

REVIEW FOR ACCREDITATION  
OF THE  
JOSEPH J. ZILBER SCHOOL OF PUBLIC HEALTH  
AT THE  
UNIVERSITY OF WISCONSIN, MILWAUKEE

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

February 14-15, 2022

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public  
Health Programs, amended October 2016

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## INTRODUCTION

The University of Wisconsin, Milwaukee was founded in 1956 as a public urban research university and is one of 13 universities on 26 campuses in the University of Wisconsin system. The university is home to the state's only architecture, freshwater science, and public health schools. Since 2015, the university earned the Carnegie Community Engagement Classification, with students and faculty committed to service and community-based research projects. The University of Wisconsin, Milwaukee is organized into 14 schools and colleges: School of Architecture & Urban Planning; Peck School of the Arts; Lubar School of Business; School of Education; College of Engineering & Applied Science; School of Freshwater Sciences; College of General Studies; Graduate School; College of Health Sciences; School of Information Studies; College of Letters & Science; College of Nursing; Joseph J. Zilber School of Public Health; and Helen Bader School of Social Welfare. The university offers 94 bachelor's degree programs, 53 master's degree programs, and 33 doctoral degree programs. As of fall 2021, the university employed 1,638 faculty and instructional staff and 4,551 non-teaching staff. The school enrolled 24,029 students.

The University of Wisconsin, Milwaukee is accredited by the Higher Learning Commission and had its most recent review in 2015; the next review cycle will occur during 2022-23. Specialized accreditors to which the university responds include the Accreditation Council for Education in Nutrition and Dietetics; the Commission on Accreditation of Allied Health Programs; Commission on English Language Program Accreditation; the National Architecture Accrediting Board, Inc.; and the Council on Social Work Education, among others.

The school was established in 2009 by the UW Board of Regents to assist in addressing significant health disparities in Milwaukee and enrolled its first students in 2009, with students entering the PhD in environmental health sciences. The school enrolled its first MPH students in two concentrations, community and behavioral health promotion and environmental health sciences. In 2012, the school added a PhD in community and behavioral health promotion, and in 2014, the school added three more MPH concentrations (biostatistics, epidemiology, and public health policy and administration) and had its application for CEPH accreditation accepted. The school enrolled students in its PhD in biostatistics in 2016 and received initial CEPH accreditation in 2017.

Since its initial accreditation, the school has added a PhD in epidemiology, an MS in biostatistics, a BSPH, and an MPH-MSW joint degree. As of fall 2021, the school enrolled 45 BSPH students, 88 MPH students, three MPH-MSW students, four MS students, and 39 PhD students. MPH enrollments include six students in the biostatistics concentration, 20 in community and behavioral health promotion, seven in environmental health sciences, 24 in epidemiology, and 31 in public health policy and administration. For the PhD, seven students are enrolled in the environmental health concentration, four in epidemiology, two in biostatistics, and 26 in community and behavioral health. The school discontinued the PhD in biostatistics offering in 2020; the last student is expected to graduate in 2023.

At the time of the current site visit, the school was working with the university on restructuring, and the school will absorb the kinesiology/nutrition and the informatics departments from the College of Health Sciences in 2023.

The school's initial accreditation in 2017 resulted in a five-year accreditation term and interim reporting related to graduation rates, evaluation practices, and diversity. The Council accepted the school's 2018 interim report as evidence of compliance in these areas.

Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. The distance-based visit will be followed by an on-campus visit when it is safe to do so, within one year of the accreditation decision resulting from this visit

Instructional Matrix - Degrees and Concentrations					
Bachelor's Degrees			Categorized as public health	Campus based	Distance based
General	BSPH		X	BSPH	
Master's Degrees			Academic	Professional	
Biostatistics	MS	MPH	X	MS, MPH	
Community and Behavioral Health Promotion (CBHP)		MPH	X	MPH	
Environmental Health Sciences (EHS)		MPH	X	MPH	
Epidemiology (EPI)		MPH	X	MPH	
Public Health Policy and Administration (PHPA)		MPH	X	MPH	
Doctoral Degrees			Academic	Professional	
Environmental Health Sciences	PhD		X	PhD	
Epidemiology	PhD		X	PhD	
Public Health: Community and Behavioral Health Promotion	PhD		X	PhD	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)			Academic	Professional	
2nd Degree Area	Public Health Concentration				
Social Work	CBHP, PHPA			MPH	X MPH
Accelerated MPH	CBHP, EHS, EPI, PHPA			BSPH, MPH	X BSPH, MPH

**A1. ORGANIZATION & ADMINISTRATIVE PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, and implementation		The school's organization and administrative processes are sufficient to support its mission and ensure faculty input. The school has five standing committees and one work group: Faculty Council, Executive Committee, Academic Planning and Budget Committee, Graduate Program Committee, Undergraduate Program Committee, and Evaluation Workgroup. Each committee has a different membership formula and meets at different frequencies. For example, the Executive Committee consists of all tenured faculty members and meets monthly.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>		The Undergraduate Program Committee and Graduate Program Committee approve degree requirements and curricular design as well as monitor student assessment policies and procedures. The Faculty Council provides final approval for changes to degree requirements, curricular design, and student assessment policies and procedures, except for changes that require higher levels of approval, such as the university's Graduate Faculty Committee.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The Office of Undergraduate Admissions handles undergraduate admissions policies and decisions. While faculty do not set undergraduate admissions requirements or policies, the school has created its own marketing materials and the school's professional advisors work with the university-level office as needed. At the graduate level, the school's Office of Academic and Student Affairs		

		<p>coordinates admission policies and processes, while faculty in each concentration determine admission criteria and make decisions about applications. The MPH director and a second faculty member review applications for the MPH-MSW program with admissions staff in the Helen Bader School of Social Work. The Undergraduate Program Committee makes admissions decisions for the accelerated BSPH-MPH program.</p> <p>The Executive Committee conducts periodic performance reviews of every faculty member and makes recommendations to the dean concerning faculty appointments, promotion, merit increases, tenure (based on promotion and tenure criteria), workload, elimination of positions, and other personnel matters. The Executive Committee may recommend appointment or promotion. Post-tenure, faculty also undergo a review every five years.</p> <p>For research and service activities, the school has its own workload policy that details the expected amount of time spent on teaching, research, and service, as well as a research support guide that outlines policies and procedures and the available research centers, resources, and supports for faculty.</p> <p>Faculty participate in committees at the university level as well, including the Professions Divisional Committee, the Graduate Faculty Committee, and the Faculty Senate.</p> <p>Full- and part-time faculty members have opportunities to interact through faculty retreats, committee meetings, research collaborations, and acting as guest speakers in each other's courses. The site visit team validated</p>		
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		<p>interaction through a review of retreat and committee meeting minutes.</p> <p>The site visit team asked school leaders whether recent faculty turnover has impacted governance functions. The dean stated that despite the loss of faculty, the school has worked hard to sustain its core functions, including governance.</p>		
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**A2. MULTI-PARTNER SCHOOLS & PROGRAMS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**A3. STUDENT ENGAGEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		The school has two formal opportunities for students to participate in school-related decision making and policymaking. The first is representation on the Undergraduate Program Committee, the Graduate Program Committee, and accreditation work groups addressing topics such as workforce development, evaluation, and the curriculum. Two BSPH students sit on the Undergraduate Program Committee, and one MPH and one PhD student sit on the Graduate Program Committee. The workgroups have between one and four student representatives.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate				

		<p>The second is through participation in the Public Health Student Association. The association nominates student representatives to the above-mentioned committees and organizes the annual town hall where students provide feedback to school faculty and administrators.</p> <p>The school supplements these processes with student feedback it collects from various surveys including the BSPH and MPH graduation surveys and the diversity survey.</p> <p>During the site visit, students confirmed their participation and engagement in governance. Students highlighted the democratic process for nominations, elections, agenda setting, and communication processes.</p>		
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**A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		<p>The Joseph J. Zilber School of Public Health has equal status and the same level of autonomy and independence afforded other professional schools and colleges at the university. All professional school deans have the same reporting lines to the chancellor through the provost and vice chancellor for academic affairs. During the site visit, the dean confirmed the reporting structure and explained that she has authority over the school’s budget and personnel decisions, like all other school and college deans.</p>	<p><a href="#">Click here to enter text.</a></p>	

**A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The school offers five MPH concentrations and three PhD concentrations. The instructional matrix in the introduction of this report presents the school's entire list of degrees and concentrations.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

**B1. GUIDING STATEMENTS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The school's vision is <i>"a just, equitable, healthy future for people, communities and the environment in Milwaukee, the state of Wisconsin, and beyond."</i> The school's mission is <i>"to advance population health, health equity and social and environmental justice among diverse communities in Milwaukee, the state of Wisconsin, and beyond through education, research, community engagement, and advocacy for health promoting policies and strategies."</i> The school has also established values that guide its activities. These include integrity, accountability, collaboration, diversity and inclusion, health equity, and	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				

Guiding statements reflect aspirations & respond to needs of intended service area(s)		social and environmental justice. In 2015, the school established goals in the key areas of instruction, scholarship, and service, plus organization:		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<ol style="list-style-type: none"> <li>1. Educate current and future public health professions in the science, practice, critical thinking, and leadership skills necessary to promote population health and reduce health inequities.</li> <li>2. Collaborate with diverse community partners through mutual learning to increase knowledge in order to improve population health and reduce health inequities.</li> <li>3. Conduct relevant, rigorous, and collaborative research that advances public health knowledge and promotes population health and health equity.</li> <li>4. Disseminate and translate research findings to influence the development of health- and equity-promoting policies and strategies.</li> <li>5. Engage with public health practitioners, policy stakeholders, and community partners through a variety of approaches to improve population health and health equity.</li> <li>6. Attract, support, and sustain a diverse student, faculty, and staff community to ensure an inclusive and collaborative work environment.</li> <li>7. Invest in people, resources, and infrastructure to foster excellence and advance the mission of the school.</li> </ol> <p>The school's guiding statements reflect its commitment to promoting student success, health equity, and social and environmental justice as well as advancing public health knowledge and population health.</p>		

		<p>During the site visit, the school leaders provided several examples of how the guiding statements have provided a framework for allocating resources and evaluating outcomes. For example, after losing nine faculty members due to voluntary separations, the dean prioritized faculty hires in critical areas, and provided financial support to search committee members over the summer so that new hires could be in place by the fall. As another example, the associate dean for research strategically uses indirect cost recoveries to support the school's research mission. These funds support graduate student scholarships, doctoral student research, bridge funding for faculty, and the hiring of grants administration staff to support the research infrastructure.</p>		
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**B2. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		<p>The school reports graduation rates that exceed the thresholds for this criterion for all degree offerings. For the BSPH, which began in fall 2018, the school reports a graduation rate of 100% for the 2018-19 cohort and 70% for the 2019-20 cohort. The attrition rates are low enough that the remaining cohorts can meet the threshold within the four-year maximum time. For the MPH, the school reports a graduation rate above 85% for the 2014-15, 2015-16, and 2016-17 cohorts and above 70% for the 2017-18 and 2018-19 cohorts. For the MS, the school reports a graduation rate of 100% for the 2019-20 cohort. The attrition rates are low enough for both degree</p>	<p>Click here to enter text.</p>	
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				

		<p>programs that the remaining cohorts can meet the threshold within the seven-year maximum time.</p> <p>For the PhD, the school reports graduation rates of 100% for the 2011-12 cohort, which has reached the maximum time to graduation of 10 years. For the 2012-13 and 2013-14 cohorts, the school reports graduation rates of 40% and 50%. The school granted an extension to a student from the 2011-12 cohort and therefore the student is now allowed to graduate in 2022. Reviewers counted this student in the 2012-13 cohort to reflect the student's new maximum time to graduation. The attrition rates are low enough that the 2012-13, 2013-14, and following cohorts can meet the maximum time. Data provided in the self-study indicate that currently enrolled doctoral students appear to be progressing through their programs of study, based on the number of students completing coursework and advancing to candidacy.</p> <p>The school has implemented strategies to retain students and reduce attrition through building connections with cohorts, providing tutoring, and conducting town hall meetings to identify potential challenges. The school created an annual PhD student progress form because of feedback from the town hall. The school is also planning to pursue strategies to increase financial support for doctoral students such as teaching and research assistantships and donor gifts for scholarships.</p>		
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**B3. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		<p>The school reports positive post-graduate outcome rates that exceed the threshold for all available degrees. For the MPH, the school reports the following positive outcome rates for 2017-18, 2018-19, and 2019-20: 100%, 100%, and 97%. The school also reports positive post-graduation rates of 100% for the MS in 2019-20 and 2020-21 and for the PhD in 2017-18 and 2019-20. The school did not have any PhD graduates to report on for 2018-19. At the time of the site visit, the school's first BSPH students had not yet reached 12 months post-graduation and therefore no post-graduation rate to report.</p> <p>The school collects most post-graduation data using graduation surveys. This method appears to work well and minimize the number of graduates with unknown outcomes. The school accounted for all MS and PhD graduates and had unknown rates of 8% and 6% for the MPH.</p>	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree				

**B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to		The school collects MPH alumni perceptions of the curriculum using an alumni survey. The school's first BSPH	Click here to enter text.	

provide meaningful, useful information on alumni perceptions		<p>cohort has not yet reached 12 months post-graduation and therefore has not yet received the alumni survey that will capture perceptions of usefulness of competencies. The MS and PhD cohorts are very small, and the school has been using town halls to collect qualitative information about a range of topics, including the curriculum.</p> <p>The school administers the MPH alumni survey via Qualtrics six months after graduation. Alumni are asked to rate their preparation for 12 specific practice and research skills as well as overall attainment of competencies and preparation for the workforce. Of the 15 alumni who responded in 2019 and 2020 (31% overall response rate), the most highly rated skills related to describing the interrelationships among socioeconomic, biological, behavioral, and environmental factors that shape population health and health inequities (100%) and to advocacy (87%). The lowest rated skill was related to applying ethical and social/environmental justice principles (60%). Additionally, 86% of respondents agreed that the competencies they achieved in coursework, their field experiences, and their capstones prepared them to work in public health. The school acknowledges that the alumni survey does not ask about concentration competencies.</p> <p>To supplement these data, the school also requires MPH students to complete competency self-assessments three times during their enrollment (orientation, after the first year, and at the end of the program). This self-assessment includes the 22 foundational competencies and concentration competencies. Due to previous staff turnover, the school plans to have complete data for 2018, 2019, and 2020 cohorts by spring 2022.</p>		
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

		The Evaluation Workgroup and Faculty Council plan to conduct regular reviews of these survey data to assess program-level issues. The faculty chair and associate dean for academic affairs will then identify courses that deliver competencies on which students reported feeling less prepared.		
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**B5. DEFINING EVALUATION PRACTICES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The school has defined evaluation measures related to each of its educational, research, community engagement and service, and organizational goals. The evaluation measures are generally aligned with the school’s mission. Each of the 24 evaluation measures is well-defined and measurable. For example, the school measures the percent of MPH graduates working in Milwaukee or Wisconsin 12 months post-graduation, the percent of time alumni spend addressing health disparities and health equity, and the number of courses involving community-based practitioners as presenters annually to measure its second educational goal focused on collaborating with diverse community partners through mutual learning. The Evaluation Workgroup reviews data for the first and second measure annually, and the Faculty Council reviews data for the third measure annually.	The school is in the process of preparing an evaluation calendar to include feedback from the Community Advisory Board (CAB) and the MPH and PhD Town Hall meetings as well as data reports and summaries on the evaluation measures. The goal is to provide the Evaluation Workgroup and Faculty Council a set of key indicators that align with the school’s mission and goals. The Site Visit Team’s comments are helpful in further defining a systematic feedback loop for the Evaluation Plan.	The Council appreciates the school’s response regarding its efforts to define a more systemic process of data collection and review.
Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review		The site visit team validated alignment between the measures and most of the goals and followed up with faculty and school leaders about the first educational goal.		

		<p>Reviewers did not see measures related to students learning the “sciences, practice, critical thinking, and leadership skills necessary to promote population health and reduce inequities.” Faculty provided examples of how these skills and competencies are reinforced throughout the curriculum and how the school assesses students in course activities, meetings with field preceptors, and in capstone and field reflections.</p> <p>The commentary relates to opportunities to integrate all data sources, such as Community Advisory Board feedback and PhD townhall feedback, that the school uses into its evaluation plan and document a more systematic feedback loop. The school acknowledged that not all data specified are collected as part of the evaluation plan and that it is working on streamlining indicators that align with goals. In some instances, (e.g., graduation outcomes for alumni), this is intentional, owing to concerns about small numbers and lack of anonymity.</p>		
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**B6. USE OF EVALUATION DATA**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		As detailed in Criterion B5, the school has multiple committees, workgroups, and individuals responsible for reviewing evaluation data throughout the year. These reviews lead to discussions about programmatic changes.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation		One example of an action the school took based on data it reviewed was to add the MS in biostatistics in addition to the MPH in biostatistics; this change was based on job		

findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		market data and student feedback to their advisors. In a second example, the school created an annual doctoral student progress form to standardize advising and document PhD student milestones and progress, based on feedback from a PhD town hall meeting. In a third example, the school has increased its focus on individualized retention strategies, such as direct communication with students by advisors, a more structured approach to the capstone, and emergency funding to students to be able to finish their degrees; this change was based on the Evaluation Workgroup's review of graduation rate data.		
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**C1. FISCAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The university's two major sources of funding are 1) student tuition and 2) state appropriations from state taxes. The university pools these funds into general purpose revenue funds. The university then allocates funds from this pool to each academic unit through a universal budget model calculation that includes student credit hours, research metrics, and degrees granted. The school deposits the university allocated funds into a general fund. Over the past five years, major expenditures funding has held steady even during the pandemic.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>In addition to funding from taxes and tuition, the school generates revenue from the following:</p> <ul style="list-style-type: none"> <li>• Building rental</li> <li>• Grant funding</li> </ul>		

		<ul style="list-style-type: none"> <li>• Indirect cost returns</li> <li>• Distance education fees</li> <li>• Special course fees</li> </ul> <p>The school funds faculty salaries through tuition and other revenue from its general fund. Faculty can obtain outside grants and may use the money for course buy outs.</p> <p>The school defines operational costs as supplies and expenses, except for compensation and benefits and capital and rental costs. Examples of operational costs include marketing, recruiting, membership fees, travel, supplies, and equipment. The school funds its operational costs through its general fund.</p> <p>The school funds student support primarily through donor-provided scholarships. The school also offers student award money and summer bridge funding and uses funding from its operational costs budget to provide a limited number of teaching assistantships, program assistantships, hourly student positions, and registration fees for state or national public health conferences. Similarly, the school uses funding from its operational costs budget as well as indirect cost returns to support faculty professional development and travel.</p> <p>To request additional faculty/staff positions or additional funding for operational costs, the dean must undertake a review and approval process through the Office of the Provost. The school can use funding from building rentals and grants/contracts to support additional needs.</p> <p>For indirect costs, the school receives 80% of grant indirect costs and allocates 12.5% to individual faculty to support</p>		
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		<p>research projects. The school retains the remaining 67.5% of the funds.</p> <p>During the site visit, the dean confirmed the school has sufficient fiscal resources and that she and the school's financial representative review the budget each semester to make sure the school is meeting its budget. After the fiscal year is over, the financial representative completes a year end close out to ensure that the budget has been spent as expected. Extra money left over from indirect costs stay with the school. Additionally, based on recent faculty turnover, the school had money built into the budget to replace these faculty positions and provided financial support for faculty search committees.</p>		
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**C2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
School employs at least 21 PIF; or program employs at least 3 PIF		The school meets this criterion's minimum requirement, with exactly 21 primary instructional faculty (PIF) at the time of the site visit. The school has the appropriate number of PIF for each of its five concentrations, including concentrations with multiple degree levels. The school has also appropriately double counted five PIF. In addition to the 21 PIF, the school engages 10 non-PIF across the concentrations. Several PhD students taught courses during the 2021-22 academic year.	The school continues its work to stabilize faculty resources. In Fall 2022 the school will have 22 PIF. A new assistant professor joined the faculty in the Public Health Policy Track. A visiting assistant professor in the Community and Behavioral Health Promotion Track and an assistant visiting professor in the Epidemiology Track will join the faculty in August as well. Searches	The Council appreciates the school's response regarding its faculty hiring and retention efforts.
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				

Ratios for general advising & career counseling are appropriate for degree level & type		The school uses campus policies to calculate FTE. For PIF, the faculty member is full-time to the university and the Zilber School of Public Health with regular instructional responsibilities. For non-PIF, each course is equivalent to 0.125 FTE.	for tenure-track Biostatistics and Epidemiology faculty will begin in the fall.
Ratios for MPH ILE are appropriate for degree level & nature of assignment		For BSPH advising, two professional advisors have an average of 31 students each and an average of four BSPH students each for the cumulative/experiential activity. The course instructor also advises students during the semester. Community engagement staff assist students with finding their placements. For the MPH, faculty advisors have an average of five students for general advising and an average of two students for the integrative learning experience (ILE). Faculty advisors also have an average of one MS student and three PhD students for general advising and thesis/dissertation mentoring.	With respect to retention, the school is using mentoring in two ways. The new PHP assistant professor will join a new junior faculty mentoring group in the College of Health Professions and Sciences (CHPS). This group will be led by the former College of Nursing Associate Dean for Research. This faculty member will also have a mentor in the Zilber School. The two faculty hired for Fall 2023 will also participate in the CHPS junior faculty mentoring group. In addition, the school is beginning steps to engage with a campus initiative for mentoring associate professors to reach full professorships.
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable			
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		When asked about adequacy of faculty resources, school leaders confirmed that the school has active faculty searches for tenure-track faculty in the biostatistics and public health policy and administration concentrations. The dean said that the school also hired a visiting assistant professor who will begin teaching in fall 2022. With the planned reorganization mentioned in the introduction, the school will also be absorbing eight or nine kinesiology faculty members, three nutrition faculty members, and two informatics faculty, which will increase faculty resources for certain public health degree offerings. The faculty chair explained that the faculty members who left recently shared that while they were proud of their accomplishments with the school, they were looking to grow their careers more quickly. He also said that the remaining faculty are very committed to the students and	
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)			

		<p>that the school is also focused on retention efforts for the existing faculty such as faculty mentoring programs, teaching roundtables, and connecting faculty to university resources such as the local chapter of the Wisconsin Women in Higher Education Leadership.</p> <p>The commentary relates to the stability of faculty resources, given recent faculty departures. Reviewers understood that the school is implementing measures to improve faculty retention and has open faculty searches.</p> <p>The school collects quantitative student satisfaction data regarding class size and faculty availability for BSPH and MPH students using the graduation survey. At the time of the site visit, only three of the nine graduating BSPH students had answered the survey, and therefore the data are not yet meaningful. For MPH students, of the 22 respondents in 2020, 41% were satisfied with class size, and of the 19 respondents in 2021, 95% were satisfied. When asked about the difference in satisfaction level from 2020 to 2021, faculty attributed this to the pandemic and the transition to online learning. For faculty availability, 64% were satisfied in 2020, and 89% were satisfied in 2021.</p> <p>The school did not collect qualitative data for MPH and BSPH students and did not collect quantitative or qualitative data for MS and PhD students at the time of the site visit; as noted in previous criteria, MS and PhD cohorts have been small. The Evaluation Workgroup plans to review the survey in spring 2022 and recommend revisions to capture qualitative data and data for all students.</p>		
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		During the site visit, students and alumni praised faculty for their availability in and out of the classroom and the support that they provide to students. Students appreciate that faculty care about them as professionals and individuals.		
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**C3. STAFF AND OTHER PERSONNEL RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The school has sufficient staff resources to support its mission and degree offerings. Seventeen staff members (11.8 FTE) support a range of areas including business operations, advising, accreditation, administrative coordinating, admissions, human resources, and community engagement. The university uses a shared staffing model, so four of the 17 staff members are shared with other units.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		When asked about sufficiency of staff resources, faculty and school leaders explained that current staffing support is adequate to sustain core functions and that the shared model works for the school. The dean said that the school has worked hard in the last five years to increase staffing and that current staffing is a major improvement from the last site visit. However, she explained that the school would benefit from additional financial and research staff in the future.		

**C4. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The school has sufficient physical resources to support its mission and degree offerings. The school’s main building in the Pabst Brewery complex has classrooms, seminar rooms, a computer lab, faculty and staff individual offices, a teaching kitchen, a lactation room, and meditation room.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>The school uses space in the KIRC building for laboratories and additional faculty and graduate student office space. The school’s undergraduate advisors also have an office in the KIRC building. Throughout the campus, faculty and staff have access to additional mobile workstations.</p> <p>The school’s classrooms are equipped with modular styled furniture to accommodate various styles of teaching and small group work. Students and faculty also have access to state-of-the-art laboratory space and equipment including the Analytical Laboratory and the Microscopy Laboratory.</p> <p>Student shared spaces throughout both buildings include computer labs, PhD student assigned cubicles, private workspaces, and the Public Health Student Association Clubhouse. These shared spaces also allow students to work with faculty and staff on various research projects in an environment that fosters learning.</p>		

**C5. INFORMATION AND TECHNOLOGY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The university's library, the Golda Meir Library, provides faculty and students with information resources and assistance with research. Students can work with the health sciences librarian to find public health materials.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		The school also benefits from library cooperative programs with area academic and research institutions such as the Medical College of Wisconsin, Marquette University, and the UW System libraries. During the site visit, faculty said that the library will request any book or article that they or students need and that the interlibrary loan process has been excellent. Students and faculty may access library resources both on campus and remotely from home.		
Library & IT resources appear sufficiently stable		<p>In addition to the library, students have access to a 40-station computer lab in the school building. These computers have statistical packages such as SAS, SPSS, and Stata. During the site visit, students highlighted this as a major benefit.</p> <p>Faculty and students also have access to a teaching lab with 10 workstations equipped with a computer, monitor, stereomicroscope, and digital cameras that interface with the computer. Likewise, each faculty and staff office is equipped with a computer, monitor, and software to support their research needs.</p> <p>The school shares an IT consultant with other schools and colleges. The IT consultant is in the school building twice a</p>		

		week and is available remotely the rest of the week to address software and hardware needs. Faculty explained that the IT consultant is very responsive and in case of an emergency, faculty, staff, and students can also access IT support through the campus IT Office. Students and alumni confirmed their satisfaction with IT resources during the site visit.		
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**D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The school ensures that all MPH students are grounded in foundational knowledge through six required courses:</p> <ul style="list-style-type: none"> <li>• PH 702: Introduction to Biostatistics</li> <li>• PH 703: Environmental Health Sciences</li> <li>• PH 704: Principles/Methods of Epidemiology</li> <li>• PH 705: Public Health Policy &amp; Administration</li> <li>• PH 706: Perspectives in Community/Behavioral Health</li> <li>• PH 733: Overview of Qualitative Methods for Public Health</li> </ul> <p>The site visit team was able to validate didactic coverage for all 12 learning objectives for all MPH students through a review of course syllabi. Site visitors confirmed that MPH/MSW joint degree students are required to take all of these courses, including PH 733: Overview of Qualitative Methods, and this will be clarified in the 2022-23 campus catalog. Reviewers' findings are summarized in the D1 worksheet.</p>	Click here to enter text.	

D1 Worksheet

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

**D2. MPH FOUNDATIONAL COMPETENCIES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The school ensures coverage and assessment of the foundational competencies for all MPH students (including joint degree students) through the six required courses listed in Criterion D1 as well as two additional required courses, PH 708: Health Systems and Population Health and PH 791: Leadership in Public Health. Examples of assessments include concept checks, policy recommendation briefs, data analyses, and health communication critiques.</p> <p>Site visitors reviewed self-study documentation and syllabi and were able to validate most competencies. During the</p>	<p>Students are assessed for Foundational Competency #11 in PH 706 Perspectives in Community and Behavioral Health Promotion. Students cover the assigned Program Evaluation readings in the didactic presentation in Week 11 (Syllabus, p. 11). In Online Exercise #9 students respond to a scenario by explaining why they would select a particular type of evaluation for a hospital-based program to reduce</p>	<p>The Council appreciates the school's response to the site visit team's report and agrees that the school now demonstrates compliance with this criterion. Therefore, the Council acted to change the team's finding of partially met to a finding of met.</p>

		<p>site visit, reviewers discussed the assessments for several competencies whose documentation was less clear in the self-study. Faculty members explained that PH 705: Public Health Policy &amp; Administration, addresses several competencies; students consider cultural competence when suggesting new policies and discuss the current policy landscape, including the policy making process at different levels, and how policies are implemented as part of a policy brief. Students also prepare a statement for a policy maker.</p> <p>Faculty also discussed an assignment in PH 703: Environmental Health Sciences, that requires students to communicate complex scientific data to the general public.</p> <p>The concern relates to the site visit team's inability to validate an appropriate assessment for foundational competency 11. Faculty members acknowledged that the knowledge check assessment associated with this competency addresses general evaluation concepts but does not require students to select evaluation methods. The team's findings are summarized in the D2 worksheet.</p> <p>During the site visit, students and alumni expressed high satisfaction with the curriculum and felt well prepared for internships, continuing education, and employment opportunities.</p>	<p>food insecurity. This exercise was implemented in the Spring 2022 semester. See Appendix A for the PH 706 syllabus and Online Exercise #9. Concept Check #9 is also included to show how students are first assessed on evaluation concepts from the readings.</p>	
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D2 Worksheet

<b>MPH Foundational Competencies</b>	<b>Yes/CNV</b>
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

**D3. DRPH FOUNDATIONAL COMPETENCIES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**D4. MPH & DRPH CONCENTRATION COMPETENCIES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		The school offers the MPH program in five concentrations: biostatistics; community and behavioral health promotion; environmental health sciences; epidemiology; and public health policy and administration. Reviewers validated that each concentration has at least five distinct concentration competencies that establish an appropriate depth of knowledge for the concentration and degree level. Competency statements address skills such as formulating and producing graphical displays of quantitative information; applying relevant theories, concepts, and models from social and behavioral sciences; performing risk assessments of environmental health agents; and applying appropriate field and surveillance methods to investigate disease outbreaks.	Click here to enter text.	
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A	The site visit team was able to validate didactic preparation for all concentration competencies and an appropriate assessment for most concentration competencies through a review of the self-study and syllabi. During the site visit, reviewers asked faculty about environmental health sciences competencies 1 and 2 and biostatistics competency 6. Faculty explained that for the biostatistics concentration, students are assessed on their ability to select appropriate statistical methods and present statistical data to non-statisticians in PH 711: Intermediate Biostatistics. For environmental health, faculty clarified that students cover the elements of		

		concentration competency 1 in an in-depth paper, and that the prevention aspect of competency 2 is covered as part of the risk assessment assignment. Reviewers were satisfied that the assessments appropriately covered the competencies. Reviewers' findings are summarized in the D4 worksheet.		
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D4 Worksheet

<b>MPH Biostatistics Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Translate research objectives into testable hypotheses.	Yes	Yes
2. Demonstrate a broad knowledge and understanding of statistical techniques used in public health studies and health related scientific investigations.	Yes	Yes
3. Identify and apply a variety of appropriate statistical methods for developing inferences about public health-related questions.	Yes	Yes
4. Demonstrate basic programming skills in multiple statistical software packages and data management and integration techniques for public health and big data projects.	Yes	Yes
5. Formulate and produce graphical displays of quantitative information (e.g., scatter plots, box plots and line graphs) that effectively communicate analytic findings.	Yes	Yes
6. Demonstrate effective written and oral communication skills when reporting statistical results to different audiences of public health professionals, policy makers and community partners.	Yes	Yes

<b>MPH Community and Behavioral Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Demonstrate a broad knowledge and understanding of community and behavioral health theories and their application to health promotion and prevention.	Yes	Yes
2. Apply relevant theories, concepts, and models from the social and behavioral sciences to public health research and practice.	Yes	Yes
3. Design public health programs, including their implementation and evaluation components.	Yes	Yes
4. Design a plan to assess community-level public health needs and assets.	Yes	Yes
5. Assess social and behavioral factors influencing the health of individuals and communities.	Yes	Yes
6. Apply qualitative and quantitative methods to the assessment of public health problems, the articulation of community strengths, and the evaluation of prevention and intervention programs.	Yes	Yes
7. Identify and apply evidence-based approaches to the development and implementation of social and behavioral science interventions.	Yes	Yes
8. Demonstrate the capacity to effectively explain and discuss planning, implementation, and evaluation of public health programs.	Yes	Yes

<b>MPH Environmental Health Sciences Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Describe genetic, physiological, and overall human health effects of primary environmental hazards resulting from both chronic and acute exposures.	Yes	Yes
2. Describe approaches for assessing, preventing, and controlling environmental hazards that pose risks to both human and ecological health.	Yes	Yes
3. Perform a risk assessment of an environmental health agent.	Yes	Yes
4. Identify, locate, and use appropriate reference materials.	Yes	Yes
5. Comprehend the primary scientific research literature and obtain information directly from experts in the field of environmental health sciences.	Yes	Yes

<b>MPH Epidemiology Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Identify critical social science, social epidemiology, and health equity theories that shape the framing, methods and interpretation of epidemiologic research and practice.	Yes	Yes
2. Identify and describe socio-structural, environmental, behavioral, and biological determinants of health and health equity.	Yes	Yes
3. Systematically gather, critically evaluate, and synthesize epidemiological literature and other relevant information to advance population health and health equity.	Yes	Yes
4. Apply appropriate field and surveillance methods to investigate disease outbreaks and assess patterns of exposures and health outcomes in the population.	Yes	Yes
5. Develop self-reflective and other practical skills for ethical engagement with study participants, communities, and colleagues, in the performance of research and practice activities.	Yes	Yes
6. Select epidemiologic methods and conduct statistical analyses to describe patterns of health and determinants of health, assess associations between exposures and health outcomes while minimizing threats to causal inference.	Yes	Yes
7. Critically evaluate epidemiologic literature with attention to strengths and limitations of the study design, methods, analytic approach, and policy and practice implications.	Yes	Yes

<b>MPH Public Health Policy and Administration Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Integrate ethical principles into public health policy, practice, research and administration by ensuring respect for diverse values, beliefs, and cultures and the dignity of individuals and communities.	Yes	Yes
2. Apply policy theory to identify the actors, structures and forces that influence and shape the public health policy process.	Yes	Yes
3. Conduct policy analysis in public health policy and administration, identifying and assessing policy options, outcomes, and potential contributions to population health and health disparities.	Yes	Yes
4. Analyze quantitative data to assess the relationship between policy, policy malleable factors, and public health relevant outcomes.	Yes	Yes
5. Collect and analyze qualitative data to inform public health policy recommendations.	Yes	Yes

**D5. MPH APPLIED PRACTICE EXPERIENCES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The school has a structured applied practice experience (APE) that includes 240 hours of field work while enrolled in PH 790: Field Experience. The school introduces students to APE requirements at orientation and through two required workshops. Additionally, students meet with their faculty advisors twice in the first year of the program to discuss potential sites and projects. Prior to beginning the APE, students must complete a learning agreement that includes information about the two work products and the five mapped competencies. The school requires students to demonstrate foundational competencies 16 and 19 and allows students to choose the remaining foundational competency and the two concentration competencies.	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		The school’s community engagement coordinator initiates contact with potential and current internship sites to discuss expectations and confirm that the site can provide an experience for students to complete two deliverables mapped to competencies.		
All students demonstrate at least five competencies, at least three of which are foundational		Students submit monthly activity logs to the community engagement coordinator, their faculty advisors, and the course instructor. The course instructor provides comments on student progress and addresses any concerns about completing the required hours or products.		

		<p>After completing the 240 hours, students submit their work products, a self-evaluation of competency attainment, and a final written report detailing how they demonstrated their chosen competencies. The course instructor reviews the work products and final report using a checklist to determine whether the student has demonstrated the five competencies. During the site visit, school leaders explained that the Graduate Program Committee identified the need for a rubric for the APE going forward.</p> <p>Recent student products include a COVID-19 infographic, a summary of the impact of Supreme Court decisions on Wisconsin, a results section of a data report, and data analyses using R software. Site visitors reviewed student samples and determined that they were of a high quality.</p> <p>During the site visit, preceptors emphasized the quality of students from the school and explained that they still use products that students created in previous years. Preceptors enjoy working with the school and feel that the internship experience helps them serve their communities. Additionally, alumni expressed satisfaction with their experiences.</p>		
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**D6. DRPH APPLIED PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D7. MPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		<p>The integrative learning experience (ILE) is tied to a two-credit capstone course, PH 800: Capstone in Public Health, that all MPH students take in their last semester. Students are required to integrate knowledge and skills gained from classroom and field experiences into an aspect of professional public health practice. Prior to enrolling in the capstone course, students must submit a proposal form that outlines the aims, significance, methods, resources needed, deliverables, references, timetable, and selected competencies. Students attend a workshop to learn about the ILE expectation and to begin preparing the proposal form.</p> <p>The school requires students to synthesize foundational competencies three, four, 16, and 19. Students choose additional concentration competencies. Once the faculty advisor and capstone course instructor sign off on the proposal, students can enroll in the course and begin their project. Students spend the semester writing a paper and developing a poster that includes context and significance of the public health issue, aims/research questions, findings, interpretation, and discussion of implications for evidence and best practices. Faculty advisors and the course instructor provide feedback on the both the paper and poster drafts. Students participate in a Capstone Poster Day and write a two-page reflection paper, discussing how they demonstrated synthesis of competencies. The faculty advisors and course instructors</p>	<p>Click here to enter text.</p>	
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>assess capstone papers and reflection papers for competency synthesis.</p> <p>Examples of recent projects include “Identification of Reasons and Barriers for HPV Non-Compliance,” “Development of a Peer-Lead Support Group Program to Improve Access to Clinical Mental Health Care for LGBTQ Youth in Milwaukee,” and “Investigating Structural Racism in Milwaukee: The Legacy of Historic Disinvestment on Current Lending and Health.” Site visitors reviewed student examples of ILE products, which are of a high-quality and appropriate to the degree level.</p> <p>During the site visit, several students commented that they felt well prepared and well supported during their capstone experience.</p>		
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**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students introduced to all domains:		All BSPH students take required courses in university general education, university foundations, and the major to satisfy each of the four domains.	Click here to enter text.	
1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease		For the first domain, students take courses in biology, global environmental health, climate change and human health, environmental health and disease, and health and disease.		
2. Foundations of social & behavioral sciences				
3. Basic statistics				
4. Humanities / fine arts		<p>For the second domain, students take required courses within each of the political science, behavioral science, and social inequality foundations categories, as well as PH 101: Introduction to Public Health, which is required for the major.</p> <p>Students take one of two required introductory statistics courses required for the major to address the third domain: KIN 270: Statistics in the Health Professions: Theory and Practice or SOCIOL 261: Introduction to Statistical Thinking in Sociology.</p> <p>For the fourth domain, humanities and fine arts, students take courses within the arts and cultural diversity and humanities foundations categories. Examples of courses include FILM 150: Multicultural America, ETHNIC 275: Queer Migrations, and ART 150: Multicultural America.</p>		

**D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The BSPH degree program includes 120 credits of coursework across the four categories of general education, foundations, public health major requirements, and electives. The public health major requirements category includes 54 credits in 18 required courses across the various public health domains.	Students are assessed on the Global Functions of Public Health (1.5) in Domain 1 Overview of Public Health in PH 303 Climate Change, the Environment and Human Health. The readings and didactic content are covered in Module 7 Adaptation and Mitigation (Syllabus, pp. 5-6). Students complete short written responses to discussion prompts drawn from the 2021 Lancet Countdown at the beginning (Entry) and end (Exit) of class. This assessment will be conducted in Fall 2022. See Appendix B for the PH 303 syllabus, Class Participation Guidelines, and Module 7 Discussion Activity Plan.	The Council appreciates the school's response to the site visit team's report and agrees that the school now demonstrates compliance with this criterion. Therefore, the Council acted to change the team's finding of partially met to a finding of met.
If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility	N/A	<p>As an example, elements of the first domain are covered in multiple courses, including PH 202: Public Health from Cells to Society II, PH 302: Health Concepts &amp; Contexts, and PH 408: Comparative Health Systems: A Social Determinants Approach. The site visit team reviewed the course syllabi and validated coverage for nearly all elements.</p> <p>The site visit team asked faculty how they covered global functions of public health, a sub-domain of domain one. Faculty recognized this as a gap and recently began introducing the concept in PH 303: Climate Change, the Environment, and Human Health but did not yet cover this concept in the curriculum at the time of the site visit.</p> <p>The concern relates to the site visit team's inability to validate coverage of a component of Domain 1, the global functions of public health. Reviewers also recognized that the school is working to strengthen bachelor's-level assessments to clarify the school's definition of "coverage"</p>		

		for all domains. Reviewers' findings are summarized in the D10 worksheet.		
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D10 Worksheet

Public Health Domains	Yes/CNV
1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	CNV
2. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
3. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
4. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
5. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
6. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
7. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
8. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
9. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

**D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The school ensures that all BSPH students can demonstrate the ability to (a) communicate public health information and (b) evaluate and synthesize public health information through 12 required courses.	Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences		As an example, for the second competency, students locate information as part of a paper on Healthy People 2030 in PH 101: Introduction to Public Health; use		

2. ability to locate, use, evaluate & synthesize public health information		<p>information in lab activities in PH 201: Public Health from Cells to Society I and PH 202: Public Health from Cells to Society II; evaluate information as part of lab activities in PH 410: True Lies: Consuming and Communicating Quantitative Information; and synthesize information as part of the final written report for PH 600: Public Health Integrative Experience.</p> <p>The site visit team validated, through syllabi review, didactic coverage and assessment, all aspects of both competencies as shown in the D11 worksheet.</p>		
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D11 Worksheet

Competency Elements	Yes/CNV
<b>Public Health Communication</b>	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes
<b>Information Literacy</b>	
Locate information	Yes
Use information	Yes
Evaluation information	Yes
Synthesize information	Yes

**D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		All BSPH students complete an intensive, integrative 120-hour field experience as part of PH 600: Public Health Integrative Experience. Students are placed with internship sites and work on projects that include completion of at least one deliverable product that demonstrates public health skills from across the curriculum. Faculty and preceptors collaborate to supervise students. The internship culminates with students writing a final report for faculty approval. The requirement ensures students integrate, synthesize, and apply knowledge from public health domains while working with public health professionals.	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		<p>Students work with the school's community engagement coordinator to identify placement sites with local-level professionals and public health agencies and design projects based on their interests. The coordinator works to ensure a strong fit between student and preceptor and ensures a project that meets the requirements for synthesis and application of public health content and skills.</p> <p>Students have successfully completed placements at several public health agencies, including the Cudahy Health Department, City of Milwaukee Health Department, and Adams County Human and Health Services Department. Student products from their</p>		

		<p>experiences include reports, resource inventories, infographics, and evaluation tools.</p> <p>During the site visit, school leaders expressed pride in the development and success of the BSPH program. The curriculum was developed in an inclusive manner, building on knowledge acquired in the development of the MPH program. Faculty explained that the culminating experience is a particular highlight of the program that students are excited about completing. Additionally, preceptors indicated that the school is preparing students well to participate in these experiences.</p>		
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**D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		All BSPH students are exposed to the 12 cross-cutting concepts and experiences through a variety of required courses in the degree program. As an example, PH 600: Public Health Integrative Experience, the culminating experience and internship course, addresses professionalism, teamwork, networking, and independent work. PH 302: Health Concepts & Contexts includes a unique arts-based element to support student creativity and critical thinking around public health concepts, as well as content on the importance of advocacy and cultural contexts in public health. As a third example, PH 202: Public Health from Cells to Society II includes a leadership assessment as well as ethical reflection.	<a href="#">Click here to enter text.</a>	

		The site visit team was able to validate opportunities for exposure to all cross-cutting concepts through a review of the syllabi, as shown on the D13 worksheet.		
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D13 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. Advocacy for protection & promotion of the public's health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

**D14. MPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		Students must complete between 46-49 credits depending on the selected concentration. The university defines a credit hour as no fewer than 48 hours for class contact in lectures, laboratories, examinations, tutorials, recitations, and for preparation and study over the course of a 15- to 16-week semester.	Click here to enter text.	

**D15. DRPH PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**D16. BACHELOR'S DEGREE PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		The BSPH degree requires 120 total credit hours, including general education, foundations, and major requirements, commensurate with other similar degrees offered by the institution, including the BS in chemistry and the BA in sociology. The university's definition of a credit hour is the same as the definition for the MPH in Criterion D14.	Click here to enter text.	
Clear, public policies on coursework taken elsewhere, including at community colleges		A dedicated advisor works with students transferring into the BSPH program. A transfer equivalency database provides students information on course transfer equivalencies into the BSPH program. Courses not listed in the database may be considered by the transfer admissions office. Specific transfer articulation agreements exist with area community colleges, allowing smooth paths for degree completion.		

**D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers an MS in biostatistics. All students complete 33 credits of required courses and nine credits of elective courses. The school ensures coverage of the 12 the learning objectives through three required courses:	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		<ol style="list-style-type: none"> <li>1. PH 801: Seminar in PH Research</li> <li>2. PH 704: Principles of Methods of Epidemiology</li> <li>3. PH 711: Intermediate Biostatistics</li> </ol>		
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level		Assessments include an ecological model paper, a literature review, and a research design and comparison paper. The site visit team validated didactic preparation and an appropriate assessment for nearly all learning objectives through a review of the self-study and course syllabi. During the site visit, faculty clarified that the assessment for PH 801: Seminar in Public Health Research requires students to select both quantitative and qualitative methods. Reviewers were satisfied that all learning objectives are covered. The findings are summarized in the D17 worksheet.		
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course		In addition to addressing the learning objectives, students take courses mapped to five concentration competencies. The competencies focus on using statistical software to organize, analyze, and visualize data; communicate statistical information effectively to different audiences; and review and critique statistical methods in published studies. Reviewers validated that the competencies		
Students produce an appropriately rigorous discovery-based paper or project at or near end of program				

<p>Students have opportunities to engage in research at level appropriate to program's objectives</p>		<p>defined a sufficient depth of knowledge in the concentration area and are appropriate to the degree level. Assessments include consultation projects, data analyses, a literature review, and the thesis.</p> <p>All students receive instruction in research methods through multiple courses including PH 813: Practice of Biostatistical Consulting, PH 704: Principles and Methods of Epidemiology, and PH 895: Research and Thesis for MS in Biostatistics.</p> <p>Students are required to complete an applied independent study project, which they develop into a master's thesis. Students identify a biostatistics faculty member to serve, by mutual agreement, as the master's thesis advisor. Students must prepare a research plan and obtain the advisor's approval. The research plan includes the basic background, specific aims and hypotheses, proposed analysis plan, timeline and expected outcomes. The student presents their thesis in a seminar style format with a question-and-answer session with their advisor and the general public followed by the assessment of the written thesis. The advisor grades the thesis on appropriateness and sophistication of statistical analysis; writing skills; comprehensive understanding of literature and public health context, and results and potential for translating findings into practice. Once completed and approved, faculty encourage students to submit their theses for publication.</p>		
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D17 Worksheet

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

**D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers a PhD in three concentrations, environmental health sciences, epidemiology, and community and behavioral health promotion. Students enrolled in the environmental health sciences concentration must complete a minimum of 65 credits beyond the bachelor's degree; students in the epidemiology concentration must complete a minimum of 75 credits; and students in the community and behavioral health promotion concentration must complete a minimum of 72 credits. As explained in the introduction, the school previously offered a PhD in biostatistics but	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				

Assesses all students at least once on their ability to demonstrate each concentration competency		discontinued it in 2020 with the last graduate expected in 2023.		
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework		The school ensures coverage of the 12 the learning objectives through four required courses: <ul style="list-style-type: none"> <li>• PH 801: Seminar in PH Research</li> <li>• PH 704: Principles of Methods of Epidemiology</li> <li>• PH 711: Intermediate Biostatistics or PH 759: Introduction to Regression for Understanding the SDOH</li> <li>• PH 819: Social Environmental Justice or PH 859: Racial Disparities</li> </ul>		
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program		The site visit team validated coverage of all learning objectives through a review of the self-study and course syllabi as well as discussions during the site visit, as described in Criterion D17. Reviewers findings are summarized in the D18 worksheet.		
Students have opportunities to engage in research at appropriate level				
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study		In addition to the learning objectives, each PhD degree program has nine or 10 concentration competencies that define a sufficient depth of knowledge for the concentration. The concentration competencies are generally written at a level that is appropriate for a PhD degree and are markedly more advanced than for the master's degree level. All three concentrations have sufficient doctoral-level course work. Nine of the 12 required core credits are doctoral courses as well as at least nine credits of doctoral concentration courses.  All students receive instruction in scientific and analytical approaches through the four required courses listed above as well as concentration courses. Additionally, students are required to conduct research and complete a		

		<p>dissertation. Students consult with a primary advisor to develop a research plan and form a dissertation advisory committee. After the committee approves the proposal, students conduct an original research project under the supervision of the primary advisor. The dissertation must be approved by the advisory committee. The approval process includes an oral defense of the dissertation. During the site visit, faculty and students emphasized the individualized mentorship and support provided during the dissertation process.</p>		
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D18 Worksheet

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

**D19. ALL REMAINING DEGREES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**D20. DISTANCE EDUCATION**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

**E1. FACULTY ALIGNMENT WITH DEGREES OFFERED**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		<p>The school has 21 primary instructional faculty, including 15 tenured or tenure-track faculty, of whom 11 are associate professors and four are professors. The remaining six primary faculty include non-tenure track faculty and instructional academic staff, including two visiting assistant professors and four lecturers. As part of the site visit, reviewers learned that one visiting assistant professor had recently resigned, while a non-primary instructional faculty had been elevated to primary instructional faculty to maintain the required number of 21 faculty. School leaders also discussed two tenure-track searches that were ongoing at the time of the site visit and the hiring of another visiting assistant professor for the fall 2022 semester.</p> <p>The primary instructional faculty are qualified through education and/or experience in their affiliated areas of public health across the areas of concentration offered. The vast majority of primary instructional faculty hold PhD degrees, with two faculty holding a MD degree, one a</p>	<p><a href="#">Click here to enter text.</a></p>	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)				

		<p>DrPH degree, and one an MS. Degrees cover a range of fields including policy analysis, public health, biostatistics, epidemiology, urban studies, and microbiology and immunology.</p> <p>The school lists an additional 10 non-PIF with at least one in each of the five program areas. Non-PIF include affiliate faculty from other campus divisions and ad hoc faculty who are typically professionals within the community. All but one of these faculty taught one course within the past academic year, with one non-PIF faculty member teaching four courses. The non-PIF are qualified through education and/or experience in their affiliated areas of public health. Two non-PIF hold DrPH degrees in community health and six non-PIF hold PhD degrees in fields including public health, nursing, and epidemiology.</p>		
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**E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The school integrates practice perspectives into instruction through a variety of methods including employing faculty with practice experience and inviting practitioners as guest lecturers, panelists, preceptors, research partners, and speakers.	<a href="#">Click here to enter text.</a>	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		Four PIF have previous career experience outside of academia, including positions at the National Institute for Fitness and Sport, the California Department of Health,		

<p>Regularly involves practitioners in instruction through variety of methods &amp; types of affiliation</p>		<p>the Kenyan Ministry of Health, UNICEF, and WHO. A non-PIF has previous experience working in an Indiana health department and a federally qualified community health center in Connecticut. Faculty also maintain a research partnership with the City of Milwaukee Health Department and plan to have discussions about an academic health department in the future.</p> <p>Recent guest speakers and panelists include a community alliance coalition coordinator from Greendale Health Department, a public health emergency response planning coordinator from the City of Milwaukee Health Department, a public health analyst from the CDC, and a research and program coordinator from the Community Advocates Public Policy Institute.</p> <p>During the site visit, both students and alumni expressed satisfaction with the number of practitioners integrated into the curriculum.</p>		
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**E3. FACULTY INSTRUCTIONAL EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The school ensures that faculty members are current in their areas of instruction through annual reviews that cover faculty research and professional development activities. The Executive Committee assesses instructional fit and class assignments. The faculty chair, who is appointed by the dean following a faculty election,	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods				

Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction		coordinates course planning in relation to faculty expertise and supports professional development activities, including some offered through the Center for Excellence in Teaching and Learning. The school offered faculty incentives to participate in workshops to improve their preparation for online teaching during the pandemic.		
Supports professional development & advancement in instructional effectiveness for all faculty		<p>The school reviews non-primary instructional faculty at the time of hire to confirm appropriate education and/or experience in relation to the courses they are teaching. Non-primary instructional faculty also engage with the Center for Excellence in Teaching and Learning, with the faculty chair emphasizing the importance of this activity for new faculty with limited teaching experience.</p> <p>The school evaluates faculty instructional effectiveness using a variety of methods, including annual performance reviews and the promotion process for tenure-track faculty. The faculty chair and Executive Committee review annual faculty performance reports that include teaching responsibilities and student course evaluation data. Tenured faculty also undergo a formal post-tenure review process in addition to the annual performance reviews.</p> <p>Within the classroom, students complete anonymous standardized course evaluations for both graduate and undergraduate classes. The faculty chair reviews these evaluation data and is responsible for identifying any problems and working with individual faculty members to discuss and plan for any remediation.</p> <p>During the site visit, school leaders explained that faculty peer course evaluations are not currently a regular</p>		

		<p>element in the review of instructional effectiveness but are included in promotion and post-tenure review procedures. The faculty are considering expanding the use of faculty peer review as part of annual reviews of instruction. Moreover, faculty review all new syllabi or major course revisions, ensuring another avenue for peer faculty feedback in course design and content. Finally, faculty regularly engage in informal one-on-one interactions to support each other in their teaching activities.</p> <p>The campus Center for Excellence in Teaching and Learning is the primary source of support for faculty of all types in pursuing instructional improvement. In the transition to extensive online instruction with the pandemic, several faculty and staff completed an Online and Blended Teaching Program offered by the center. The school is also launching an orientation process and teaching roundtable for new and non-tenure track instructors to share teaching strategies and answer questions, based on its success with an initial roundtable in 2021.</p> <p>Faculty instructional effectiveness is a required element of advancement and promotion reviews. Promotion criteria for tenure-track faculty include instructional effectiveness and requires faculty to demonstrate a “sustained commitment to effective teaching and student mentoring.” For non-tenure track faculty (e.g., lecturer title), the annual performance reviews include teaching</p>		
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		<p>effectiveness and contract renewal reviews similarly include this consideration every three years.</p> <p>The school has identified four indicators of instructional quality. The first indicator is annual reviews of faculty productivity and faculty currency. The school has a robust performance evaluation system, ensuring that 100% of faculty undergo this annual review every year and have done so since 2018-19, meeting the school’s target. The second indicator is student satisfaction with instructional quality, as measured by student course evaluations. The school set targets of 80% of BSPH courses with a mean of 3.75 and graduate courses with a mean of four out of five. The school has steadily made progress towards the target for the last three years.</p> <p>The third chosen indicator of instructional quality is the number of courses that involve community-based practitioners. The school has far exceeded its goal of having four courses every year, with 10 or more courses including community partners in the past two years. The fourth indicator is the number of MPH core courses that include grading rubrics. The school is slightly short of reaching its goal of 100% of courses having grading rubrics, with 80% of courses including rubrics last year.</p> <p>During the site visit, students and alumni noted that faculty were responsive to student feedback about instruction and made changes to courses to address student needs. The school is making strong efforts to ensure support of instructional effectiveness across all its faculty.</p>		
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**E4. FACULTY SCHOLARSHIP**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The school defines research as the creation of new knowledge that is an outgrowth of research or practice in public health. Faculty are expected to engage in research that contributes to public health knowledge, practice, policy, or teaching. The school has a teaching workload that provides for a 50% research commitment for all tenure-track faculty, and research is a core element of annual reviews and promotion evaluations, especially for tenure-track faculty.</p> <p>The school has emphasized research infrastructure in recent years, with a strengthened Office for Administration of Research that shares resources across the campus and has improved services for the school's faculty. The school developed policies for course buy-outs, indirect cost returns, summer salary, and other issues to further support faculty, including an incentive policy for obtaining research funding.</p> <p>Faculty integrate their research into instruction across all of the school's concentrations. As an example, one faculty member brings his community intervention research experience into an advanced doctoral course, PH 826: Principles of Community Intervention Research, where students work on a semester-long community-engaged research project. Another faculty member integrates his expertise in microbial water contaminants into PH 741: Environmental Public Health Microbiology. Another faculty member uses data from his RWJF-funded study as</p>	<p>Click here to enter text.</p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>part of PH 777: Quantitative Research Methods for Public Health Policy &amp; Administration, a health policy course. The school is also committed to interdisciplinary research and describes several examples of this work that impacts students, including research on women's and children's health that is covered in multiple courses and how the discovery of a novel harmful algal toxin has been integrated into multiple environmental health courses.</p> <p>Students are heavily involved in faculty research across the school. Multiple doctoral students have been funded by NIH or received campus dissertation awards, and several MPH students are employed as research assistants. The school participates in a collaborative annual symposium that engages numerous students as presenters and attendees. Three examples of recent student involvement in faculty research include a PhD student who assisted with a study measuring the impact of environmental contaminants on stem cells, an MPH student who worked with a faculty member on an NIH-funded project measuring financial risk from out-of-pocket medical spending, and an MPH student who worked with the same faculty member on a RWJF-funded study measuring the effects of living wage policy.</p> <p>The school identified seven indicators of success in research and scholarly activities: percent of faculty with external funding; percent of faculty submitting proposals for external funding; number of grant proposals submitted annually; amount of total research expenditures from external research grants; percent of faculty presenting at professional scientific meetings annually; percent of faculty publishing in peer-reviewed journals annually; and percent of PhD students presenting</p>		
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		<p>at a professional scientific meeting by the time of the dissertation defense.</p> <p>The school has demonstrated strong performance across the indicators, though recent departures and COVID-19 disruptions negatively impacted some targets in the past year. Over the last three years, between 74-88% of faculty have submitted proposals for external funding every year and 17 of 19 faculty were funded in 2020-21. Moreover, 80% or more of faculty published at least one peer-reviewed article annually for the past three years, and all PhD students are presenting research findings at scientific meetings.</p> <p>During the site visit, students confirmed that faculty incorporate their research and scholarship into the classroom and noted that they had many opportunities to engage in research activities.</p>		
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**E5. FACULTY EXTRAMURAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		<p>The school defines faculty extramural service as faculty involvement in both professional associations and community or governmental organizations and expects faculty to commit 12.5% of their time to service activities. In addition to service being an integral part of the school's mission, it is an important element of the promotion and tenure process. Each candidate for promotion must demonstrate that they have become a responsible and contributing member of the university/academic</p>	<p><a href="#">Click here to enter text.</a></p>	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

		<p>community as well as the community at large and the profession. The school has granted course reductions to support faculty to engage in significant service activities, and the university's Center for Community-based Learning, Leadership, and Research supports faculty interested in developing service-learning components in their courses.</p> <p>One of the ways that faculty engage in service is through professional associations and community organizations such as the Society for Epidemiological Research, the Interdisciplinary Association for Population Health Sciences, the Wisconsin Public Health Research Network, the Wisconsin Division of Public Health Pregnancy Risk Assessment Monitoring System Advisory Committee, the City of Milwaukee Tobacco-Free Alliance, and the City of Milwaukee Health Department.</p> <p>Examples of faculty integrating their service activities into instruction include a faculty member who used examples of her advocacy work regarding COVID-19 and prisons in PH 202: Public Health Dilemmas II and another faculty member who shared his experience as an advisor to a school district during the pandemic with students.</p> <p>Faculty also integrate students into their service activities. For example, a faculty member regularly invites PhD students to assist him in reviewing manuscripts for professional journals and another has worked with a student to provide COVID news and updates to the school website.</p> <p>The school chose three indicators to measure faculty extramural service: the percent of faculty participating in</p>		
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		<p>at least one extramural service activity annually, the percentage of faculty-student service collaborations on capstone projects with community partners, and the number of MPH courses with community-based projects. The school set targets of 100% for the first indicator, 50% for the second indicator, and three for the third indicator. The school met its target for the first indicator in 2020-21 and met its target for the second indicator for the last three years. The school met its target for the third indicator for 2018-19 and 2019-20 but experienced challenges related to the pandemic and did not meet its target for 2020-21.</p>		
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**F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		<p>The school engages with stakeholders through its Community Advisory Board (CAB). The board meets once a semester but the school plans to increase this to quarterly meetings. At the time of the site visit, the board had 10 members from a variety of organizations including Disability Rights Wisconsin, Milwaukee Health Department, Black Health Coalition of Wisconsin, and Milwaukee Area Health Education Center. The board's charge is to advise the school on its curriculum, recruitment strategies, and workforce development. Additionally, the board has provided input on the school's guiding statements, its self-study document, and practice and research needs. The school also engages its preceptors for feedback on changing practice and</p>	<p><a href="#">Click here to enter text.</a></p>	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> <li>• overall planning processes</li> <li>• self-study process</li> </ul>				
Defines methods designed to provide useful information & regularly examines methods				

<p>Regularly reviews findings from constituent feedback</p>		<p>research needs. Reviewers validated stakeholder engagement through a review of meeting minutes.</p> <p>The school has faced challenges with collecting employer information from alumni to distribute a survey in the past. The school's Evaluation Workgroup met to discuss different data collection methods and decided on focus groups and interviews and will implement this new process and timeline in the 2022-23 academic year. In the meantime, the school conducted interviews with seven employers in August 2021. The school asked employers to rate graduates' preparation in domains related to the MPH foundational competencies as well as programmatic strengths, areas for improvement, and important skills graduates need based on changing practice needs. Employers rated graduates best prepared for skills related to evidence-based approaches, planning and management, and communications. Employers noted that graduates needed additional training related to engaging with diverse stakeholders and written communication using online platforms. Employers also highlighted leadership and systems thinking skills as important.</p> <p>The school reviews stakeholder feedback and its data collection methods informally through the Evaluation Workgroup. The school plans to formalize this process and have a more streamlined approach to sharing the data with the undergraduate and graduate program committees.</p> <p>Faculty members provided a recent example of how the school integrated additional writing assignments in the BSPH curriculum and the MPH capstone course to</p>		
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		<p>improve writing and communication skills based on preceptor and employer feedback.</p> <p>During the site visit, multiple Community Advisory Board members expressed satisfaction and said that they felt that faculty really listened to their feedback. Preceptors also validated that they have many opportunities to provide feedback and feel supported.</p>		
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**F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Makes community &amp; professional service opportunities available to all students</p> <p>Opportunities expose students to contexts in which public health work is performed outside of an academic setting &amp;/or the importance of learning &amp; contributing to professional advancement of the field</p>		<p>The school introduces students to service, community engagement, and professional development activities through multiple avenues including during orientation, courses, advising meetings, the monthly student newsletter, and the Public Health Student Association.</p> <p>All students are members of the Public Health Student Association (PHSA). The association hosts service events and offers student leadership positions. The association meets monthly and has hosted meetings virtually during the pandemic. The association uses PHSA Facebook and Twitter accounts to share upcoming events and resources.</p> <p>Examples of recent service opportunities include students volunteering with a local non-profit as part of PH 826: Principles of Community Health Intervention Research; three neighborhood cleanup and leaf raking events hosted by PHSA; and 20 students assisting local health</p>	<p><a href="#">Click here to enter text.</a></p>	

		<p>departments with contact tracing and vaccination clinics during the COVID-19 pandemic.</p> <p>During the site visit, both faculty and students validated that the PHSA is active and does a good job of communicating service opportunities to all students.</p>		
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**F3. ASSESSMENT OF THE COMMUNITY’S PROFESSIONAL DEVELOPMENT NEEDS**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		<p>The school defines its primary workforce community of interest as public health professionals in Milwaukee and Wisconsin, with special attention to the statewide maternal and child health workforce. The school choose these populations because they reflect the school’s mission of commitment to advancing health equity and social and environmental justice in Milwaukee and the state of Wisconsin. The school chose to highlight the maternal and child health workforce based on local and state health departments identifying the need for additional training in these areas due to the lack of diversity across the workforce and the number of public health professionals that are eligible to retire.</p> <p>In 2017, the school partnered with the University of Wisconsin–Madison, Medical College of Wisconsin, the University of Wisconsin–La Crosse, Carroll University, the Wisconsin Public Health Association (WPHA), and the Wisconsin Association of Local Health Departments and Boards (WALHDAB) to form the Wisconsin Center for Public Health Education and Training Program (WiCPHET)</p>		

		<p>Academic Programs Council. The Council is charged with assessing the workforce development needs of Wisconsin's public health practice community and developing training opportunities for the public health workforce.</p> <p>The WiCPHET plans to complete a workforce assessment every other year. The group began planning in 2018 for the first assessment to be conducted in 2020, but the assessment was modified both in scope and in timeline due to the COVID-19 pandemic. The group completed the modified assessment in spring 2021 via an online assessment tool. The top three competencies identified by respondents (n=133) for continuing education needs related to communication strategies; the impact of structural bias, social inequities, and racism on health; and cultural awareness related to planning and implementing public health policies and programs. The top three domains included planning and management, communication, and evidence-based approaches.</p> <p>While planning for the larger assessment, WiCPHET Academic Council members attended meetings for both WALHDAB and WPHA and asked questions regarding continuing educational needs from April to July in 2018 (n=84 attendees). The highest rated continuing education needs related to leadership, evidence-based approaches, communication, systems thinking, and planning and management. Respondents also indicated that they would prefer local and regional ongoing education opportunities, peer-to-peer learning, archived trainings, and developing communities of practice.</p>		
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		For the maternal and child health workforce, faculty drew on national and state data to develop a new certificate training program to diversify the workforce. The data showed that the workforce is older, not diverse, and has a high turnover rate with less than 10% of the workforce younger than 30 years old, 90% identifying as white, and a 28% turnover rate. During the site visit, faculty members explained that they used national best practices and recognized gaps in Title V to develop the curriculum for the certificate.		
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**F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>The school has multiple processes for developing and implementing professional development activities at the local and state levels. Specifically, for the “On Public Health” series, a school committee solicited input from faculty and staff to develop content and drew on relationships with community partners to be presenters. For the maternal and child health workforce, a school faculty member applied for a HRSA grant specifically to develop a maternal and child health training certificate to increase workforce diversity and provide opportunities for local professionals interested in maternal and child health to build additional skills.</p> <p>For the WiCPHET Academic Council, the school has a representative who is involved in reviewing the data and creating trainings at the state level. The school representative said that she sees opportunities for more</p>	Click here to enter text.	

		<p>faculty involvement in the development of trainings in the future. Examples of trainings within the last three years include breakout sessions on leadership and communication at the 2019 WPHA-WALHDAB Annual Public Health Conference and a keynote speaker presenting on leadership at the 2019 Public Health in Practice Conference. During the 2021 Annual Conference, council partners delivered a two-part breakout session with 42 attendees. Attendees applied data collection and communication skills in small group discussions using a food insecurity case scenario. The council also developed a podcast in 2018 titled Elevating your Leadership Skills, which focused on both leadership and the role of community health strategists in governmental public health.</p> <p>In addition to these trainings, faculty have provided trainings and presentations when requested by community partners. For example, one faculty member served as the instructor for two community health worker training programs offered by the Milwaukee Area Health Education Center in 2019. A total of 21 individuals participated. As another example, a different faculty member conducted trainings on the Young Parenthood Program (YPP) at the Peru National Institute of Mental Health's request in 2018, 2019, and 2020.</p> <p>During the site visit, a stakeholder said that she has recommended the school's trainings to community health workers that she works with and that the community health workers found the training very useful.</p>		
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**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The school demonstrates a strong commitment to enhancing diversity and cultural competence within its environment and practices. The school defines its priority under-represented populations based on the local and regional workforce needs and population. The priority student populations are people who identify as Black/African American, Latinx, or Southeast Asian/Hmong, and for faculty and staff, the priority populations are women and persons of color. The school identifies a goal of 20% of all student populations as being from their three priority identity groups and has achieved this target in each of the past three years, with 22% students of color from these three groups in 2020. Although the school does not define numeric faculty diversity targets, school leaders told reviewers that recent hires have increased the proportion of faculty who identify as female to about 50%, while faculty of color remain at around 15%.</p> <p>The school also has a general goal that aims, in part, to “attract, support, and sustain a diverse student, faculty and staff community.” To achieve this, the school is engaging in several strategies including launching a new undergraduate and graduate student recruitment and marketing plan that will target its priority populations in the region. Additional student recruitment strategies include collaborating with campus TRIO programs, expanding engagement with student associations that</p>	<p>Click here to enter text.</p>	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>serve under-represented students, and providing program information in multiple languages. Student services programs, including tutoring and scholarships, are available to support student retention and graduation. Retention plans for undergraduate students include financial aid and emergency scholarships, a revised freshman on-boarding experience, and mentoring programs. Graduate student retention plans include community-building activities supported by the school's student association and ensuring students are aware of the different multicultural student centers on campus.</p> <p>Faculty and staff recruitment and retention plans are less defined than those for students. Recruitment efforts rely on broadening advertising efforts using national targeting for diverse populations and specific training in implicit bias for faculty search committees. Retention efforts for faculty focus on research resources and financial incentives, while staff retention is focused on access to professional development opportunities. The school pairs assistant professors with faculty mentors to address teaching, research, service, and promotion topics. The university has a similar faculty mentoring program that pairs school faculty with faculty from other schools across the campus. During the site visit, school leaders talked about additional resources for faculty retention including the campus chapter of the Wisconsin Women in Higher Education Leadership program, which provides support and development for faculty and academic staff identifying as women. The university also supports the Faculty of Color Mosaic program, which works to create a more inclusive campus environment and provide specific supports for faculty of color.</p>		
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		<p>The school identifies several strategies to create and maintain a culturally competent environment. All faculty and staff completed anti-racist, anti-bias training in 2021 and will complete a trauma-informed education workshop in 2022. The school also ensures that topics of racial equity, health equity, and cultural humility are integrated across the undergraduate and graduate curricula. The school also supports a speaker series, townhalls with faculty and students, and research seminars on diversity and equity as additional opportunities for creating a culturally competent environment.</p> <p>The school collects detailed demographic data for its student populations and regularly assesses population demographics in relation to campus, local, and regional data. For example, while the school is achieving the general target (20%) for student enrollments among priority populations, a detailed analysis showed gaps in Latinx student enrollment.</p> <p>The school has launched two diversity surveys since 2018, the most recent of which included all members of its community. The latter survey, performed in 2021, secured a 17% response rate, of which 22% of respondents identified as people of color. Student, staff, and faculty responses to the various questions about school climate varied, with staff and students expressing more positive responses than faculty, though the percent of positive responses were &gt;55% for all questions about school climate by all groups. For example, for the survey question, "I feel as though I belong to this school community," 100% of staff rated the statement as true, while only 67% and 57% of students and faculty, respectively, rated the statement as true.</p>		
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		<p>Students were then surveyed specifically about the curriculum across a series of questions. Students expressed positive responses on the use of inclusive and appropriate language in classes, the cultural sensitivity of instructors, and the ability to express different views and discuss race/ethnicity and gender in class. However, only 33% of students indicated that courses adequately discuss issues related to immigration and citizenship.</p> <p>During the site visit, school leaders reinforced their commitment to expanded recruitment efforts in faculty and staff hiring to ensure diverse candidate pools. The university has supported trainings and workshops on race, gender, and organizational climate, and the school is developing a plan for continued activities in this area. University leaders shared that a new vice chancellor for diversity, equity, and inclusion for the university is beginning campus wide efforts in mentoring and retention of students, staff, and faculty of color. Additionally, students expressed satisfaction with the school's responsiveness to student concerns around social justice and inclusion topics within and beyond the curriculum.</p>		
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**H1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		Both undergraduate and graduate students have access to a qualified advisor from the time of enrollment. At the undergraduate level, students are assigned to one of two academic advisors in the Student Affairs Office. Students are required to meet with their advisor each semester to determine their course schedule, review their academic plan, and discuss strategies for success. At the graduate level, the school's graduate advisor assists students with course selection, logistics of degree progression, and school and university policies and procedures. The school also assigns faculty advisors who give input on specific courses as well as the APE and ILE.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students		<p>The staff advisors for undergraduate and graduate students are oriented to their roles through training. The academic advising staff and faculty members who are considered concentration leads also support faculty advisors. Additionally, the advising staff use software and forms to track student progress and identify those that may be experiencing difficulties.</p> <p>The school collects student satisfaction with advising data through the undergraduate academic advising survey, the MPH graduation survey, and town halls with students from all degree programs. While the satisfaction data for BSPH students was high, with 96% of respondents strongly agreeing or agreeing that their goals were met in their advising appointment, MPH and other graduate</p>		

		<p>students were less satisfied. Satisfaction with the quality of advising for MPH graduates remained between 60-68% in the last three years. Additionally, PhD students raised concerns about advising during the town hall. The school has taken steps to create and update advising forms and streamline the advising process.</p> <p>Both newly admitted first-year undergraduate students and incoming undergraduate transfer students must attend a mandatory orientation through the university. Students learn about campus resources, how to transition into college successfully, and how register for courses with their advisor. The school has a mandatory orientation for all newly admitted graduate students in the fall and spring semesters. The orientation covers academic integrity, safety and building basics, library resources, APE/ILE, the dissertation process, and a meet and greet with faculty advisors.</p> <p>During the site visit, both students and alumni expressed satisfaction with the academic advising they have received.</p>		
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**H2. CAREER ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		Students have access to career advising through multiple avenues. Undergraduate students receive career counseling services through the university Career Planning and Resource Center online and in-person. Additionally, career counseling is built into two required	Click here to enter text.	

<p>Variety of resources &amp; services are available to current students</p>		<p>courses and covers resume writing, job searches, and interview practice. At the graduate level, the faculty advisor also provides career counseling. Students also gain career counseling through preceptors during the APE. MS and PhD students are matched with faculty advisors based on shared research interests. Faculty advisors share job opportunities, discuss career options, and write letters of recommendation among other career counseling activities. Faculty advisors also provide career counseling to alumni. Alumni also have access to the student newsletter and the Academic Affairs Office.</p>		
<p>Variety of resources &amp; services are available to alumni</p>		<p>Examples of recent career counseling activities include mock interviews for three BSPH students in 2020, a faculty member who reviewed a cover letter and resume for an MPH student, and a faculty member who met with an alumnus to discuss doctoral programs.</p> <p>Advisors are oriented to their career counseling responsibilities in the same way they are with academic advising as described in Criterion H1.</p> <p>The school collects student satisfaction with career counseling data through the undergraduate and graduate graduation surveys. The response rate for the BSPH program was very low, likely due to the pandemic. Similarly, MPH response rates were low in 2019 and 2020 and only 28% of respondents expressed satisfaction with career counseling in 2021. As mentioned in Criterion H1, the school implemented changes such as streamlining the advising process and building extra career counseling activities into required courses to address the low satisfaction rate. The school collects MS and PhD student perceptions data informally through discussions with</p>		

		students and the town hall process. During the site visit, students expressed high satisfaction with the career counseling they received, and faculty and school leaders explained that the recent changes have translated into higher satisfaction rates anecdotally.		
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**H3. STUDENT COMPLAINT PROCEDURES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>The school informs students about the grievance policy at orientation. Additionally, the policy is listed in both the undergraduate and graduate handbooks. School administrators, faculty, and staff encourage students to share any concerns with whomever they feel comfortable.</p> <p>For academic grievances, the school has a three-step grievance process. First, students try to resolve the concern informally with the faculty member. If the student is not satisfied with the outcome, they may seek confidential guidance from staff advisors, program directors, or the associate dean for academic and student affairs.</p> <p>Students can then initiate a formal grievance by submitting a written statement to the responsible faculty member within 30 working days of the action that prompted the appeal. If the student is not satisfied with the outcome of the formal grievance, the student can file a formal grievance with the Undergraduate Program Committee or the Graduate Program Committee. The relevant committee will establish a Grievance Sub-</p>	<p>Click here to enter text.</p>	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented				

		<p>Committee to address the issue. If the faculty member responsible for the decision or behavior at issue is on the committee, the faculty chair will appoint another faculty member for the hearing. If the student is not satisfied with the committee's decision, they may appeal to the associate dean for academic and student affairs, who makes the final decision.</p> <p>During the site visit, faculty told reviewers that they have recognized opportunities to clarify and streamline the grievance process and that they were working on it at the time of the site visit.</p> <p>Students may file grievances related to harassment and sexual misconduct under Title IX with the campus Office of Equity and Diversity Services. Undergraduate students may file academic appeals to the Office of the Dean for Students, and graduate students may file academic appeals to the Graduate Scholastic Appeals Committee in the Graduate School.</p> <p>Since 2018, the school has had three grievances and three grade appeals. The grievances related to gender identity discrimination, appointment of the dissertation chair, and racial discrimination. In all three cases the responsible offices and committees found no discrimination or basis for the grievance. Of the three grade appeals, one was miscalculated and changed. The remaining two appeals were resolved through a meeting with the student and course instructor.</p> <p>During the site visit, students expressed comfort with bringing issues to faculty. One student brought up a</p>		
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		concern and was very impressed with how quickly school leaders responded to address the issue.		
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**H4. STUDENT RECRUITMENT & ADMISSIONS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The school has specific recruitment activities for both undergraduate and graduate programs. At the undergraduate level, the school recruits students with the support of the campus Office of Undergraduate Admissions. The school’s recruitment team includes two advisors and an undergraduate peer recruiter. The team attends campus events throughout the year, high school classroom presentations, college fairs, and conferences.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		<p>At the graduate level, four individuals, the graduate advisor, peer recruiter, a current PhD student, and an MPH alumnus, attend recruitment events such as graduate fairs and conferences and host informational sessions. A university marketing professional supports the school with marketing materials. Student service staff also assist with recruiting by attending graduate school fairs and public health conferences. The school also uses a “six touches” approach system to reach out to prospective applicants through SOPHAS and runs digital marketing campaigns and mail campaigns.</p> <p>As explained in Criterion A1, the campus Office of Undergraduate Admissions handles all BSPH admissions and transfers. Students are not required to submit an ACT or SAT score, nor is there a minimum required GPA. The</p>		

		<p>Office of Undergraduate Admissions applies a holistic review of applications. Transfer students are automatically admitted if they have completed 24 college credits and have a minimum 2.0 GPA. Students applying to the accelerated BSPH-MPH program must have a minimum 2.0 GPA and submit a statement of purpose.</p> <p>At the graduate level, prospective applicants must complete an application via SOPHAS. In 2020, the school removed the GRE requirement for the MPH program, but students must have a minimum 2.75 GPA. Prospective applicants must also have a minimum 2.75 GPA for the MPH-MSW dual degree program. For admission into the MS in biostatistics, students should have a general mathematical background, have taken at least two semesters of calculus, and score above the 50<sup>th</sup> percentile in the quantitative portion of the GRE. For the PhD program, the school admits exceptional applicants with no master's degree, but it is typical for admitted students to have earned an MPH or related degree. Per the Graduate School's requirements, applicants must have at least a 2.75 GPA. The PhD program has a two-step admissions process that includes an interview day. Faculty review graduate applications for all programs and make admissions decisions.</p> <p>The school measures the percent of African American, Latinx, and Hmong students by year across all degree programs to assess its recruitment efforts. The school set a target of 20%, as discussed in Criterion G1, and has met this target for the last three years.</p>		
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**H5. PUBLICATION OF EDUCATIONAL OFFERINGS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements are available through the school and university websites. Additionally, policies and procedures are outlined in student handbooks and course syllabi.	The school took several steps to align the school website and campus Catalog for the coordinated MPH-MSW degree. In April 2022, the campus Graduate Curriculum Committee approved: a) the addition of PH 733 Overview of Qualitative Methods to the MPH-MSW core curriculum, b) the identification of two MPH concentrations (Community and Behavioral Health Promotion and Public Health Policy), and c) the adoption of the updated MSW curriculum. The campus Academic Catalog 2022-23 updated in May reflects these changes. In June 2022, the school updated the school website to confirm the available concentrations and course requirements. See Appendix C for links to the UWM 2022-23 Catalog and MPH-MSW school landing page.	The Council appreciates the school's response to the site visit team's report and agrees that the school now demonstrates compliance with this criterion. Therefore, the Council acted to change the team's finding of partially met to a finding of met.
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		The concern relates to the school's website not accurately reflecting the available concentrations and course requirements for the MPH/MSW joint degree students. Reviewers understood that the school is working to update the course catalog and website to accurately reflect the correct course requirements and concentration offerings.		
Advertising, promotional & recruitment materials contain accurate information				

**AGENDA**

**Monday, February 14, 2022**

8:30 am **Guiding Statements and Evaluation**

Participants	Topics on which participants are prepared to answer team questions
<i>Michael Laiosa, Assoc Professor &amp; Faculty Chair Elise Papke, Accreditation Assessment Director</i>	<i>Guiding statements – process of development and review?</i>
<i>Sue Cashin, Office of Performance Analytics Director, College of Health Sciences Young Cho, Assoc Professor &amp; Co-Lead Evaluation Workgroup; Chair, Undergraduate Program Committee Lorraine Halinka Malcoe, Assoc Professor &amp; Undergraduate Program Director Tiff Martin, Undergraduate Academic Advisor Emmanuel Ngui, Assoc Professor &amp; MPH Program Director Amanda Simanek, Assoc Professor &amp; Chair, Graduate Program Committee Analise Sandoval, Academic Affairs Administrative Program Specialist Elise Papke, Accreditation Assessment Director</i>	<i>Evaluation processes – how does school collect and use input/data?</i>
<i>Amy Harley, Acting Dean &amp; Assoc Professor Lance Weinhardt, Professor &amp; Associate Dean for Research Tanika Reesnes, Business Operations/HR Manager</i>	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
<i>Stuart Findlay, Interim University Business Rep Amy Harley, Acting Dean &amp; Assoc Professor</i>	<i>Budget – who develops and makes decisions?</i>
<b>Total participants: 13</b>	

9:45 am **Break**

10:00 am **Curriculum 1 – MPH**

Participants	Topics on which participants are prepared to answer team questions
<i>Spencer Huang, Professor &amp; Lead, BIOSTATS Track Emmanuel Ngui, Associate Professor &amp; MPH Director; MCH Certificate Director (CBHP Track)</i>	<i>Foundational knowledge</i>
<i>Keith Dookeran, Visiting Assoc Professor; EPI Track MPH core course Spencer Huang, Professor &amp; Lead, BIOSTATS Track Renee Scampini, Lecturer; PHPA Track MPH Core Course Musa Yahaya, Lecturer; CBHP Track MPH Core Course</i>	<i>Foundational competencies – didactic coverage and assessment</i>

<i>Brieanna Harris, Community Engagement Coordinator Emmanuel Ngui, Assoc Professor &amp; MPH Director Elise Papke, Community Engagement Director</i>	<i>APE</i>
<i>Amanda Simanek, Assoc Professor &amp; Co-Lead, EPI Track; Capstone Renee Scampini, Lecturer; Capstone</i>	<i>ILE</i>
<i>Phoenix Do, Assoc Professor &amp; Lead, PHPA Track Paul Florsheim, Professor &amp; Lead, CBHP Track Spencer Huang, Professor &amp; Lead, BIOSTATS Track Amy Kalkbrenner, Assoc Professor &amp; Lead, EHS Track Lorraine Halinka Malcoe, Assoc Professor &amp; Undergraduate Program Director; Co-Lead, EPI Track; Co-Lead, Curriculum Workgroup Amanda Simanek, Assoc Professor &amp; Co-Lead EPI Track</i>	<i>Concentration competencies – development, didactic coverage, and assessment</i>
<b>Total participants: 12</b>	

11:15 am      **Break**

11:30 am      **Curriculum 2 – BSPH, MS, PhD Programs**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<i>Lorraine Halinka Malcoe, Assoc Professor &amp; Undergraduate Program Director Young Cho, Assoc Professor &amp; Faculty, BSPH Paul Florsheim, Professor &amp; Faculty, BSPH Michael Laiosa, Assoc Professor &amp; Faculty, BSPH Kurt Svoboda, Assoc Professor &amp; Faculty, BSPH Musa Yahaya, Lecturer &amp; Faculty, BSPH</i>	<i>Public health bachelor's degrees</i>
<i>Young Cho, Assoc Professor (CBHP Track) Paul Florsheim, Professor &amp; Lead, CBHP Track Kurt Svoboda, Assoc Professor (EHS Track) Spencer Huang, Professor &amp; Lead, BIOSTATS Track Lorraine Halinka Malcoe, Assoc Professor &amp; Co-Lead, EPI Track Amanda Simanek, Assoc Professor &amp; Co-Lead EPI Track Lance Weinhardt, Professor &amp; Faculty, PhD core</i>	<i>Academic public health degrees</i>
<b>Total participants: 9</b>	

1:00 pm      **Break**

1:45 pm **Strategies & Operations**

Participants	Topics on which participants are prepared to answer team questions
<p><i>Emmanuel Ngui, Assoc Professor &amp; MPH Director</i>  <i>Young Cho, Assoc Professor &amp; Co-Lead, Evaluation Workgroup</i>  <i>Amy Harley, Acting Dean &amp; Assoc Dean for Academic &amp; Student Affairs</i>  <i>Elise Papke, Accreditation Assessment Director</i></p>	<p><i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?</i></p>
<p><i>Amy Harley, Acting Dean &amp; Assoc Dean for Academic &amp; Student Affairs</i>  <i>Robin Jens, Assistant Dean of Student Services, College of Nursing</i>  <i>Kelsi Faust, Academic Advisor</i>  <i>Tiff Martin, Academic Advisor</i>  <i>Karen Vanalken, Graduate Advisor</i></p>	<p><i>Recruiting and admissions, including who chose the measures and why did they choose them</i></p>
<p><i>Kelsi Faust, Academic Advisor</i>  <i>Robin Jens, Assistant Dean for Student Services, College of Nursing</i>  <i>Tiff Martin, Academic Advisor</i>  <i>Karen Vanalken, Graduate Advisor</i>  <i>Elise Papke, Accreditation Assessment Director</i>  <i>Amanda Simanek, Assoc Professor &amp; EPI Advisor</i></p>	<p><i>Advising and career counseling, including who collects and reviews the data</i></p>
<p><i>Amy Harley, Acting Dean &amp; Assoc Dean for Academic &amp; Student Affairs</i>  <i>Tanika Reesnes, Business Operations/HR Manager</i></p>	<p><i>Staff operations</i></p>
<p><i>Amy Harley, Acting Dean &amp; Assoc Dean for Academic &amp; Student Affairs</i>  <i>Robin Jens, Assistant Dean for Student Services, College of Nursing</i>  <i>Amy Kalkbrenner, Associate Professor &amp; EHS Track Lead; Investigating Officer</i>  <i>Emmanuel Ngui, Assoc Professor &amp; MPH Program Director</i></p>	<p><i>Complaint procedures</i></p>
<p><b>Total participants: 11</b></p>	

2:45 pm **Break**

3:00 pm **Students**

Participants	Topics on which participants are prepared to answer team questions
<p><i>Claire Prieto</i>, 2<sup>nd</sup> Yr MPH EPI Track, MPH GPC Rep; Public Health Student Association (PHSA) Co-President  <i>Addie Blanchard</i>, 2<sup>nd</sup> Yr MPH PHPA Track, PHSA Treasurer  <i>Tanya Bohacheff</i>, 2<sup>nd</sup> Yr MPH EPI Track  <i>Xiaowei Dong</i>, 2<sup>nd</sup> Yr MS BIOSTATS  <i>Michael Gonzalez</i>, EHS PhD Program, PhD GPC Rep; Peer Recruiter; Evaluation Workgroup (2021-2022)  <i>Tara Jenson</i>, EHS PhD Program; Self-Study Faculty Workgroup  <i>Meghan Majors</i>, Coordinated MPH-MSW, CBHP Track  <i>Lydia Marcus</i>, EPI PhD Program  <i>Sabrina Painter</i>, 2<sup>nd</sup> Yr MPH CBHP Track  <i>Marin Schmitt</i>, CBHP PhD Program; PhD GPC Rep, Evaluation Workgroup (2020-2021)  <i>Justin Yu</i>, EHS PhD Program; Self-Study Curriculum Workgroup</p>	<p><i>Student engagement in school operations</i>  <i>Curriculum (competencies, APE, ILE, etc.)</i>  <i>Resources (physical, faculty/staff, IT)</i>  <i>Involvement in scholarship and service</i>  <i>Academic and career advising</i>  <i>Diversity and cultural competence</i>  <i>Complaint procedures</i></p>
<b>Total participants: 11</b>	

4:00 pm **Break**

4:15 pm **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
<p><i>Young Cho</i>, Assoc Professor &amp; Co-Lead, Evaluation Workgroup  <i>Michael Laiosa</i>, Assoc Professor &amp; Faculty Chair</p>	<p><i>Currency in areas of instruction &amp; pedagogical methods</i></p>
<p><i>Lance Weinhardt</i>, Professor &amp; Associate Dean for Research</p>	<p><i>Scholarship and integration in instruction</i></p>
<p><i>Michael Laiosa</i>, Assoc Professor &amp; Faculty Chair  <i>Amanda Simanek</i>, Assoc Professor &amp; Co-Lead, EPI Track</p>	<p><i>Extramural service and integration in instruction</i></p>
<p><i>Emmanuel Ngui</i>, Assoc Professor &amp; MPH Director; Faculty, CBHP Track  <i>Amanda Simanek</i>, Assoc Professor &amp; Co-Lead, EPI Track</p>	<p><i>Integration of practice perspectives</i></p>
<p><i>Brieanna Harris</i>, Community Engagement Coordinator &amp; Member, Seminars &amp; On Public Health Committee  <i>Emmanuel Ngui</i>, Assoc Professor &amp; MPH Director; Member, Seminars &amp; On Public Health Committee  <i>Elise Papke</i>, Community Engagement Director &amp; Member, Seminars &amp; On Public Health Committee  <i>Lance Weinhardt</i>, Professor &amp; Faculty, Seminars &amp; On Public Health Committee</p>	<p><i>Professional development of community</i></p>
<b>Total participants: 7</b>	

5:15 pm **Break & Executive Session**

5:45 pm **Adjourn**

**Tuesday, February 15, 2022**

8:30 am **University Leaders**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<i>Mark Mone, Chancellor</i>	<i>School's position within larger institution</i>
<i>Johannes Britz, Provost &amp; Vice Chancellor for Academic Affairs</i>	<i>Provision of school-level resources</i>
<i>Dev Venugopalan, Associate Vice Chancellor for Academic Affairs</i>	<i>Institutional priorities</i>
<b>Total participants: 3</b>	

9:00 am **Break**

9:15 am **Stakeholder/ Alumni Feedback & Input**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<i>Niki Espy, Associate Program Director, Neighborhood House of Milwaukee; Member, Community Advisory Board</i> <i>Rosamaria Martinez, Vice President, Community Health Initiatives, Sixteenth Street Community Health Centers; Member, Community Advisory Board</i> <i>Bailey Murph, MPH 2014. Deputy Commissioner, Policy, Innovation, and Engagement, City of Milwaukee Health Department; Rep to Community Advisory Board</i> <i>DeDe Williams, AHEC Executive Director; Member, Community Advisory Board</i>	<i>Involvement in school evaluation &amp; assessment</i>
<i>Abby Gorecki, Public Health Strategist, Greenfield Health Department; Preceptor and Employer</i> <i>Nick Tomaro, MPH 2018, Public Health Emergency Response Planning Coordinator, City of Milwaukee Health Department; Employer</i> <i>DeDe Williams, AHEC Executive Director; Member, Community Advisory Board; Employer</i>	<i>Perceptions of current students &amp; school graduates</i>
<i>Jazzmyne Adams, MPH 2018, Program Director, Medical College of Wisconsin</i> <i>Katie Asher, MPH 2021</i> <i>Chansouda Lor, MPH 2020, Lead Risk Assessor, City of Milwaukee Health Department</i> <i>Mireille Perzan, MPH 2019, MCH Epidemiologist/PRAMS Project Director, WI DHS</i> <i>Laetitia Zeba, BSPH 2021; MPH &amp; MCH Certificate Program 2021</i>	<i>Perceptions of curricular effectiveness</i>

<p><i>Sara Finger, Executive Director, Wisconsin Alliance for Women’s Health; Preceptor</i>  <i>Curtis Hedman, Research Scientist/Toxicologist, WI DHS, Bureau of Environmental and Occupational Health; Preceptor</i>  <i>Darren Rausch, Health Officer, Greenfield Health Department; PhD Candidate, CBHP Track; Preceptor</i>  <i>Ericka Sinclair, Executive Director, Health Connections; Preceptor</i>  <i>Nick Tomaro, MPH 2018, Public Health Emergency Response Planning Coordinator, City of Milwaukee Health Department; Preceptor</i>  <i>DeDe Williams, AHEC Executive Director; Member, Community Advisory Board; Preceptor</i></p>	<p><i>Applied practices experiences</i></p>
<p><i>Jazzmyne Adams, MPH 2018, Program Director, Medical College of Wisconsin; MPH Panel</i>  <i>Mireille Perzan, MPH 2019, MCH Epidemiologist/PRAMS Project Director, WI DHS; Classroom Speaker</i>  <i>Darren Rausch, Health Officer, Greenfield Health Department; PhD Candidate, CBHP Track; Classroom Speaker</i>  <i>Nick Tomaro, MPH 2018, Public Health Emergency Response Planning Coordinator, City of Milwaukee Health Department; MPH Panel</i></p>	<p><i>Integration of practice perspectives</i></p>
<p><i>Niki Espy, Associate Program Director, Neighborhood House of Milwaukee; Member, Community Advisory Board</i>  <i>Rosamaria Martinez, Vice President, Community Health Initiatives, Sixteenth Street Community Health Centers; Member, Community Advisory Board</i>  <i>Bailey Murph, MPH 2014. Deputy Commissioner, Policy, Innovation, and Engagement, City of Milwaukee Health Department; Rep to Community Advisory Board</i>  <i>DeDe Williams, AHEC Executive Director; Member, Community Advisory Board</i></p>	<p><i>School delivery of professional development opportunities</i></p>
<p><b>Total participants: 15</b></p>	

10:15 am      **Break**

10:30 am      **Site Visit Team Executive Session**

2:30 pm      **Exit Briefing**