings
2. Use evaluation results in the development of an improvement plan	MSPH 0630 Program Planning & Evaluation	Final examination: develop an improvement plan for a public health program based upon a formative evaluation report completed earlier in the semester.
3. Develop an implementation strategy for continuity of operations in an emergency situation	MSPH 0605 Introduction to Health Administration, Policy and Law	Assignment: Case study by specification requiring students to anticipate and/or respond interruption to service due to natural disaster, bioterrorism, or other state of emergency with a 12-month continuity of operations plan with quarterly assessments and updates as needed
Rural Health Research		
4. Develop appropriate interventions that incorporate social and geospatial disparities unique to health threats experienced rural populations	MSPH 0615 Health Disparities/Inequities	Assignment: Select a rural black belt county in Alabama and identify a health outcome in which the identified population has been disproportionately impacted. Develop an intervention to address the health disparity that incorporates either a social or geospatial risk factor.
Public Health Ethics		
5. Identify and distinguish differences in bioethics in health care and public health ethics	IBSC 0601 Spheres of Ethics and Public Health	Midterm examination: After review of materials and in class discussions that define bioethics in health care, research and public health practice: students will respond to examination questions designed to identify and distinguish differences in bioethics in health care and public health ethics

2. **For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the program 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. **Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus**.

ERF D4.1 Program Specific Competency Course Syllabi

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

Strengths:

Access to the only presidentially mandated bioethics center in the United States, provides our students with the unique opportunity to learn about historical foundations of public health ethics and current challenges to public health through-out the United States. Our students are also matriculating in the only College of Veterinary Medicine housed in a Historically Black Institution in the United States. This provides a unique perspective to *One Health* strategies and their impact on minority communities. The location of Tuskegee University also allows for real world application of rural health program development and research based upon the unique experience of black belt counties. Many of these communities are located in food deserts, lack adequate access to health care, and have environmental concerns that are unique to rural America.

Weaknesses:

The current curriculum does not currently offer many opportunities to cross pollenate with other graduate level students to develop practical skills for integration of different expertise to solve complex public health problems.

Plans for Improvement:

104

To address the weakness identified above, the DGPH has developed a Ph.D., MPH educational path with other Colleges within the University and the first student graduates Spring 2021. The College has developed the initial plan for a dual degree program integrating the DVM and MPH degrees.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

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

The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which demonstrates and allows assessment of competency attainment. It must include at least two products. Examples include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Materials may be produced and maintained (either by the program or by individual students) in any physical or electronic form chosen by the program.

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

DGPH has developed relationships with community partners at the local, state, regional, national and international levels. These partners through consistent faculty and staff engagement are asked to submit projects or ideas that they believe a public health approach could assist them to address. These idea/proposals, which are reduced to writing in a form provided to partners, are vetted through the research and APEx committee. Those projects that demonstrate the potential to provide a quality APEx that integrates a minimum of 5 competencies (3 CEPH core and 2 Program Specific) are sent to faculty and students to gage interest in the opportunity. The faculty to generate hypotheses for potential research sometimes utilizes these opportunities. If a student is interested in the proposal, an application is prepared and shared with the community partner for further refinement of the project proposal and to outline expectations for the APEx. A detailed description of the process is provided in *ERF D5.2* MPH APEx Policies and Procedures

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

DOCUMENTATION IN
ERF D7.2.3   Student handbook and preceptor packet
ERF D2.1.3   Syllabi of current course offerings
ERF D5.2   MPH APEx Policies and Procedures

Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree programs, if applicable. The program must provide samples of complete sets of materials (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 program has not produced five students for which complete samples are available, note this and provide all available samples.

The DGPH amended the curriculum Summer 2017, therefore documentation of students from the 2017-2018 through 2019-2020 cohorts are provided.

> *DOCUMENTATION IN ERF D5.3 & D7.2.5 Graded Samples of APEx & Integrative Learning Experiences*

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

Strengths:

The DGPH is intentional in seeking experiences that not only enhance the applied knowledge based of students but also addresses a specific need/request of community partners in rural black belt counties of Alabama.

D6. DrPH Applied Practice Experience

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

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

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

MPH Integrative Learning Experience for General General Concentration Student must complete one of the ILE's outlined below	
Integrative learning experience (list all options)	**How competencies are synthesized**
Practicum	Students are to identify a community organization in a Black Belt county and work collaboratively to identify a problem that community would like to have addressed that may be impacted by public health intervention. Working collaboratively with the community-based organization, the student will integrate at least five competencies learned in the didactic curriculum to develop and deliver the intervention. The student will work with a team of students and/or professionals to assist in addressing a public health problem of their choice. Individuals selected for each team should have clearly defined roles and skills necessary for the research, development and implementation of your public health intervention/strategy to address the public health problem. The student will serve as the team leader and will provide background and introduction to the problem by conducting a literature review. Based upon information gathered the team will decide on what other data are needed to focus the activities, select a location and time frame for implementation of your intervention(s). Students are not limited to the College of Veterinary Medicine or Tuskegee University in developing their team.
Thesis	Each student pursuing the MPH is encouraged to complete a thesis that addresses a community based concern that allows them to work with

	community partners to collect and analyze data, complete a community assessment, analyze policy, and/or complete a secondary analysis of a primary data set that leads to recommendations for an intervention that addresses the community need(s) identified.

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

Integrative Learning Opportunities are sought out and cultivated by faculty and staff of the DGPH to assist in translating the mission and vision of the program to public health practice. Each student is required, as delineated in the DGPH student handbook[11] to complete an APEx as well as a practicum or thesis. These integrative learning opportunities are not possible without community partnerships with governmental and non-governmental community organizations that provide mentorship and hands on experience for our developing professionals. A mentoring program has been developed and is shared with each potential community mentor, to ensure that the experiences that our students receive have the necessary rigor and engagement to meet the expectations of the program.[12]

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

DOCUMENTATION IN ERF D7.2.3 Student handbook and preceptor packet

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.

DOCUMENTATION IN ERF D7.2.4 Rubrics for Integrative Learning Experience

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

DOCUMENTATION IN ERF D7.2.5

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

D8. DrPH Integrative Learning Experience

"Not applicable"

D9. Public Health Bachelor's Degree General Curriculum

"Not applicable"

D10. Public Health Bachelor's Degree Foundational Domains

"Not applicable"

D11. Public Health Bachelor's Degree Foundational Competencies

"Not applicable"

D12. Public Health Bachelor's Degree Cumulative and Experiential Activities

"Not applicable"

D13. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

"Not applicable"

D14. MPH Program Length

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

Programs use university definitions for credit hours.

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

   The MPH degree requires the completion of 46 credit hours of which up to six hours may be research or practicum related.

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

   One credit hour is equivalent to 1 contact/contact hour

Criterion E

E1. Faculty Alignment with Degrees Offered

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

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

1) Provide a table showing the program's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which 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.

Primary Faculty Alignment with Degrees Offered

Name*	Title/ Academic Rank	Tenure Status or Classification^	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Current instructional area(s)+
Dibaba, Asseged	Assistant Professor	Tenured	MSc, DVM	FreienUniverst, Berlin, (MSc) Addis Ababa University (DVM)	Epidemiology, Veterinary Medicine	Epidemiology Risk Analysis
James, Crystal M.	Associate Professor	Tenure Track	JD, MPH	Emory University (MPH) University of Houston (JD)	Environmental and Occupational Health/MPH Concentration, Law	Health Policy & Law, Environmental Health, Public Health Law, Health Disparities, Leadership
Abdalla, Ehsan	Assistant Professor	Non-tenure Track	DVM, MSc, MSc, PhD	Fasial Abad Agriculture University, School of Veterinary Medicine (DVM), Pakistan Sindh Agriculture University, Tando -Jam, School of Veterinary Medicine, Pakistan (MSc),	Veterinary Medicine, Veterinary Pathology, Epidemiology and Risk Analysis (MSc), Epidemiology and Risk Analysis (PhD)	Health Education & Communication Risk Analysis Epidemiology and Biostatistics labs

				Tuskegee University, College of Veterinary Medicine Nursing and Allied Health (MSc & PhD)		
Heath, John	Associate Professor	Non-tenure	Ph.D. MS	Auburn University	Experimental Psychology	Biomedical Statistics, Grant writing, Behavioral Analysis
Webb, Lloyd	Professor	Non-tenure	DVM, MPH	Johns Hopkins (MPH) Tuskegee University (DVM)	Epidemiology/MPH Concentration, Veterinary Medicine	Epidemiology, Risk Analysis/Communication, Public Health
Wilson, Melvena	Assistant Professor	Tenure Track	DrPH, MPH	Florida Agricultural & Mechanical University	Community Health Education (MPH), Behavioral Science and Health Education(Dr)	Public Health Multivariate Methods Health Education and & Communication

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

For information on non-primary instructional faculty alignment with degrees offered, seeTemplate E1-2: Non-Primary Instructional Faculty Regularly Involved in Instruction, below:

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
McKenzie, David	Professor	Professor Large Animal Internal Medicine	.2	DVM MS MPH PhD	Tuskegee University Tuskegee University Univ. AL at Birmingham Univ. AL at Birmingham	Veterinary Medicine Veterinary Science/Microbiology Epidemiology & International Health Health Education/Health Behavior	General
Warren, Rueben	Professor	Director National Center for Bioethics in Healthcare & Research & Professor Bioethics	.2	DDS, DrPH, MPH, M.Div.	Meharry Medical College Harvard School of Public Health (MPH, DrPH) Interdenominational Theological Center	Dentistry Concentration in Health Service Research, Health Education and Dental Public Health Theology & Ethics	General
Zekeri, Andrew	Professor	Professor Sociology	.2	PhD	Pennsylvania State University	Rural Sociology	General

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

DOCUMENTATION IN ERF E1.2.3 Faculty Curriculum Vitae

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

Not applicable.

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

Strengths:

The DGPH benefits from being in a research rich environment of veterinarians and other basic science scholars who lend their expertise to the program as course coordinators, guest lecturers, speakers, and research mentors. The *One Health* Concept that is embraced by the CVM provides the strategic framework for novel approaches to issues that continue to be the source of significant health burden in populations in the United States.

- Several of our faculty have been employed as professional public health practitioners, bringing considerable "real-world" experience into the classroom, and facilitating our APEx opportunities with community partners.
- Drawing upon the breadth and depth of public health activities across the University and in our network of external partners, our courses involve more than the faculty and practitioners noted in the tables.

Weakness:

- Lack of biostatistics expertise among current faculty

Plans for Improvement:

- In the future the program would like to recruit and hire a biostatistian to coordinate courses and to provide internal expertise for research and program data analysis
- As noted previously, a new building extension is currently slated for completion in 2024, which will provide the MPH Program with additional space allowing for continued growth in faculty numbers.

E2. Integration of Faculty with Practice Experience

To assure a broad public health perspective, the program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Programs 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, programs regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

1) **Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if applicable. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.**

To assure a broad public health perspective that is informed from public health practice, the DGPH employs faculty members who have professional experience in their areas of expertise outside of the academic setting. The DGPH also encourages and supports faculty efforts to continue to engage in active practice through community engagement.

To assure the relevance of curricula and individual learning experiences, our faculty engages with and receives guidance from practitioners at the local and federal levels through the External Advisory Board process, as well as adjunct faculty and the Rural Health Lecture Series supported by the CVM.

MPH Faculty Public Health Practice Experience:
DGPH faculty bring a wealth of practical experience to the academy, which is demonstrated in the descriptions below:

Crystal James
Crystal James' experiences began as the legal assistant to the risk manager for the prestigious Methodist Health Care System in Houston, Texas, while still in law school. Upon graduation, James' interests in public health and science once again intersected,

as she served as the Program Manager for the Public Health Sciences Institute at Morehouse College. This position allowed her to mentor students, in addition to serving as the first executive intern to Dr. Kenneth Olden, the Director of the National Institutes of Health's National Institute for Environment Health Sciences. It was during this experience when James realized the combination of her scientific, policy, and legal training provided her an opportunity to play a significant role in the translation of scientific research into sound public health policy, through the use of community-based, participatory research methods and other inclusion strategies.

As her career began to expand, Crystal James opted to begin her own practice in 2002, focusing on labor and employment issues, as well as domestic relations. James has also worked with the Council of State and Territorial Epidemiologists National Office as Program Director for Infectious Diseases and Environmental Health programs. It was in this position that she began to truly couple her scientific and legal training to influence policy in the national arena. She had the opportunity to work with state-based epidemiologist, as well as scientist and policy makers at the Centers for Disease Control and Prevention, in addition to other national agencies to set the research agenda for surveillance and research on the nation's health and plan for national epidemics such as pandemic influenza. James also assisted in the development of the language and clarification for model legislation for public health statutes that have been adopted in many states, while serving in such capacities.

Not only does Crystal James work within her legal and public health interests, she also founded Chrysalis International Consulting, LLC - a consulting firm whose mission is to establish and sustain a cadre of professional consultants that provide excellent services in the fields of public health, statistical analysis, data management, program planning, educational development, and program evaluation. As President and CEO, James has over twenty years of public health experience and extensive background in program planning and evaluation that she utilizes to enhance her role as Department Head and Associate Professor in the Department of Graduate Public Health in the College of Veterinary Medicine at Tuskegee University.

Dr. Asseged B. Dibaba received his DVM from College of Veterinary Medicine, Addis Ababa University, Ethiopia, and his master's degree in Veterinary Epidemiology from Freie Üniversität Berlin, Germany. As a junior veterinarian, he served as a veterinary officer in Southern Rangelands Development Project, Oromia Regional State, Ethiopia, where he spearheaded disease control efforts in rural and pastoral communities. As a veterinarian and public health researcher (zoonotic tuberculosis, respiratory pathogens), Dr. Dibaba is well acquainted with bacteriology and bacteriological techniques. Taking into account the immunological aspect of tuberculosis in animals and humans, he is well versed in immunology. His current position, as a joint faculty in the Departments of Pathobiology and Graduate Public Health Program at Tuskegee University, has put him in the right position to learn how regulatory processes operate in the light of keeping one's population free of certain diseases of exotic origin, by using science-based risk analysis methodology.

In collaboration with the US Department of Agriculture, Animal and Plant Health Inspection Service (USDA/APHIS), he has completed several risk assessments projects. These range from conventional products such as live animals to non-conventional products such as embryos and embryo-clones. His duties include developing epidemiologic knowledge base, data collection and analysis and preparation of scientific manuscripts.

With background in epidemiology/veterinary public health and risk analysis, not only from academic viewpoint, but also from research and personal experience, Dr. Dibaba strives to advance biomedical research, under the umbrella of '*One Health*' approach; a key mission statement of Department of Graduate Public Health Program at Tuskegee University's College of Veterinary Medicine.

Dr. Lloyd Webb, a Professor of Public Health with 24 years of experience working in the field of public health, began his professional career as a field veterinarian. His experience in working with large animals, as well as companion animals allowed him to

embrace the *One-Health* concept. He is a strong advocate for public health issues that inextricably lead to convergence of humans, animals, and the environment as a complex system that requires the input of biological, physical, social, chemical and other factors. As a Public Health Epidemiologist and *One Health* expert, he has served at several levels of government. At the national level in his native country, Trinidad and Tobago, he was the Director of the Veterinary Public Health Department. At the regional level in the Caribbean Community (CARICOM), he was the Veterinary Regional Public Health Advisor; and at the international level, he continued to serve as a Veterinary Public Health Advisor in Latin America as a staff of the Pan American Health Organization/World Health Organization (PAHO/WHO). His work experience at all of these levels provided him with public health attributes that equipped him with skills, knowledge and capabilities to address matters related to public health administration; technical program delivery; regulatory compliance and enforcement; policy formulation; and public health advisory services.

Dr. Rueben C. Warren is currently the Director of the National Center for Bioethics in Research and Health Care and Professor of Bioethics at Tuskegee University in Tuskegee, Alabama. He also served as Director of the Institute for Faith-Health Leadership and Adjunct Professor of Public Health, Medicine and Ethics at the Interdenominational Theological Center (ITC) in Atlanta, GA. From 1988 to 1997, Dr. Warren served as Associate Director for Minority Health at the Centers for Disease Control and Prevention (CDC). From 1997 to 2004, he was Associate Director for Urban Affairs at the Agency for Toxic Substances and Disease Registry (ATSDR). From 2005 to 2007, Dr. Warren served part-time as the Director of Infrastructure Development for the National Center on Minority Health and Health Disparities at the National Institutes of Health in Bethesda, MD. From 2004 to 2009, he was on leave from the National Center for Environmental Health-CDC/ATSDR) in Atlanta, where he served as Associate Director for Environmental Justice. As Associate Director at CDC/ATSDR, Dr. Warren had lead agency responsibility for Environmental Justice and Minority Health.

His extensive public health experience at community, state, local, national, and international levels range from clinical and research work in the Lagos University Teaching Hospital in Lagos, Nigeria, to heading the Public Health Dentistry Program at the Mississippi State Department of Health. Dr. Warren has contributed to the scientific literature in public health, oral health, ethics, and health services research. His professional associations include: the Health Braintrust of the Congressional Black Caucus of the United States, National Dental Association, American Board of Dental Public Health, American Public Health Association United Nations Children's Fund, and World Health Organization. Dr. Warren's membership in health-related associations has expanded his perspective on health. In 1996-97, he served as Chairperson of the Caucus on Public Health and Faith Communities, an affiliate of the American Public Health Association.

Dr. Melvena Wilson, has served in significant professional public health roles outside of academia and research. She has been a Community Health Educator for over 20 years, having worked in County Health Departments in northwest and central Florida. She was the Assistant Director for the Florida Department Of Health - Office of Minority Health, where she oversaw the Closing the Gap grant awards review and management. She also served as Trainer for statewide Public Information Officers in Risk Communication. Further she has served in Student Health Services for Florida Agricultural and Mechanical University (FAMU) and Florida State University (FSU) in their on-campus HIV clinics; as well as training PEER Health Educators for on campus outreach and education around sexual health, HIV testing and counseling, minority health/LGBTQA issues and bystander intervention.

Dr. Ehsan Abdalla, graduated with a DVM and MS (Full scholarship) from Faisalabad Agriculture University, Pakistan and served as Veterinarian for one year in the one of the largest company in Khartoum, Sudan. During her research-intensive first master of science program, she focused on histopathological studies of the bursa-dependent immune-system of chicks infected with infectious bursa disease. Having laid a solid

foundation as a graduate of her first master, she excelled in her second MS and received a Graduate Assistantship Award from Tuskegee University (2009-2011). She worked on her research projects in the Center for Computational Epidemiology, Bioinformatics and Risk Analysis (CCEBRA), Department of Pathobiology. In 2013, she had been accepted for scholarship in the Interdisciplinary Pathobiology (PhD), in the same department and area. In March 2016 Dr. Abdalla was promoted to serve on the organizing committee to trainee scientists for capacity building in international workshops for Sanitary/Phytosanitary measures and Science based Risk Analysis from more than 10 African counties in science-based risk analysis that was held in Addis Ababa, Ethiopia along with Tuskegee University's Center for Computational Epidemiology, Bioinformatics and Risk Analysis (CCEBRA) team. She mentored and taught the Tuskegee Youth Safe Haven Students to the Tuskegee area youth, Safe Haven Summer Enrichment Program. Also, she participated in the International Culture Introduction to the Safe Haven Children's' of Tuskegee Community.

The DPGH regularly utilizes guest lectures from external advisory board, federal, state, and local public health agencies. These lecture are integrated into specific courses as well as the Rural Health Lecture Series that is sponsored by the CVM and managed by the DGPH.

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

Strengths:

A **strength** of the GPHP is all primary faculty are expected to engage in service, defined as "public health practice that serves the community especially Black Belt Counties of Alabama". To this end many primary faculty members demonstrate a commitment to the field of public health through improving its ability to serve vulnerable populations. For example:

- *Dr. Ehsan Abdalla* is a Research Centers in Minority Institutions International's member (RCMI), serving as a community liaison on Cervical Cancer in the BBC of Alabama. She is also working on HIV/AIDS with various health departments (Medical Advocacy Outreach). From

2010-2016, Dr. Abdalla was a winner of 6 awards in elimination of health disparities through translational research. More recently she was awarded a one-year Pilot Project Grant (April 2018-April 2019) by Tuskegee University Center for Biomedical Research/Research Centers in Minority Institutions (TU CBR/RCMI) Program at the National Institute of Health. Populations to be served: women aged 18 years and older who are living in Macon County, Alabama, US.

- **Attorney Crystal James** is an active member of "The Movement 46" a civic engagement volunteer association under the auspices of the Tuskegee Macon County Community Foundation, Inc. (TMCCF), a community-based 501 (c) (3) public charity organization. TM46 focuses on the betterment of Macon County with a concentration on the County Seat, City of Tuskegee, to beautify and enhance economic growth, community development and health security. Attorney James is a founding board member of "Women of Color Advancing Peace, Security and Conflict Transformation" which is an international organization focused on creating opportunities for women of color to advance in the foreign policy, public policy, and diplomacy spaces.

Weaknesses:
- There is continuing need for a specialist in bioinformatics/data sciences to support the work in communities.

Plans for Improvement:
- A job description has been developed and recruit is underwayto identify a faculty member with expertise in Biostatistics/data sciences.
- Continue to expand the reach of the faculty in the DGPH throughout the black belt counties of Alabama and the Southern Black belt States.

E3. Faculty Instructional Effectiveness

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

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

The program supports professional development and advancement in instructional effectiveness.

1) Describe the means through which the program ensures that faculty are informed and maintain currency in their areas of instructional responsibility. The description must address both primary instructional and non-primary instructional faculty and should provide examples as relevant.

The MPH Program, the CVM, and Tuskegee University as a whole encourage faculty to invest in maintaining currency in their areas of instructional responsibility. MPH faculty attend instructional workshops including engaged learning and assessment workshops delivered by the University (ODEAL) as well as attending professional conferences and presentations.

Program has committed to providing all faculty and staff with support up to $2,500 to attend one or more professional development/academic conferences a year. Both PIF and non-PIF attend monthly team meetings, where attendees often share updates about recent or upcoming conferences or webinars to attend related to their area of instruction or research, in addition to sharing these via the listserv. Faculty are encouraged to attend conferences, symposiums, workshops, etc. hosted by the University, College of Veterinary Medicine, APHA, and others.

The program director through the Assist. Director for Analytics and Program Planning tracks biannually faculty participation in professional development, conference attendance and workshop delivery in community settings.

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

The DGPH is committed to the ongoing evaluation of all of its degree programs, which includes the evaluation of instructional effectiveness. The overarching evaluation plan is outlined in criterion B5, which includes impact/outcome evaluations that are monitored by the Education Evaluation Subcommittee of the Curriculum Committee. The evaluation of each curricular component ensures that:

- Individual courses result in the achievement of learning objectives,
- Activities, such as the practicum and integrative learning experiences and research projects are appropriately matched to achieve the designated competencies, and
- The overall curriculum results in the achievement of desired outcomes

Faculty are evaluated annually by theDepartment Head on their teacher effectiveness based upon student evaluation as well as peer review of lectures given during the evaluation period. This information is reviewed with each individual faculty member and strategies for improvement are developed based upon the evaluation data, assessment review completed by the Director of Analytics, and the student satisfaction survey process. If necessary, a development plan is identified and discussed with the impacted faculty member for completion. Progress is assessed at the formative stage after intervention of development plan, as indicated by the level and type of issues identified. A formal annual meeting with the Department Head is a central component of the review process as it provides the opportunity to discuss activities, accomplishments, expectations, and development plans for the advancement of faculty scholarship, teaching, service, and citizenship. Faculty are invited to provide self-assessments of their teaching, scholarship, service and citizenship activities to enrich the discussion. Reviews with the chair are completed by all primary and non-primary faculty annually.

Student course/instructor evaluations are also a critical aspect of evaluating instructional effectiveness. The University Office of Institutional Effectiveness, Research, Assessment, and Planning administers course evaluations. Students receive

an email invitation and up to three reminders to complete the evaluation form. The program stresses the importance of professional feedback and indicates that comments should focus on course elements that helped the student's learning process. Both qualitative and quantitative results are compiled into a report that is shared with the department and individual faculty to review at the close of each semester. All faculty have time to review the evaluations before they are made available to the department head.

Faculty who serve as major professor for individual students also participate in the process by reviewing the competency logbook with their students. This competency level review assists the advisement process for course sequencing as well as informs decisions regarding learning assessments, teaching methodology and use of educational technology, classroom management, and training opportunities for faculty and staff to enhance the learning experience. All of this information is summarized by the major professor and shared with the Education Evaluation Sub-committee. This information is made available to the DGPH students through the department head.

3) **Describe available university and programmatic support for continuous improvement in faculty's instructional roles. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.**

The Office of the Provost and the Office of the Dean for Research and Graduate Studies conduct programs during the academic year that all faculty are invited to participate in to further develop their teaching effectiveness and leadership/mentorship roles. Over the past academic year, faculty in the department participated in at least one leadership development workshop as well as a workshop focused on developing impactful syllabi in which measurable objectives and assessments were mapped to said assessments.

As part of the Curriculum Committee's charge to oversee educational programs and to ensure that faculty maintain currency in their areas of instructional responsibility, the Committee oversees systematic reviews of all course syllabi. At least once per year, the Department Head and Assistant Director of Analytics and Career Placement reviews all syllabi for courses offered. New courses receive a more detailed review to include syllabi, Blackboard site, related teaching materials, online course evaluations, and student work products (e-portfolios, papers, policy briefs, proposals, videos/webinars, etc.).

The following questions are essential considerations for the review:
1. Course content and design: Does the syllabus give clear direction to students regarding the course, competencies, assignments, methods of student assessment, readings, and other requirements?
2. Teaching Experience: What relevant work experience and/or teaching experience does the instructor have?
3. Student Learning: What are the student work products and how do they demonstrate competency and achievement of the course learning objectives?
4. Feedback: Are there any themes found in student feedback?

The reviews are documented and describe the process, findings and recommendations. Reports are reviewed by the Curriculum Committee. A summary of the final report is shared with the instructor.

ERF E3.3 Fliers and Material from trainings

- The Booker T. Washington Leadership Training
  - A year-round series of workshops tailored for employees and geared toward exploring the impact of student learning and success. The trainings focus on innovative curricula and instruction and integrating student learning and success into community. improvement efforts. Eventually, the institute's activities will expand to include students.

- o Jan. 31, 2019-Feb 1, 2019: Theme: Academic Leadership for Advancing Organizational and Effectiveness: Leading Within and the 'US' in Tuskegee
  - o November 15, 2019, Dr. David Wilson, a two-time alumnus and current president of Morgan State University, shared his unique perspectives on transformative leadership
- Annual *One Health* Symposium
  - o Fall semester of each academic year the CVM sponsors a symposium that highlights the interdisciplinary strategies of one health. The Annual Kenneth Olden Lecture is held during this symposium and highlights environmental public health and animal health topics that stimulate faculty mentored student lead research ideas for applied practice experiences and/or integrative learning experiences
- Office of the Provost: Lunch & Learns and Training Institutes
  - o April 2019, the Office of the Provost hosted a two-part workshop on Wednesday, April 3, in the Kellogg Conference Center Meeting Room C. Entitled "Strategies for Effective Engagement ('SEE')," the first portion from 12 p.m. to 1:30 p.m. will feature presenter Dr. Brenda Litchfield, former director of the University of South Alabama's Innovation in Learning Center. The second session, scheduled from 2 p.m. to 3:30 p.m., will feature a panel of faculty facilitators who will continue the discussion of "SEE" topics.
  - o August 2018, All University Conference "*REACH for Excellence: New Paradigms to Enhance Student Learning*"
  - o May 2018, Lunch & Learn "The Flipped Classroom and Best Practices for Effective Teaching and Learning"
  - o February 28, 2017 "Designing Instruction to Transform Students' Fixed Mindset to Growth Mindset"

4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement. ERF E3.4 Faculty Handbook

Decisions regarding faculty advancement are made based upon evaluation guidelines, as outlined in the University Faculty Handbook. The guidelines are intended to clarify expectations on appointment and promotion decision and are used by faculty, department heads, and the Office of Dean in making decisions about tenure and promotion. The specific criteria for appointment and promotion at each academic rank in teaching, scholarship, and service are listed below:

Instructional efficacy:
- Courses taught (traditional and online), student learning outcomes in each course Pedagogical advances (e.g., course revisions, instructional innovations, online course shell development)
- Faculty and student evaluations
- Graduate student supervision, as applicable and considering the number of graduate students.

All tenure track faculty have some level of responsibility for research, teaching and academic service. Non-tenure track faculty appointments typically have more focused responsibilities and are evaluated on performance relative to the terms of their appointment, primarily including teaching and practice/extension.

5) **Select at least three indicators, with one from each of the listed categories that are meaningful to the program and relate to instructional quality. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the lists that follow, the program may add indicators that are significant to its own mission and context.**

1. **Program Level Outcomes**
   - Courses that are team-taught with interprofessional perspectives
   - Courses that integrate technology in innovative ways to enhance learning
   - *Implementation of grading rubrics*
   - ***Courses that integrate service learning***
   - *Courses that integrate community-based practitioners*

Ensuring that students are uniquely grounded in rural public health practice is an intentional focus of the program. We are able to produce work-force prepared graduates that are immediately ready to serve in rural areas because it is built into each course the opportunity to apply the skills and competencies to rural populations. Rural citizens are generally medically underserved and most poised to be positively impacted from sound public health intervention. Rural health issues are similar across diverse ethnic groups as they relate to accessibility, acceptability and trustworthiness.

The curriculum committee, while redesigning the course work, agreed that having classes which allow students to develop skills specific to rural population would be an appropriate distinguishing characteristic of the program. The committee was intentional about reviewing syllabi for activities and assessments that allow students to provide needed services in the community. It was determined this would be an approach which would help set the program apart from other public health programs in the region and assist in recruiting students that would most interested in serving the population the University and College historically have served.

2. Faculty Currency
- External reviews of the proposed or existing courses or curricula, outside of normal university processes
- Faculty maintenance of relevant professional credentials or certifications that require continuing education.
- Peer/internal review of syllabi/curriculum for currency of readings, topics, methods, etc.
- **Annual or other regular reviews of faculty productivity, relation of scholarship to instruction**

The annual faculty review provides an opportunity for faculty to reflect on their work and to identify areas for development through a structured review process with the Department Head. The review examines faculty productivity in research, practice, and scholarship; and discusses how these activities translate into the classroom. Gaps that are identified during the review process are addressed with assistance in identification of faculty mentors and/or appropriate professional development

resources. The annual reviews reflect commitment to faculty development by the department and college. Over the past three years, this process has evolved as the program that was once a part of another department transformed into its own department. It has become more formalized over the past two years with the intention of becoming more closely aligned with scholarship and engagement of expectations of all faculty. The annual faculty review currently only encompasses review of faculty within the department. The adjunct faculty are all members of other Colleges within the University which provide their own reviews. These adjunct faculty while not yet involved in the full annual review process are given feedback and suggestions for quality improvement based upon student satisfaction data and peer teaching review data.

3. Faculty Instructional Technique
- Participation in professional development related to instruction
- **Student satisfaction with instructional quality**
- Peer evaluation of teaching
- Frequency of internal quality reviews of existing courses

Course evaluations are administered at the end of each semester and are used to collect feedback on the quality of teaching and learning in the classroom. Course evaluation feedback highlights the student experience and allows faculty to reflect on what worked well and how the course can be improved. The information gathered also informs the annual faculty review process.

DGPH students also provide feedback on their satisfaction with instructional quality in the student satisfaction survey which is administered annually. According to the 2020 survey results, 70.8% of all respondents indicated that professors teach extremely well or very well.

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

Strengths:

Service learning is a large part of the program with class projects and assessments, applied practical experiences, as well as integrative learning experiences being developed from actual questions and/or requests that have been received from community partners. We are able to say with certainty that these experiences are important to the communities we serve because they originate there. These strong community relationships come from faculty and staff that are committed to the mission and vision of the program.

Weaknesses:

None Identified

Plans for Improvement:

If data trends begin to indicate weakness in this area, we will survey students more frequently to have more opportunities to improve perceptions and address issues in a more timely manner

E4. Faculty Scholarship

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

The types and extent of faculty research align with university and program 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 program's definition of and expectations regarding faculty research and scholarly activity.**

As indicated in the faculty's letter of appointment, a statement of expectations for research, services, and instruction is outlined. In general, it is expected that all faculty publish at least one manuscript in a peer reviewed journal and/or submit one proposal for research dollars to a government or non-governmental agency each year.

As many of our faculty are in non-tenure earning faculty positions the focus is on instruction, as such the outcome measures are to encourage all faculty in the department to engage in ongoing research and dissemination activities.

As outlined in the Department's goal #2: Excellence in Research. Within the DGPH research is defined as CBPR strategies utilizing collaborative partnerships to improve population health and wellness.

Further the CVM defines research (per Faculty Handbook) as "the expansion of knowledge through scientific presentations at local, national and international conferences including internal/on-campus seminars and workshops. Faculty members are expected to maintain a standard of two-three scientific presentations annually with

at least one at either a national or international conference as they move through the professorial rank"

(Department Strategic Plan in ERF B1.1.2; and TU Faculty Handbook ERF E3.4)

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

Tuskegee University provides the following administrative support services to research and scholarly activities:

- The Division of Research and Sponsored Programs specializes in assisting faculty and administrators in proposal review and submission, award negotiation and acceptance and University Policies and Procedures regarding budgets and indirect rates. They also provide coordination for all pre-award and non-financial post-award needs.
- The Office of the Chief Financial Officer through the CVM grants administration staff assists faculty in setting up budgets when awards are received and compliance oversight of sponsored program accounts, financial reporting and billing to grantors as well as effort reporting.
- The University Institutional Review Committee assists faculty, administrators and staff involved in research comply with city, state, and national laws and regulations, and maintain standards of integrity, quality, and ethics (Animal Care and Use, Human Subjects, Responsible Conduct of Research, etc.)

At the College level, the CVM has policies and practices in place to support faculty involvement in scholarly activities. The Office of the Associate Dean for Research and Advanced Studies in the CVM offers small grant opportunities for faculty to conduct pilot research with the potential to develop into full proposals to governmental entities. Each faculty member has the opportunity to apply for these research funds each year. The CVM is also home of a Center of Excellence for Veterinary Medical Education that is funded by the Department of Health and Human Services as well as enjoys longstanding history of funding from US Department of Agriculture that provides opportunities for faculty to partner with faculty conducting biological and animal studies

to translate those findings to population-based intervention strategies. Tuskegee University College of Arts and Sciences and the CVM also have a co-principal investigator funded by a Research Centers for Minority Institutions (RCMI) grant to conduct research on prostate cervical and breast cancer in which the DGPH faculty and student partner to develop health education and community engagement strategies to translate basic scientific findings into public health practice.

3) **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.**

   a. Atty James' research interests are in health policy analysis and the impact of legal intervention in rural and minority communities. These skills are integrated in the instruction of students in the Introduction to Public Health Administration, Policy & Law, Environmental Health Sciences, and Special Topics in Health Law.

   b. Dr. Webb is a public health veterinarian with extensive regional and international experience and research interest in environmental health, food safety, and epidemiology of infectious diseases. He is currently focusing on environmental toxicants and pollutants of public health importance in the Black Belt Counties of Alabama.

   c. Dr. Dibaba has extensive experience in training students and professionals in epidemiology. Dr. Dibaba has developed online study modules for students in his epidemiology courses as well as has delivered several workshops in African countries focused on risk assessment and epidemiological skill building. Lessons learned from these experiences inform his teaching instruction to the DGPH students as well provide them with a resource for international engagement.

   d. Dr. Rueben Warren engages in research in bioethics and public health ethics. His faculty mentored student lead research efforts have led to student publications in peer reviewed journals while engaged in their applied practice experiences as well as under his leadership as major professor for integrated learning experiences.

4) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. ERF E4.4 Artifacts of Student Involvement in Faculty Research

     a. Dr. Ehsan Abdalla has a RCMI grant to conduct research on cervical cancer risk factors in rural populations. She has hired GPHP students to work with her on this project which has led to poster and oral presentation opportunities for our students.

     b. Atty. James served as major professor for a policy analysis conducted as the request of community partners regarding landfill reauthorization and opportunities for community advocacy in the permitting process

     c. Dr. Lloyd Webb in partnership with the College of Agriculture, Environmental and Nutritional Sciences (CAENS) has mentored a student in a theses project in response to the public health importance of failed septic systems I, the Black Bet Counties of Alabama, and has guided the practicum experience of a senior graduating student who has worked with community organizations in Macon County to frame a risk analysis pathway for environmental toxicants in the Black Belt Counties of Alabama.

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

Decisions regarding faculty advancement are made based upon evaluation guidelines as set in the University Faculty Handbook. The guidelines are intended to clarify expectations on appointment and promotion decision and are used by faculty, department heads, and the Office of Dean in making decisions about tenure and promotion. The specific criteria for appointment and promotion at each academic rank in teaching, scholarship, and service are listed below. The specific criteria come from the University faculty handbook that is located at ERF E3.4 Faculty Handbook.

Research area/ scholarly niche/creative work:

- Grants and contracts that impact scholarly work as opposed to block or institutional grants

- Patents and royalties in those disciplines that reflect excellent scholarly work but are not immediately publishable.

- Proposals submitted and outcomes
  Pending action/ grants and/or contracts awarded

Scholarly products:

- peer-reviewed external journal publications

- peer-reviewed internal Tuskegee University journal publications

- professional exhibits (as applicable)

- local/national/international conference presentations

- newspaper articles

- non-peer reviewed publications (electronic or hard copy)

- publications in conference proceedings, abstracts

- books and book chapters

6) **Select at least three of the measures that are meaningful to the program and demonstrate its success in research and scholarly activities. Provide a target for each measure and data from the last three years in the format of Template E4-1. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.**

Template E4-1 below demonstrates that we have well exceeded that target each year in the past three years.

Template E4-1: Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	Target	Year 1 2018-2019 N=6	Year 2 2019-2020 N=6	Year 3 2020-2021 N=6
Submit at least one abstract to a conference that goes through a peer review process	1/per PIF/year	20	20	15
Prepare and submit at least one manuscript for publication to a peer reviewed journal per academic year	1/per PIF/year	21	30	30

Publish at least one manuscript per academic year in a peer reviewed journal	1/per PIF/year	19	22	12
Engage at least one student in your research activities that will integrate the CEPH and program specific competencies	1/per PIF/year	5	8	5
Prepare and successfully submit at least one proposal for funding to support research and/or student development each academic year	1/per PIF/year	2	8	3

*N= number faculty contributing each year

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

Strengths:

The intentional commitment to interdisciplinary research that is fostered by the University Research Center for Minority Institutions (RCMI) grant and well as other Centers of Excellence at the University and College levels provides opportunities for faculty to collaborate and engage in meaningful research projects. This research core provides strength to the DGPH as a new department in quickly developing new faculty and forming outside faculty partnerships to enrich the scholarly environment. Faculty have engaged and collaborated successfully to develop funded research projects in the three short years the department has been in existence. Because the program is not yet accredited, there are notices of funding opportunities that we may not submit for individually as a department. However, faculty has formed collaborations with other faculty in different units to develop successful funded projects. At the time of this submission, the department has submitted four proposals for funding. Two proposals have received positive reviews from the program and been referred for funding.

Students are engaged in research and applied practice through their coursework and many engage in in-depth research with faculty in the field. The college has further strengthened the potential for faculty mentored student led research by seeking to hire a dedicated grants person for the college that will be able to provide more one-on-one assistance with finding and developing proposals for applicable notice of funding opportunities.

Weaknesses:

As a new program, faculty are required to instruct a full load of course as new hires and are not allotted release time to develop research until funding is secured to hire adjunct faculty to cover the content. This creates a delay in the development of new research projects by new faculty.

Plans for Improvement:

Once accreditation is received, the faculty will be able to compete for many of the federally funded grant programs that require applicants to be affiliated with an accredited program as a condition of eligibility.

E5. Faculty Extramural Service

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

All faculty are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the program'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 program's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.**

Faculty members are encouraged to create and maintain relationships with local community groups to assist in the development of coalitions for student experiential learning. Faculty are also supported in engaging in activities related to their specific profession and/or disciplines to assist in professional development opportunities as well as to provide scholarly service in these environments.

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

Each faculty member in the DGPH is required to integrate service learning into the courses, where appropriate. The Dean of the CVM and the President support and facilitate extramural service by appointing faculty members to community taskforces and providing the flexibility to provide technical assistance to the community free of charge.

Typically, Tuskegee University tenure-track faculty have 5% of their effort allocated to service. Extramural service expectations are commonly met by activities such as: servicing on professional organization committees, editorial boards of journals, etc.

3) **Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students.**

Faculty participate in several conferences sponsored by community organizations to provide health messages and translation of scientific findings at the university into public health practice strategies for community members. Second year students are often included in the workshops/presentations to increase their presentation skills and to expose them to delivering culturally competent health messages in a community setting. Below are a few of the recent community engagement activities: ERF E5.3 Fliers and/or Invitations for Faculty participate to Community engagement

- *"Reframing National Security: Communities United Towards Health Security"* Community Health Forum Sponsored by Tuskegee University Libraries and Delta Sigma Theta Sorority, Inc. (April 2018) Two second year students also presented their integrative learning experience reports during this health forum.

- Supported the Diabetes Coalition Support Group in Tuskegee at its monthly meetings at Greenwood Baptist Church in Tuskegee. Students provided health education around diabetes and health lifestyles during these meetings.

- Provided ongoing service to the community organization *Students for Education and Economic Development (SEED) Inc.*, attended `several of its weekly meetings in Tuskegee, and has supported the hosting of the *War on Murder* and the *Atonement Memorial Garden Grand Planting* in April 2019.

- On September 4, 2018, Macon County Board of Education meeting. Students were able to engage in the policy development process during this meeting.

- On September 6, 2018 - invited (and attended) by Tuskegee Housing Authority Resident Council Executive Board to attend their monthly meeting.

- Engaged in the community in Macon County through town hall settings and administration of a questionnaire on health-related disparities on diseases like HIV/AIDS, Cancer, Diabetes etc.
- Presented at the 4th Pan African Conference and Workshop on SPS Regulations and Science-Based Risk Analysis May 22 – 23 And May 24 - June 2, 2017 respectively, Laico Lake Victoria Hotel, Entebbe, Uganda, serving on the organizing committee and the team to train scientists and government administrators from more than 10 African counties on capacity building in international standards for Sanitary/Phytosanitary measures and science based risk analysis to promote global trade of agricultural products. A USDA/ APHIS sponsored project.
- Engaged in the Second Conference on Bioethics Issues in Minority Health and Health Disparities Research (Funded by TU RCMI)
- Engaged in the Alabama Cancer Society Cancer Day at the State Capitol meeting with State Representatives (April 2019); Students were able to meet legislators and advocate for a health disparity issue that is prevalent in Alabama black belt counties (BBC).

4) Describe and provide three to five examples of student opportunities for involvement in faculty extramural service.

Students are engaged in extramural service by presenting at meetings, conferences, and symposia in which faculty are invited as convener, keynote speaker, or facilitator. Below are recent examples of student presentations at community sponsored meetings, conferences, and/or symposia: ERF E5.4 Fliers and/or Invitations to Student Participation in Community engagement

- Policy Analysis: Landfill Permitting Process and the Ashurst Bar/Smith Community (Nathalia Beras Ramirez, MD, MPH) presented information on the permitting process at a local church in the Ashurst Bar/Smith community in response to community request for assistance.
- The Effect of State Laws on Breast Feeding Practices (Candy De La Cruz, MD, MPH) Student presented findings from this research during a health fair held by

local chapter of a national sorority.

- Framing an Environmental Risk Analysis Pathway for Health Disparities in the Black Belt Counties of Alabama (Samina Akhter, MSc. MPH) Pertinent findings from this research was presented in a community setting in Macon County, AL
- Poster on The Relationship between Environmental Pollutant and the Risk of Development of Breast Cancer in the Black Belt Counties of Alabama (Samina Akhter, MSc, MPH) This student presented this work as a poster in a regional conference held at University of Alabama at Birmingham

5) Select at least three of the indicators that are meaningful to the program and relate to service. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list that follows, the program may add indicators that are significant to its own mission and context.

Faculty members are encouraged to create and maintain relationships with local community groups to assist in the development of coalitions for student experiential learning. Faculty are also supported in engaging in activities related to their specific profession and/or disciplines to assist in professional development opportunities as well as to provide scholarly service in these environments.

6) Describe available university and program support for extramural service activities.

Each faculty member in the CVM is supported by the Office of the Dean to attend at least one professional development activity during each academic year.

7) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students.

Faculty participate in several conferences sponsored by community organizations to provide health messages and translation of scientific findings at the university into public health practice strategies for community members. Second years students are many times included in the workshops/presentation to increase their presentation skills generally and to expose them to delivering culturally competent health messages in a

community setting. Below are a few of the recent community engagement activities:

ERF E5.3 Fliers and/or Invitations for Faculty participate to Community engagement

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8) Describe and provide three to five examples of student opportunities for involvement in faculty extramural service.

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- Poster on The Relationship between Environmental Pollutant and the Risk of Development of Breast Cancer in the Black Belt Counties of Alabama (Samina Akhter, MSc, MPH) This student presented this work as a poster in a regional conference held at University of Alabama at Birmingham
-

9) Select at least three of the indicators that are meaningful to the program and relate to service. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list that follows, the program may add indicators that are significant to its own mission and context.

Outcome Measures for Faculty External Service				
Outcome Measure	Target	2018	2019	2020
Attend at least one community meeting per academic semester	48 by 2020	5	25	40
Present oral or poster presentation at community sponsored conference, meeting, and/or symposium per academic year	24 by 2020	10	8	10
Number of Community-based service projects involving faculty	24 by 2020	7	7	10

Strengths:

- Access to the only presidentially mandated bioethics center in the United States, provides our students with the unique opportunity to learn about historical foundations of public health ethics and current challenges to public health through-out the United States.

- Our students are also matriculating in the only College of Veterinary Medicine housed in a Historically Black Institution in the United States. This provides a unique perspective to *One Health* strategies and their impact on minority communities.

- The location of Tuskegee University also allows for real world application of rural health program development and research based upon the unique experience of black belt counties. Many of these communities are located in food deserts, lack adequate access to health care, and have environmental concerns that are unique to rural America.

Weaknesses:

The current curriculum does not currently offer many opportunities to cross pollenate with other graduate level students to develop practical skills for integration of different expertise to solve complex public health problems.

Plans for Improvement:

To address the weakness identified above, the DGPH has developed a Ph.D., MPH educational path with other Colleges within the University and the first student graduates Spring 2021. The College has developed the initial plan for a dual degree program integrating the DVM and MPH degrees.

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

Decisions regarding faculty advancement are made based upon evaluation guidelines as set in the University Faculty Handbook. The guidelines are intended to clarify expectations on appointment and promotion decision and are used by faculty, department heads, and the Office of Dean in making decisions about tenure and

promotion. The specific criteria for appointment and promotion at each academic rank in service are listed below. The full appointments and promotions guidelines are available at ERF E3.4 Faculty Handbook.

Service:

Promotion to any professional rank shall require evidence of **Service to the University** in the form of active participation on committees, councils, and similar groups and international programs activities and efforts to increase the University's revenue. This is not to imply that persons not elected to campus-wide committees are ineligible to hold these ranks. Consideration will be given for participation in a variety of activities, both on the campus and in the community, national and international arena, in the widest sense. Examples of such activities include the following:

- **Faculty Sponsorship of Student Activities:** (e.g., volunteer student organizations, Debating Society, scholastic and honor societies, professional clubs, departmental organizations, social clubs, etc.)
- **Consultantships:** (e.g., to professional organizations and societies, educational institutions, industry, governmental services.)
- **Service on University and other Committees:** This category includes services in the state and region as well as those in the campus community. It may also include the holding of office in professional societies.
- **International Service:** A faculty member whose primary or major contribution is in international service may excel in any one or a combination of the following: administration, institution building program, conducting research, training counterparts, short-term training of foreign nationals – either in or out of the country, and extension training related to overall implementation and acceptance of international activity. Responsibilities and accomplishments in international service may be evaluated by describing programs initiated, overall performance and productivity under these programs, uniqueness of international contribution, program acceptance (locally, nationally, internationally), communication of results

(in reports and professional publications), short or long term impact of programs, special recognitions received, unusual difficulties and problems encountered and success in handling the situation, and unique situations associated with the international assignment.

- A faculty member who accepts an international assignment remains a member of the respective academic unit. Established practices with respect to evaluation, promotion, salary increases, etc., continue to apply. The College Dean, department head or the faculty member's immediate supervisor, will perform annual performance appraisals, make salary adjustment recommendations and initiate promotion and tenure proceedings. Similarly, service credit towards tenure while the faculty member is on international assignment is accumulated in the same manner as for those assigned to on-campus activities.
- When evaluating applications for ranking of faculty members with no prior experience at Tuskegee University, consideration shall be given to services performed at their previous place(s) of employment.

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

Strengths:

Service through community engagement is a critical aspect of the mission of the DGPH as articulated in the strategic plan. It is also embedded in our core value of ethical leadership and an intentional component of the annual review of faculty and the overall programmatic activities for the year. This approach to faculty extramural service creates high expectations for faculty performance and provides opportunity for student development.

Weaknesses:

None Identified

Plans for Improvement:

None Identified

Criterion F

F1. Community Involvement in Program Evaluation and Assessment
The program engages constituents, including community stakeholders, alumni, employers and other relevant community partners. Stakeholders may include professionals in sectors other than health (e.g., attorneys, architects, parks and recreation personnel).
Specifically, the program ensures that constituents provide regular feedback on its student outcomes, curriculum and overall planning processes, including the self-study process.
   1) **Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.**

The DGPH has several formal mechanisms for soliciting input for our constituencies including alumni, employers, public health leaders and practitioners, local organizations and the College Executive Leadership Team. All of these avenues represent formal engagements with multiple community sectors, are reviewed regularly, and are a part of the DGPH ongoing efforts to be well integrated with and responsive to stakeholder. These partners were active participants in the Department's strategic thinking process and provide feedback on the work of faculty, staff, and students to ensure continuous input on projects that impact the DGPH's strategic plan and advancement of the mission.

CVM Executive Leadership Team

- Dr. Tippett Head, Department of Pathobiology
- Dr. Martin, Head, Department of Clinical Sciences
- Dr. Wirtu, Head, Department of Biomedical Sciences
- Dr. Samuels, Associate Dean of Graduate Studies & Research
- Dr. Casimir, Associate Dean of Academic & Student Affairs
- Mr. Perry, Director Office of Veterinary Admissions & Recruitment
- Ms. L.K. Allen, Director of Resource Development & External Relations

The DGPH has an external advisory committee that serves to ensure the activities of the department are in line with the guiding principles of the department and college.

The members of the external advisory committee chair by Dr. Maleeka Glover are listed below:

A. Maleeka Glover, ScD, MPH, CHES
   Former Epidemiologic Investigative Service (EIS), Board Chair
   Division of Emergency Operations
   Chief, Medical Operations Team (MIT)
   Senior Science Advisor/Epidemiologist
   Centers for Disease Control & Prevention
B. Lucenia Dunn, PhD
   Local Community Leader and grant writing experience
   President/CEO
   Tuskegee Macon County Community Foundation
   802-B Crawford Street
   Tuskegee AL 36082
C. Kimberly R. Taylor, PhD, MPH, MS
   Project Manager at Karna, LLC (contractor for the Centers for Disease Control and Prevention)
   724 Province Place, SE
   Atlanta, GA 30312
D. Kenneth Olden, PhD
   Former Director National Institute for Environmental Health Sciences
   Recipient of the Julius B. Richmond Award for leadership in public health by the Harvard School of Public Health.
   Fellow in the Academy of Toxicological Sciences
E. Jasmine Ward, PhD, MPH, CHES
   Community Organizer, Cultural Competence, Health Communication
   Founder & CEO, Black Ladies in Public Health (BLiPH)
   Assistant Professor, Texas Women's University
   Tuskegee University Alumna
F. Pamela Payne-Foster MD, MPH
   Deputy Director Rural Health Institute for Clinical and Translational Science
   University of Alabama-Tuscaloosa
G. Rodney R. Hankins Jr. MPH, REHS
   Public Health Specialist with a Top Secret / SCI Security Clearance
   Major US Army (Retired)
   Led Public Health Division, U.S. Army's Southern Command (USSOUTHCOM)

H. Nichelle Nix, JD, MPH
   Director, Governor's Office of Minority Affairs
   Office of Governor Ivey, State of Alabama

> **2) Describe how the program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.**

The program currently receives a portion of this information in an informal manner and other portions more formally. The Department Head attends weekly meetings with community groups to discuss program activities and proposed changes to APEx and practicum protocols to better serve the community needs. The external advisory committee and the executive leadership team provides input quarterly on the current practice and future directions provided in the DGPH annual report, as well as, ensuring that the curriculum keeps pace with market needs. Data reports are delivered via email and discussed during quarterly meetings with the external advisory committee via Zoom and face to face. The annual report is delivered to stakeholders after review by the College Dean at the end of each academic year. ERF F1.2 DGPH Annual Reports

Preceptors provide input on students' levels of knowledge, skill, and ability in their applied practice experiences (APE). When a preceptor submits an APE opportunity, they highlight the skills or knowledge expected of the student. When a student applies for an APE, she/he/they notes how their knowledge and skills match the partner's needs, identifies relevant academic and career goals, including at least five competencies that will be practiced and demonstrated during the APE and through deliverables. At the midpoint and end of the APE, preceptors are asked through surveys to comment on whether student met expectations, through their behavior and their deliverables. Open-ended questions on the preceptor surveys also allow them to comment on the progress of the students as individuals and the APE project itself. The feedback from preceptors is compiled and used to inform adaptations to the Program curriculum, helping to better prepare students for placement in the following year.

> **3) Describe how the program's external partners contribute to the ongoing operations of the program. At a minimum this discussion should include community engagement in the following:**

External constituents are essential to development and continuous improvement of the MPH curriculum, especially as it relates to required knowledge and skills for effective community practice, and integrating practice into instruction and workforce preparedness.

Practitioners are involved in the instruction of MPH students throughout matriculation through the Rural Health Lecture Series and integration into the MPH courses, both as regular guest lecturers and as community co-educators for field practice in the program planning and evaluation course. When developing this course, faculty work closely with practitioners to create content that is meaningful to community needs and practices, and addresses workforce needs.

The most recent employer suvey response rate for graduates from 2019-2021 was 50%. All respondants indicated that they were satisfied with the preparation of graduates to perform the work for which they were hired. They indicated satisfaction with their analytical skills and their ability to communicate verbally as well as in writing.

a) Development of the vision, mission, values, goals and evaluation measures

The external advisory committee was reinstituted in 2016 with Dr. Bailus Walker as the chair of the committee. Dr. Maleeka Glover became chair of the external advisory committee in 2019 and has continuous engagement in the development of guiding statements, goals, objectives, and curriculum of the program. In collaboration with the internal accreditation committee, which is comprised of Dean Ruby Perry, Dr. Rueben Warren, Director of the National Center for Bioethics in Research and Healthcare, and the program director; Dr. Walker spent many hours thoughtfully providing insight as to the type and level of knowledge, skills and abilities required for graduates to be an immediate asset to local, state, and federal public health agencies. These documents once crafted were shared with the remaining board members for input and refinement. The external advisory committee has served to inform the development of program specific competencies that are unique to the expertise and experiences that may only be gained through matriculation at Tuskegee University.

The Program Director wrote the original draft guiding statements based on this input from external partners and community constituents, in conjunction with the new guidelines for accreditation from CEPH. These drafts were then refined via email contact and personal meetings with various internal stakeholders including Program faculty and staff, and key faculty and administrators from across the University.

In the summer of 2018, MPH leadership revisited the guiding statements in the context of developing a more detailed evaluation plan (as seen in Criteria B1, B5 and B6). These documents, which outline the vision, mission, values, goals and objectives in detail and as aligned with measures, data collection methods, and quality improvement plans, were shared with Program faculty and staff for input.

b) Development of the self-study document

The External Advisory Committee typically meets annually. This board of leaders committed during the 2019-2020 academic year to monthly meetings to engage and provide input for the development of the self-study document. The Internal Accreditation Committee also reviewed and approved the document during several phases of development to provide guidance and critically analyze the language and supporting evidence provided.

c) Assessment of changing practice and research needs

In 2017, when the DGPH was developed from a program with the Department of Pathobiology, a critical review that evolved into the strategic planning process ensued. This process, guided by the 2016 CEPH competency modifications, utilize the multi-layered stakeholder approach described above to ensure that the department and curriculum reflected the needs of the populations we seek to serve and the workforce our students are being trained to enter. Examples of feedback from external partners regarding changing practice and research needs are provided in ERF F1.3c Employer Survey Results

Strengths:

Access to the only presidentially mandated bioethics center in the United States, provides our students with the unique opportunity to learn about historical foundations of public health ethics and current challenges to public health through-out the United States. Our students are also matriculating in the only College of Veterinary Medicine housed in a Historically Black Institution in the United States. This provides a unique perspective to *One Health* strategies and their impact on minority communities. The location of Tuskegee University also allows for real world application of rural health program development and research based upon the unique experience of black belt counties. Many of these communities are located in food deserts, lack adequate access to health care, and have environmental concerns that are unique to rural America.

Weaknesses:

The current curriculum does not currently offer many opportunities to cross pollenate with other graduate level students to develop practical skills for integration of different expertise to solve complex public health problems.

Plans for Improvement:

To address the weakness identified above, the DGPH has developed a Ph.D., MPH educational path with other Colleges within the University and the first student graduates Spring 2021. The College has developed the initial plan for a dual degree program integrating the DVM and MPH degrees.

d) **Assessment of program graduates' ability to perform competencies in an employment setting**

External constituents participate in the assessment of program graduates to perform competencies in an employment setting, largely through employer surveys, alumni surveys, and preceptor surveys. Employer surveys include questions on the performance of MPH graduates in specific competency domains within a workplace

setting. Alumni surveys include self-assessment questions on competencies performed in an employment setting, as well as questions about to what extent they feel the MPH curriculum prepared them to perform tasks associated with specific competencies in the workplace. (ERF F3.1D Student Exit Interviews). Preceptors assess students' abilities to perform competencies by approving cover sheets for APE deliverables in which students describe how they applied and demonstrated competencies during practice experiences.

Since the implementation of the new competencies, the DGPH has utilized the preceptor survey to gather information regarding the ability of students to perform in an employment setting as well as an employer survey. Students entering the program since 2017-2018 academic year have had these data collected. However, the preceptor evaluation forms do not have competencies specific questions. Students as a part of the exit interview are asked to assess their ability to perform competencies in an employment setting. Data collected for 2020 are below. ERF F3.1D Graduate Exit Interviews

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

- Documentation of external contribution to (a) development of the vision, mission, values, goals and objectives can be found in ERF F1.2.4 External Advisory Board Minutes.
- Documentation of external contribution to (b) development of the self-study can be found in ERF F1.2.4 External Advisory Board Minutes.

- Documentation of Descendant Family Members of the Tuskegee Study of Untreated Syphilis in the Negro Male

Documentation found in ERF F1.2.4 External Advisory Board Agendas and Minutes and Executive Leadership Team Reports

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

Strengths:

- The program was initiated as a response from a specific request to the College from Descendant Family Members of the US Public Health Service Study of Untreated Syphilis in the Negro Male at Tuskegee University to have a trusted source of public health information and their perception of the expertise in the College for public health practice. *One Health One Medicine* was the original framework which grew from community demand and expertise of the faculty to meet the need.

- MPH leadership, faculty, and staff maintain close communication with external community partners across sectors in local, national and international settings. These partners have been intimately involved with the development of program curriculum, research and service agendas. Program partners have also played a formal role in program evaluation and assessment as monitoring and evaluation data were collected and self-study documents finalized.

- Our team's many partnerships and the involvement of so many external constituents in the work of the MPH Program to date provide Program leadership with ample opportunity to invite a strategic, cross-cutting representation of community partners.

- All graduates of the program are required to complete a "major project" that includes working with community-based organizations in and around Macon County, AL.

Weaknesses:

- Need to better engage the faculty within other schools and colleges at the University to develop more interdisciplinary research opportunities

- Engage our faculty in the broader public health context beyond their individual areas of expertise

- Broaden engagement with other state public health related agencies beyond the Alabama Department of Public Health to include agencies such as the Governor's Office of Minority Affairs

Plans for Improvement:

- The University has created a new Center for Rural Health & Economic Equity and named Atty. Crystal James as the Co-Director along with Dr. Clayton Yates, who is an internationally known pathobiologist with extensive research and publication in the areas of prostate and breast cancer. The rationale for the creation of this Center is to allow faculty and researchers from across academic units to have a place to catalyze novel approaches to reaching health equity in rural America. It is anticipated that DGPH faculty will have opportunities to address the weaknesses identified above through active involvement in the activities in development within the Center.

F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D4, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

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

New student orientation introduces students to the campus and the several opportunities available for community and professional service through the CVM and other Colleges within the University. The CVM and the College of Agriculture, Environment and Nutritional Science (CAENS) administer cooperative extension programs that are modeled after the Jessup Wagon services of George Washington Carver while at Tuskegee University, in which students are acclimated during the initial campus orientation. Stakeholders from the community are also involved in the orientation process to provide information regarding past APEx opportunities.

Students and alumni are sent information regarding career opportunities and community engagement twice each week from the Assistant Director for Analytics and Career Development. Students are also encouraged to engage with faculty in their community service and engagement programs that are ongoing throughout the academic year. Students are also encouraged to become members of the American Public Health association as well as the Alabama Public Health Association to develop networks for engagement.

The GPHP requires students selecting the thesis option to thoroughly investigate and defend a novel research question, in addition to translating and delivering findings in a community setting wherein the learnings are immediately available to the communities that may benefit from the research findings. For example: students presented at the Community Health forum sponsored by Tuskegee University Libraries, Tuskegee

Alumnae Chapter of Delta Sigma Theta Sorority, Inc., and the Tuskegee University Cooperative Extension Program entitled "Communities United: Building Healthy Lives Health Forum and Fair April 28, 2018.*

Conference and Symposium Engagement:

Faculty also share opportunities with students to attend and present posters at public health related conferences, such as the Public Health Ethics Intensive. In addition, the MPH Program hosts an annual *One Health* Symposium in October that MPH students help to organize and at which they present posters based on their Applied Practice Experiences, created with faculty feedback in the third semester of the curriculum.

> **2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years. ERF F2.2 Student Education/Training in Community**

The issues presented during the health forum by faculty and students are as follows:

- Policy Analysis: Landfill Permitting Process and the Ashurst Bar/Smith Community (Nathalia Beras Ramirez, MD, MPH)
- The Effect of State Laws on Breast Feeding Practices (Candy De La Cruz, MD, MPH)
- Macon County Diabetes Association Meetings (Candy De La Cruz, MD, MPH; and Samina Akhter, MSc, 2019 MPH Candidate)
- Panel Discussion: Topic Decoding COVID19 Race Data (video)

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

Strengths:

- The lived experiences of our faculty and students bring them to the program to solve specific problems that are critical to the community from which they originate. For example:

- We have weekly check-ins with each cohort to provide an opportunity for them to share challenges and successes as well as to give an overview of information shared via email each week.

- To allow for more employer input, surveys have been truncated and delivered via Qualtrics to facilitate the completion using any type of device including cell phones.

Weaknesses:

- Employers have not historically been very responsive to requests to complete surveys.

Plans for Improvement:

- Development of co-curricular requirement:

Co-Curricular Activities Students will be required to actively seek out and engage in at least 75 hours co-curricular activities that reinforce the core values of public health and our Program and enhance professional skills. In addition to a series of four mandatory trainings, this must include at least 30 hours volunteering for local organizations or projects helping to advance public health and equity in the community, and at least 20 hours in professional development workshops or trainings, such as with National Center for Bioethics in Research and Healthcare, or other centers.

F3. Assessment of the Community's Professional Development Needs

The program periodically assesses the professional development needs of individuals currently serving public health functions in its self-defined priority community or communities.

> **1) Define the program's professional community or communities of interest and the rationale for this choice.**

Tuskegee University is a land grant institution, and thus "charged with advancing the lives and livelihoods of the state's citizens through teaching, research and public service." The DGPH reflects this in our mission and goal statements. Many faculty and student projects and partnerships are based in Macon County and other Black Belt Counties of Alabama. The United States as a whole is also a priority community, and faculty and students partner with and receive funding from US federal agencies including the National Science Foundation, United States Department of Agriculture and the NIH.

The DGPH has four professional communities of interest: 1) the public health workforce, including public health practitioners at state and local governmental and non-governmental organizations, public health professionals in the private sector, 2) alumni; 3) Other health professions education and training programs; and 4) Local community organizations.

The communities of interest are further defined below:

1. Public Health Workforce
    - Public health practitioners employed in local and state governmental public health agencies such as medical directors, health directors, commissioners, health agents, regulatory staff (e.g. health inspectors, environmental health professionals, sanitarians, and code officers), public health nurses, school nurses, occupational therapist, and school health personnel.

- Practitioners employed in domestic and/or international non-governmental organizations or community-based agencies, such as community health center employees and community health workers.

2. GPHP alumni. Alumni serving in roles described above are a specific population of interest for providing continued public health knowledge and skill building opportunities across the career course, including programs focused on public health career advancement and leadership.

3. Health Professions Education and Training Programs. Programs that typically work in coordination with public health professionals to serve population health needs such as veterinarians, physicians, dentist, nurses, occupational therapist, nutritionist, physical therapist, phycologists

4. Communities. Residents of the City of Tuskegee, Macon County, other Black Belt Counties in Alabama, Black Belt States of the United States

    - Agencies. Individuals representing local boards of health and health departments, state and tribal health departments, professional public health associations, a range of community-based organizations, and industries (e.g. bio tech, pharmaceutical) whose work supports and/or impacts public health in the target communities. Among these agencies are a number that employ the programs graduates and/or provide and supervise student practicum experiences.

Rationale

Continuous assessment of the continuing education needs of the individuals described above is essential to ensuring that the department maximizes its resources to deliver meaningful training that strengthens the capacity of and builds competencies within the public health workforce.

> **2) Describe how the program periodically assesses the professional development needs of its priority community or communities and**

The DGPH manages a public health workforce development survey that is deployed electronically using Qualtrics via email, social media, and the DGPH website to national public health organizations (Black Ladies in Public Health, Black Men in Public Health, Women of Color Advancing Peace Security and Conflict Transformation) and community partnerships (The Movement 46, Black Belt Coalition, Macon Means). This survey is deployed annually to illicit responses from stakeholder and potential employers and is analyzed by the Assistant Director for Analytics and Career Placement. The survey opens in March of each academic year and closes at the end of the academic year in June. There were 49 respondents to the workforce development survey at the time of this report among which 82.9% were female and 98.6% were African Americans. 74.3% of the respondents were between the ages of 26-48 which indicate they are still in the workforce and not retired or near retirement. 73.5% had attained a higher educational degree past the Bachelor's level. Over 75% indicated they would be motivated to attain more training for personal growth interests. Data from the 2020 survey is provided in

*E*RF F3.2   Community Professional Development Needs.

Through service, community-engaged research, and community-engaged learning project mentorship in applied practice courses, faculty assess and deliver upon the capacity-building needs of the local public health workforce by building partnerships and relationships with organizations engaged in public health. This work in the community not only leads to opportunities to deliver professional development through webinars, trainings, lectures, seminars, and short courses, but also to opportunities for students to plug into these organizations to deliver upon needs, through coursework and field work. In addition, some DGPH faculty are involved with regional or national committees, leading to opportunities for discussions with public health organizations about their workforce development needs for capacity building and project support. While many of the responses to identified professional development needs include trainings, as reported in Criterion F4, other responses to increase workforce capacity include less

formal development mechanisms including one-on-one mentorship, group meeting facilitation, and support for project proposals with partner organizations.

Communities and Partners	Assessment Measures	Identified Needs	Responses
Agencies and foundations promoting public health in Macon County including: Macon County Healthcare Authority, Macon County Schools, City of Tuskegee, Macon County Commissioners, Tuskegee City Council	Weekly Meetings with Administrators and Community Leaders	Greater awareness of public health concepts including social determinants of health and food insecurity; Staff capacity building on public health topics	Active participation of faculty and College leadership in weekly meetings to inform and instruct community partners on health and health care issues to be presented in larger community forums
Macon County Health Department	Relationships with County Department of Health	Technical Assistance and COVID19 testing clinics	Co-sponsored seminars, clinics and forums
Alabama Department of Health (ADPH) & Governor's Office of Minority Affairs (GOMA)	Relationships with ADPH & GOMA officials	Technical Assistance, Vaccine hesitancy assessment, Vaccine Delivery Sites	Rapid Community Assessment, Forum broadcasted through news media, and vaccine storage and delivery site

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

Strengths:

• DGPH faculty are building relationships with public health workforce agencies in local, regional, national and international communities, applying a variety of surveillance techniques and building relationships to assess the needs of organizations and the populations they aim to support.

- MPH students are involved in faculty assessment projects in many settings and practice the application of a variety of surveillance techniques to assess the needs of public health agencies through case studies, community engaged course projects, applied practice experiences and Integrative Learning Experiences.

Weaknesses:

The DGPH needs to include a broader approach to public health agencies to include none traditional partners to provide more opportunities for students to use the competencies developed in rural settings.

Plans for Improvement:

The county public health structure in Alabama provides for more than one county to be served by one county office. The leaves more remote areas without easy access to the services that this critical aspect of the public health infrastructure traditionally provides. Through partnerships with faith-based institutions (many of which have their own day care and health service ministries) students may implement intervention programs that have a direct impact on health outcomes.

> **F4. Delivery of Professional Development Opportunities for the Workforce**
>
> **The program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities described in Criterion F3. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.**
>
> 1) **Describe the program's process for developing and implementing professional development activities for the workforce and ensuring that these activities align with needs identified in Criterion F3.**

The Program is dedicated to assessing and delivering individuals to address community public health workforce. Meeting community needs and developing skills relevant to the evolving public health workforce are central to the competency-driven curriculum, applied practice and community engagement foci of the DGPH's instruction, research and service tenets, as well as to the equity and sustainability goals - we embed in these activities. Faculty and staff affiliated with the DGPH seek to routinely understand, identify, or assess the professional development needs of the public health practitioners, organizations, and residents of its priority communities.

Faculty and staff are engaged in research and service projects across the State of Alabama and around the world in which they directly respond to needs expressed by community organizations and agencies for trainings, tool kits, and other forms of assistance and development. As a new Program, we do not yet have an online assessment process in place for workforce needs assessment and delivery, but instead faculty conduct assessment of workforce needs in partnership with these organizations as the needs come up or are expressed in the context of consultations, grant opportunities, and other ongoing conversations between faculty and organizations. For example, a program was developed to train community navigators to increase adherence to mitigation strategies to reduce the spread of COVID19 in the Fall of 2020.

The CVM *One Health* Symposium has a community component that was specifically designed to provide professional development and community awareness around issues of public health importance. The DGPH in partnership with the Research Centers

for Minortity Institutions (RCMI) Reseach Center housed in the College of Arts and Sciences has committed to developing translational health education sessions in community settings that translate basic scientific discoveries of the center in culturally competent interventions. These professional development activities include efforts such as: 1) connection and awareness campaigns for online training and development offered through national organizations such as the Association of State & Territorial Health Officials, National Association of County & City Health Officials, and the Centers for Disease Control & Prevention 2) Developing and implementing community workshops and 3) Developing online panel discussions to provide health information and respond to questions.

> **2) Provide two to three examples of education/training activities offered by the program in the last three years in response to community identified needs. For each activity, include the number of external participants served (e.g., individuals who are not faculty or students at the institution that houses the program).**

- 5TH Pan African Conference on SPS and Science-based risk analysis to promote Agricultural Trade in Africa held June 4-5, 2018 in Dar es Salam, Tanzania (Funded by USDA). (50 Participants)
- Offered SPS and Science-based and Risk Analysis Training (2/26 to 8/9/2018) as a part of the Cochran Fellowship Training Program (Funded by the Cochran Fellowship program through FAS, USDA). (10 Participants)
- Provided ongoing service to the community organization *Student for Education and Economic Development (SEED) Inc*., attended `several of its weekly meetings in Tuskegee, and has supported the hosting of the *War on Murder* and the *Atonement Memorial Garden Grand Planting* in April 2019. (25 participants)
- Tuskegee's Farmer's Market Jam Spring 2020 (143 participants)
- Panel Discussion: Topic Decoding COVID19 Race Data March 2020 (video) (35 Zoom participants)

- 1st Annual William "Bill" Jenkins Lecture (Video) April 2020 (96 Zoom Participants)
- Developed a program implementation plan to train health navigators working with the *Student for Education and Economic Development (SEED) Inc.*, Fall 2020
- 2nd Annual William "Bill" Jenkins Lecture (Zoom) April 2021 (48 Participants)

See ERF F4.2 Faculty Education/Training Activities responding to Community Identified needs

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

Strengths:

DGPH is invested in building the capacity of the public health workforce by assessing and delivering upon needs, including through trainings to address professional development needs in domestic and international settings.

Tuskegee has a long history of being a source of trusted information in the black community.

Weaknesses:

As a new and small program, meeting the tremendous need of a resource poor region of the country is difficult for a small faculty.

Plans for Improvement:
DGPH is committed to meeting the needs of the public health workforce. As the Program grows, we aim to become a coordinated center for public health workforce development trainings, including more regional in-person trainings and webinars specifically focused on black and latinex rural populations.

Criterion G

G1. Diversity and Cultural Competence

Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, historical under-representation, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this criterion's context, refers to competencies for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite competencies include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences, especially as these differences may vary from the program's dominant culture. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the competencies for recognizing and adapting to cultural differences and being conscious of these differences in the program's scholarship and/or community engagement.

> **1. List the program's self defined, priority underrepresented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups**.

From inception of the Veterinary Science program in 1945, the TUCVM was comprised of students who were from underrepresented populations and exclusively African Americans. Significant strides have been made over the years as the TUCVM has become a more diverse and inclusive veterinary school with many ethnic and social groupings of students while educating about 70 percent of the Nation's African American veterinarians, and about 10 percent of Hispanic/Latino veterinarians. The expanded diversity includes the acceptance and graduation of several ethnic groups including American Indians, Asians, and Caucasians. The focus of the college is to be inclusive and to continue to play a significant role in educating underrepresented groups and address the growing veterinary needs of a diverse national and global population. The DGPH has been building on this legacy of inclusion, intentionally, by recruiting a diverse student population. The DGPH has accepted, trained and graduated diverse students who were African American, Black, Indo-Asian, and Hispanic, and who came from the USA, Bangladesh, the Dominican Republic, Ethiopia, Nigeria, and the English-

speaking Caribbean countries. Additionally, faculty and staff in the DGPH and within the TUCVM are diverse and comprise persons who are African American, Black, Caucasian, and Indo-Asian, and are from the Caribbean, Ethiopia, India, Nigeria, Pakistan, Sudan, the United Kingdom, and the USA. There is a continual effort to both maintain current, and develop new partnerships with countries in support of training and development in areas critical to *One Health*. Partnerships are memorialized in Memoranda of Understanding (MOUs) and may be utilized to assist in the training of students as well as professionals from the USA. Through partnerships, the DGPH has an opportunity to provide in-country education and training in public health practice and enhance Ministries of Health inthe home countries of faculty and staff.

 The DGPH continues the tradition of the CVM, by targeting BIPOC students with emphasis on those students interested in serving rural and otherwise marginalized populations.

ERF G1 Memoranda of Understanding with Partnering Nations

> 2. **List the program's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.**

The DGPH has set the goal of increasing the first-year cohort to ten students by Fall 2023. As we increase the number of faculty and available classroom space the goal for the first-year cohort will increase.

The DGPH has been building a robust recruitment program for inclusion of students from (1) within the diverse undergraduate student body at Tuskegee University; (2) other US minority serving institutions. Through expanded partnerships with other schools and programs in public health, applications are encouraged from international students, utilizing existing MOUs. Two Latina Medical Doctors from the Dominican Republic were recruited and have graduated from the program in 2019. The DGPH continues to establish new partnerships with local, state, and international institutions and agencies as a means of expanding the student intake and diversity. Additionally, graduates of the program continue to serve as ambassadors and recruitment officers for

the DGPH by sharing their experiences and encouraging students to become enrolled in the graduate program. A Summer Public Health Orientation Program has been planned to seek applications from interested students from different socioeconomic, racial/ethnic, and educational backgrounds and from which perspective students can be successfully recruited. Although the current faculty is diverse, further recruitment efforts are managed by the Office of the Dean with the Department's Head making the recommendations for the needs and resources for the program. As the student body expands, and financial resources are increased, recommendations will be made for increasing the number of faculty members, taking into consideration our commitment to diversity.

> **3. List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of program specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.**

The DGPH has recruited several graduate students from undergraduate departments at Tuskegee University. There is an existing 3+1 program arrangement in which Bachelor of Science students majoring in Animal Sciences are smoothly transitioned into the Public Health program in their final year (having the appropriate grade point average). These students take courses in the first year curriculum of the public health program after three years of the undergraduate animal sciences curriculum. After successfully completing the first year curriculum with acceptable grades the students graduate and receive the BS degree. These students then will complete the second year MPH curriculum for the MPH degree. Similarly, some students have also transitioned from 'sister' institutions such as Dillard University and Tulane University. The DGPH continues to use collaboration and partnerships with Meharry Medical College and Morehouse School of Medicine to strengthen our recruitment efforts. International students including students from the University of Sadat City in Egypt, the Ministry of Agriculture in Haiti, and Ross University in St Kitts are encouraged to apply for admission to the TU GPH program. Dr. John Heath retired at the end of the 2019-2021

academic year. The DGPH is actively recruiting a faculty member with expertise in biostatistics and/or data science. The job description is posted on the university website and being shared on DGPH social media platforms. To retain our current faculty, the DGPH actively seeks to identify and provide resources for professional development and collaborations for novel research ideas.

> **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 DGPH has been maintaining a culturally competent environment in keeping with its Strategic Plan elaborated in ERF B1.1.2 and through the conduct of:

1. Excellence in Research by fostering Community-Based Participatory Research (CBPR) strategies for improving community/population health and well-being. GPHP students under supervision of faculty members have pursued collaborative research with other disciplines related to public health but outside of the College of Veterinary Medicine. Several community-based activities are conducted, some in collaboration with the College of Agriculture Environment and Nutrition Sciences (CAENS) at Tuskegee University. By working with diverse communities, future students are recruited.

2. Excellence in Service Learning with the establishment of strong community partnerships for effective delivery of timely, evidenced based, service learning with respect, integrity and inclusion of community stakeholders (ERF E5.3). This allows graduate students to work with communities in assessing population health and identifying community health challenges as promoted in ERF B1.1.

The diverse faculty members in keeping with their expertise and training (ERF E1.2.3) also provide students with examples of experiences from their home states and countries. This presents an opportunity for student exchange and the acquisition of an expanded knowledge base. These actions and strategies build on the work of the CVM Diversity and Inclusion Committee which has developed a survey as mentioned in ERF G1.5 to gauge the climate of the College from an employee and student perspective. Data received from that survey were used to develop a strategy to address themes identified. One workshop and/or training is ongoing and delivered by the college each semester with a focus on data-driven themes. Experts are identified as necessary to deliver workshops and/or the diverse faculty and staff are engaged to provide needed culturally specific, language-based, or religious practices.

> **5. Provide quantitative and qualitative data that document the program's approaches successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1**

Diversity has been the focus of the GPH P since its inception. The following table lists the diversity relative to student intake since the program began in 2011.

Intake Year	Race/Ethnicity	Gender	
		Male	Female
2011	Hispanic	-	1
	African American/Black	-	9
2012	African American/Black	1	9
2013	African American/Black	3	6
	Asian American	-	1
2014	African American/Black	2	2
	Asian	-	1
2015	Hispanic	-	1
	African American/Black	1	6
2016	Hispanic		2
	African American/Black	1	-
2017	African American/Black	-	1
2018	African American/Black	1	-
2019	African American/Black	2	4
2020	African American/Black	0	4
Total		11	47

As shown in the table, the GPHP has had students that were African American/Black, Asian, and Hispanic with a mixture of both genders, although most students thus far, have been female students. As described in ERF G1.5.

6. Provide student and faculty (and staff if applicable) perceptions of the program's climate regarding diversity and cultural competence.	

Through Student Satisfaction Surveys (ERF B4.1.2) and in a survey done among past students in 2019, as well as during the Graduate Exit Interviews (ERF F3.1D), the students' perceptions were determined based on the findings. Although the survey was not specifically structured to address the importance of diversity and cultural competence, the results were instructive in drawing some conclusions on the subject matter. For example, in response to the question on academic advisement, most graduates felt that faculty members were extremely helpful.

This bodes well for evaluating the support given to graduate students by the diverse faculty members. A reasonably high percentage of graduates also felt extremely comfortable in talking with the administration about their experiences in the workforce. The relationship between faculty and graduates continued after graduation as graduates pursued their careers in the workforce. However, in response to the question on how the GPHP can better assist graduates in career placement, a high percentage of respondents, namely, 66,7%; 83.3%; and 83.3% respectively, believed that there was need for more diverse practicum opportunities; more opportunities to attend local, regional, and national public health conferences; and the need to bring more guest lecturers to interact with students to build networks. The latter responses would suggest that the impact of the diverse faculty was not as strong, based on the graduates' perceptions.

The Department is therefore building on the expansion of its focus on diversity.

Faculty and Staff also complete an annual climate survey to assist in understanding their perceptions of support for teaching, research and services goals set by the Department.

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

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Data are collected with support from the Diversity and Inclusion Committee in the CVM, but the committee's focus has been on visible and invisible disabilities in response to the recommendation of the committee members ranking of the CVM climate and culture that need the most immediate attention. The committee hosted a workshop in the spring of 2019 from which valuable information was obtained (ERF G1.5).
This allowed students and attendees to appreciate the significance of different cultures from approximately 150 faculty and staff members that were in attendance. The addition of the Assistant Director of Analytics and Career Placement will allow the Department to generate more timely and specific data collection. The DGPH continues to use its faculty and staff diversity and differences to share experiences during class sessions providing students with an overview and increasing their awareness and experiences of diverse cultural practices in the US and globally.

The DGPH is the only program in the United States that is embedded within a College of Veterinary Medicine at a Historically Black College or University, Tuskegee University. The faculty are diverse in disciplines, research interest, and ethnicity. For example, of the six primary faculty three are veterinarians with either an MPH or PhD in public health disciplines. These same faculty members have national origin from Turks & Caicos, Ethiopia, and the Sudan. Of the total 8 associated faculty primary disciplines range from Dentistry, Psychology, Health Education, and the Law.

Strengths:
- The University implements an annual climate survey that is campus-wide, and which reflects the level of diversity at the campus level.

- The CVM also focuses on its level of diversity allowing for variation in teacher ethnic/racial backgrounds although there is a higher percentage of African Diaspora faculty and students. This allows the DGPH to program its activities in accordance with social issues such as police brutality, violence and crime, and other factors that commonly affect men and women of the African Diaspora locally, nationally, and internationally.
- The DGPH has conducted and will continue to conduct surveys that will aid in identifying the strengths and weaknesses of the graduate public health program.

Weaknesses
- The surveys are sporadic and therefore there is not an accurate record of some elements relative to the program.

Plans for Improvement
- The Department Head as a member of the Diversity and Inclusion Committee will continue to coordinate with the committee to gather more perception data when the university resumes regular on-campus interaction, and social distancing requirements due to the COVID-19 pandemic have been modified.
- The addition of a staff member as the Assistant Director of Analytics and Career Placement will allow for more accurate and consistent qualitative and quantitative findings of the program's past and present successes and challenges.

Criterion H

H1. Academic Advising

The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may be having trouble in progressing through courses or completing other degree requirements. At orientation, written guidance is provided to all incoming students.

1. **Describe the program's academic advising services. If services differ by degree and/or concentration a description should be provided for each public health degree offering.**

Students have designated class time for advisement, tutoring, and mentoring. Currently, the Program Director/Department Head serves as the primary academic advisor for all students and hosts weekly cohort chats each Friday. Individual tutoring is arranged with appropriate faculty members based upon feedback received during the cohort chats.

The DGPH has established a Mentoring Program that addresses academic, behavioral, and financial concerns of students. Advisement includes the development of a plan of action to assist students in reaching and attaining acceptable grades in courses; guiding students in the acquisition of better study habits and skills; providing access to research resources; and helping students to obtain and manage financial support as they pursue their studies in the program.

Students have access to the *Tuskegee University Counseling Center* that provides a wide range of services dedicated to the deliverance of excellent care and treatment to all students and help them address many of their common concerns. Either by recommendation of course coordinators and/or student disclosures of prior accommodations received the Director may refer students to the Counseling Center for evaluation of current needs and development of an individualized intervention.

Graduate students also have access to a Quality Enhancement Plan (QEP) that is campus-wide and identified as "*Road from Early Achievement to a Career High* (REACH)" (ERF H1.3). REACH focuses on activities that equip students to become competitive and successful in their educational ad career goals. The appointment of the Assistant Director of Analytics and Career Placement in the Department (ERF B6.1) allows all students to be provided with academic support by faculty members who ensure that students are encouraged to work toward attaining a set of minimum standards in disciplines using the various courses, APEx, and ILE. Each of these aspects of the curriculum build competencies for public health practice. Faculty work together to ensure that the students' knowledgebase is further reinforced by the reiteration of concepts and skills in several different courses. Additional resources are made available to help students maximize the informational intake from each discipline whether through classroom discussions and case-based exercises or through hands-on field applications.

> ## 2. Explain how advisors are selected and oriented to their roles and responsibilities.

Major professors are selected from fulltime faculty within the DGPH. These pairings are made at the beginning of the second semester, following successful completion of the first semester of core courses. Students are given the opportunity to select their major professors and highlight their preliminary selection of topic of interest during the Annual Pinning Ceremony held early in the Spring semester each year. Major professors at the time of student selection are re-oriented to the responsibilities set out in the TU Faculty Handbook (ERF E3.4). During faculty meetings, discussions are entertained on the topic of student advisement, and exchanges are made that allow for self-analysis by the various faculty members. Following the identification of major professors by students, all MPH students are required to meet with major professor at least twice per semester. The major professor must approve the student's proposed study list each semester prior to registration. Once the major professor has approved the study list, the form must be submitted to the Department Head for advising on the student's progress towards completion of the program. If the student feels additional

assistance is needed, he/she is encouraged to schedule an appointment with the faculty advisor at any time.

> **3. Provide a sample of advising materials and resources such as student handbooks and plans of study that provide additional guidance to students.**

The DGPH provides advisement consistent with the Graduate Handbook of Tuskegee University and the DGPH Student Handbook (ERF A1.3). In addition, during student orientation at the beginning of the academic year, all students receive advisement that will guide them through the program, as the students are made aware of all requirements of the program during their period of study as graduate students. Students are provided a Competency Logbook to guide them in the key areas of competency during their course of study.

> **4. Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates if applicable.**

Student satisfaction with academic advising is usually captured by individual faculty members using the university-wide course evaluation system. However, a more focused effort of the graduate public health program is made by using surveys as mentioned earlier in ERF G.6.

How helpful or unhelpful was/is your academic advisor?

Answer	2019	2020
Extremely helpful	50%	50%
Moderately helpfu	18.75%	16.7%
Slightly Helpful	18.75%	11.1%
Neither helpful nor unhelpful	6.25%	11.1%
Slightly unhelpful	0%	5.55%
Moderately unhelpful	6.25%	0%
Extremely unhelpful	0%	5.55%
Total	100%	100%

> **5. Describe the orientation processes. If these differ by degree and/or concentration provide a brief overview of each.**

Prior to the start of lectures at the beginning of the academic year, all incoming graduate students are required to attend a one-day orientation organized by the Head of the Department. Second-year graduate students are also required to attend the orientation and are encouraged to serve as "peer mentors" to the incoming first -year students. The students are introduced to the Dean and Associate Dean of the CVM, the Department Head, other faculty and staff of the Department, other invited faculty members from other departments within Tuskegee University, and community stakeholders. Faculty members, in addition to introducing themselves and apprising the students of their research interests, present students with copies of all syllabi. Additionally, at the orientation, students are given an overview of the graduate program and the program's expectation for each student and their performance while enrolled. The Graduate Student Handbook as well as the Competency Logbook are shared with students. Efforts are made to provide the students with a tour of the campus, visiting important sites such as the Legacy Museum, the Carver Museum, and other historic landmarks on the campus and viewing available resources that support their training. The latter includes a tour of the diagnostic and research facilities at the Williams-Bowie Hall Research Building. More importantly, students are given a private orientation of the student assistance resources available for tutoring, and for assisting them in preparing better written submissions by improving their writing skills, grammar, and content issues. During the orientation, students become familiar with their classrooms in which their courses will be taken and visit the T. S. Williams Veterinary Medical Library at the CVM, and Ford Motor Company Library (the main library on campus), and computer laboratories.

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

Strengths:
Students have found all activities provided during their orientation to be helpful. They often establish a strong bond among themselves as they begin their academic journey with new students.

H2. Career Advising
The program provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. 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 program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

Under the supervision of the Program Director, the Assistant Director for Analytics and Career Placement coordinates all activities related to career advising. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. 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. ERF H2 Career Advising Material

The program provides such resources for both currently enrolled students and alumni. The program shares resources 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 program's career advising and services. If services differ by degree and/or concentration a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.**

Career advising and services begin while students are enrolled in the program and starts with faculty members in the Department. Major professors meet regularly with their students and hold briefings on careers relative to their expertise and knowledge. In

December 2020, the Assistant Director for Analytics and Career Placement, was hired. The Assistant Director for Analytics and Career Placement was hired to centralize essential efforts inclusive of providing a focused approach to more electronic and one-on-one advising for students as a requirement for completing their final year courses and practicum for graduation from the GPHP. The Assistant Director has established a form (posted to the DGPH website) that is shared with alumni to update and capture details through a survey designed to harness current information on alumni of the DGPH.

The Department ensures that advisement is consistent with the goals of the program and therefore provides opportunities for all graduate students consistent with these goals. The following reflects how the objectives and strategies from the 2019-2024 strategic plan, found at ERF B1.1.2.

Advisement is strengthened through activities related to Excellence in Research using collaborative partnerships to foster Community Based Participatory Research (CBPR) strategies for improving student engagement in community/population health and well-being. Students learn about the wide range of public health issues through the efforts in expand capacity building and research collaborations with parties inclusive of African nations, and with the help of an increased number of MOUs with foreign entities, thereby increasing the capacity of students for workforce diversity through applied learning opportunities. Students also are included in the establishment of strong community partnerships for effective/efficient delivery of timely, evidence-based service learning, with respect, integrity, and inclusion of community stake holders. Additionally, advisement is strengthened through translating research into public health practice, building on the strategic approaches for increasing the number of partnerships with scientists on campus and at other universities. This increases the development of intervention strategies to translate scientific research findings to the communities that can benefit most from these discoveries. It also strengthens outreach programs within the Black Belt Communities, creating an understanding of the problems of the populations in and around

the Black Belt Counties (BBCs) of Alabama. Advisement is also informed by resources that provide technical assistance to communities, and through surveillance activities on issues pertinent to the BBCs.

> **2. Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.**

Career advising by the DGPH was generally performed on an ad hoc basis and varied based upon students' interests. With the addition of the Assistant Director, more focus on advisement to address issues raised in the student satisfaction surveys and based upon community assessment of public health concerns.

As noted earlier, major professors provide career advising as part of their duties and responsibilities to all graduating students. Students select their Major Professors and often do so based on their specific expertise in the field of public health. In some cases, advisement is provided through practitioners who serve as special speakers at events such as the Annual Pinning Ceremony. With the new appointment of the Assistant Director for Analytics and Career Placement as just noted, the results of community assessments are used to inform best practices for career advisement and decisions regarding specific characteristics of the program as future career opportunities. An Alumni Association of public health graduates has also been formed and through this Association, former students as public health employees in the workforce, share best practices and their public health experiences advising enrolled graduate students of successes and challenges that emerge while at their respective institutions. This Association, therefore, serves as an outreach for past graduates to interact with students in training and provide advisement about careers in the field of public health. The newly appointed Assistant Director, as a member of this association, works closely with the other professional alumni to foster peer mentoring for graduate students as the latter prepare themselves to transition into future public health roles as change-makers.

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.

A faculty member in the Department, Dr. Rueben Warren, the Director of the National Center for Bioethics in Research and Health Care at Tuskegee University, presented a challenge to currently enrolled graduate students at the Annual Pinning Ceremony held on February 26, 2021. In his presentation, he advised the students on the importance of career building and of the significance of having good character and honesty as public health qualities for moving forward and transitioning to become public health change-makers in the workforce.

Career advisement information is shared with students and alumni via the department's website, providing information on career resources, career planning, internship and fellowship opportunities; government websites; national agencies and organizations; and public health employers. The efforts of the DGPH in career advising is further strengthened by academic advising offered through the university-wide Academic Advising program that is coordinated at the Office of the Registrar of Tuskegee University. It is important to note that the current student career advisement is an ongoing process beginning with orientation and providing students with consistent advisement on ways in which specific competencies may be used for consultative services to governmental and non-governmental organization. Students are also educated regarding the different industries that utilize specific competencies as they master them in the curriculum. Seminar courses are utilized to allow students to further refine didactic instruction and demonstrate mastery by performing the skills during simulated professional settings.

- Example 1: Internships and scholarship opportunities announced twice per week
- Example 2: Individual Student assessments of career readiness completed and individualized career development plans implemented.
- Example 3: Job Announcements published to current students and alumni twice a week

ERF H2.3 Career Self Assessments & Advisement Annual report

https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-dgph-career-services

It was deduced that student satisfaction was acceptable with respect to career advising based on responses given by graduates in the 2019 survey. Students responded that they were extremely comfortable in talking with the administration about workforce experiences, thereby conveying a message that, suggested that students were pleased with the ongoing advisement of their faculty and mentors. This belief was fortified in the same survey results that showed that members of the DPHP continued to reach out to them in an effort to help them succeed in their respective careers.   ERF H2.4

Satisfaction Survey Career Advising

Strengths:

A robust career development program has been developed which begins with a career readiness self-assessment administered through an online survey to students enrolled in the DGPH program. The responses help the students to do a self-assessment.

https://tuskegeepublichealth.iad1.qualtrics.com/jfe/form/SV_ba3W9EiXfDxWj4h

Students are also provided with detailed information regarding the preparation of their resumes to help access jobs and other state and federal government opportunities.

https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-dgph-careerplanner

https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-dgph-public-health-resume

Weaknesses:

The responses of the survey, as mentioned, also were instructive in sensitizing the DGPH that there was still room for improvement in student career advisement.

Plans for Improvement:

As the Assistant Director for Analytics continue to provide individualized support for alumni and encourage faculty members to improve on their advisement strategies, and as more alumni of the DGPH program become more involved in the affairs of the Department, it is projected that the career advisement program will continue to be strengthened for all future graduate students.

H3. Student Complaint Procedures

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

1. **Describe the procedures by which students may communicate any formal complaints and/or grievances to program officials, and about how these procedures are publicized.**

There is a confidential link on the DGPH website that captures student concerns at: https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-public-health-concern-form. Any complaints or concerns raised regarding the DGPH are gathered by the Department Head and appropriate action is taken based on the concern noted. Concerns regarding academic and technical assistance related to specific courses and impacting professional development for faculty and the attitude of faculty to students, are managed via several channels, including faculty meetings and discussions. The faculty-student relationship in the department is generally cordial, therefore, most students feel comfortable bringing their concerns and/or complaints directly to the Department Head or sharing with individual faculty members for intervention.

2. Briefly summarize the steps for how a complaint or grievance filed through official university processes progresses. Include information on all levels of review/appeal.

In addition to the anonymous filing of complaints or grievances just mentioned and lodged via the DGPH webpage, an Information Technology Specialist in the Office of the Dean of the CVM, logs complaints in the CVM. That report is submitted to the Associate Dean for Academic Affairs who initiates next steps as dictated in the student handbook for the category of complaint lodged. At the level of the DGPH, such complaints are handled by the Department Head. There is some discussion that may

take place regarding disputes on a grade received on an assignment or for a course. If the student files an appeal to the Assistant Dean for Academic Affairs in the CVM, the matter may be acted upon by the Dean of the CVM who then institutes an ad hoc committee consisting of the specific course coordinator, the Associate Dean for Academic Affairs as an ex officio member, a faculty member not directly related to the incidence and who may come from a department outside of the CVM. The ad hoc committee is provided with a copy of the appeal and any supporting documents supplied by the student. A committee meeting is held during which the course coordinator provides evidence to support the grade entered for the student. After reviewing all documentary evidence, the committee renders a written report with a decision to accept or deny the appeal to the CVM Dean who issues a written finding of facts and final decision in the matter.

> 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 status or progress toward resolution.**

No complaints have been filed in the specified period under review.

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

Strengths:

Weekly cohort chats are now used to address concerns of students in real time. This fosters an atmosphere that allows students to express challenges and propose solutions in real time.

Plans for Improvement:

Plans continue to be implemented regarding the use of complaints through the confidential link and are continuously emphasized among the student body.

H4. Student Recruitment and Admissions

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

1. **Describe the program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.**

The DGPH has a robust recruitment process that includes recruiting students (1) from within the diverse undergraduate student body at Tuskegee University; (2) from other US minority serving institutions which also have diverse undergraduate students and with which we have MOUs. In other situations, we build on partnerships with other Schools and Programs of Public Health. Student applications are also encouraged from international students, utilizing existing MOUs and established partnerships. Consequently, the DGPH continues to establish new partnerships with local, state, and international institutions and agencies as a means of expanding the student intake and diversity. Additionally, past graduates of the program have served as ambassadors and recruitment officer for the Department by sharing their experiences and encouraging eligible students to become enrolled in the graduate program. A Summer Public Health Orientation Program has been planned to seek applications from interested students from different socioeconomic, racial/ethnic, and educational backgrounds and from which perspective students can be successfully recruited. The DGPH also builds on the ongoing recruitment efforts of the Director of the Office of Admissions & Recruitment within the CVM. Where possible, the Department Head and/or a designee may accompany staff from the Office of Admissions and Recruitment when attending recruitment fairs. A reasonable number of recruited students to the DGPH program has come from faculty community engagement, presentations and from engagement in meetings of regional and national importance as well as from alumni that refer friends and colleagues to the program.

The DGPH accepts students into the GPHP in accordance with the guidelines set by the Tuskegee University Office of Graduate Studies for general admission for all university-wide graduate students entering any program at the University. There is a common set of criteria that all students must meet in order to be considered by their department of choice for admission. This initial vetting process is completed before the file is sent to the individual departments for consideration of the candidate to ensure that all entering students have the same threshold for entrance into the graduate school programs. An Admission Committee, with specific responsibility for the DGPH recruitment program screens and interviews eligible students who are required to have completed undergraduate studies at an accredited undergraduate institution, with at least a 3.0 GPA, and having submitted three letters of recommendation and a personal statement that explains why they are interested in the GPH program. The GRE requirement has been suspended since the pandemic began in Spring 2020.

Outcome Measures for Recruitment and Admissions				
Outcome Measure	**Target**	**2018 Year**	**2019 Year**	**2020 Year**
Goal is to increase enrollment by 50% each year until 10/cohort is attained	9, by the end of 2020	3	6	9
Increase the number of students who received undergraduate degrees from institutions other than Tuskegee University	50% of cohort	100%	66.67%	75%

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

Strengths

The DGPH has been expanding its efforts to increase cohort recruitment and admissions annually, as outlined in its 5- year Strategic Plan.

Weaknesses

Greater recruitment efforts are necessary to increase the student intake as the DGPH seeks to increase its annual intake of graduate students to at least 10.

Plans for Improvement

Increased travel to recruit more students will be revitalized once the COVID19 pandemic has been contained. Additional efforts are being made to strengthen the pipeline program relationships and expand on-campus and regional, national, and international recruitment efforts that will increase applications and recruitment of new cohort sizes.

H5. Publication of Educational Offerings

Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

1. **Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.**

https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-department-of-graduate-public-health

https://www.tuskegee.edu/programs-courses/colleges-schools/cvm/cvm-public-health-course-requirements

https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/MSPH_MPH%20CURRICULUM%20TABLE%20WEBSITE.pdf

Tuskegee University Graduate Programs

https://www.tuskegee.edu/graduate-school/graduate-programs

Course Descriptions
http://catalog.tuskegee.edu/content.php?catoid=6&navoid=317

Undergraduate Degree program
https://www.tuskegee.edu/one-stop/degree-programs#

Academic Calendar
https://www.tuskegee.edu/programs-courses/academic-calendar

Admissions Requirements:
https://www.tuskegee.edu/admissions-aid/admission-criteria

https://www.tuskegee.edu/admissions

Graduate School
https://www.tuskegee.edu/graduate-school

Graduate School Checklist
https://www.tuskegee.edu/Content/Uploads/Tuskegee/files/Graduate%20Studies/TU-Graduate-School-Checklist-(003)-edited.pdf

Graduate School Requirement
https://www.tuskegee.edu/graduate-school/graduate-school-requirements

Admissions policies, grading policies, academic integrity standards and degree completion requirements.

https://www.tuskegee.edu/Content/Uploads/Tuskegee/images/Graduate%20Studies/GraduateHandbook-kp2018-(5).pdf