



RUTGERS

School of Public Health

Self-Study Report

NOVEMBER 2023

Prepared for the Council on Education for Public Health

 sph.rutgers.edu

 **Locations**

683 Hoes Lane West,
Piscataway, NJ 08854

One Riverfront Plaza
Newark, NJ 07102



Table of Contents

INTRODUCTION	1
A1. ORGANIZATION AND ADMINISTRATIVE PROCESSES.....	11
A2. MULTI-PARTNER SCHOOLS	25
A3. STUDENT ENGAGEMENT.....	26
A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH.....	28
A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH	29
B1. GUIDING STATEMENTS	31
B2. EVALUATION AND QUALITY IMPROVEMENT.....	34
B3. GRADUATION RATES	51
B4. POST-GRADUATION OUTCOMES	60
B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS	63
C1. FISCAL RESOURCES	68
C2. FACULTY RESOURCES.....	73
C3. STAFF AND OTHER PERSONNEL RESOURCES	80
C4. PHYSICAL RESOURCES.....	84
C5. INFORMATION AND TECHNOLOGY RESOURCES	87
D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE.....	90
D2. MPH FOUNDATIONAL COMPETENCIES	92
D3. DRPH FOUNDATIONAL COMPETENCIES.....	108
D4. MPH & DRPH CONCENTRATION COMPETENCIES	116
D5. MPH APPLIED PRACTICE EXPERIENCES	138
D6. DRPH APPLIED PRACTICE EXPERIENCE.....	142
D7. MPH INTEGRATIVE LEARNING EXPERIENCE	145
D8. DRPH INTEGRATIVE LEARNING EXPERIENCE	150
D9. PUBLIC HEALTH BACHELOR’S DEGREE FOUNDATIONAL DOMAINS.....	153
D10. PUBLIC HEALTH BACHELOR’S DEGREE FOUNDATIONAL COMPETENCIES	154
D11. PUBLIC HEALTH BACHELOR’S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES.....	155
D12. PUBLIC HEALTH BACHELOR’S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES.....	156
D13. MPH PROGRAM LENGTH	157
D14. DRPH PROGRAM LENGTH	158
D15. BACHELOR’S DEGREE PROGRAM LENGTH.....	159
D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER’S DEGREES.....	160
D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES.....	174

D18. ALL REMAINING DEGREES.....	192
D19. DISTANCE EDUCATION	193
E1. FACULTY ALIGNMENT WITH DEGREES OFFERED	196
E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE	204
E3. FACULTY INSTRUCTIONAL EFFECTIVENESS	206
E4. FACULTY SCHOLARSHIP.....	213
E5. FACULTY EXTRAMURAL SERVICE	224
F1. COMMUNITY INVOLVEMENT IN SCHOOL EVALUATION AND ASSESSMENT	230
F2. STUDENT INVOLVEMENT IN COMMUNITY AND PROFESSIONAL SERVICE.....	236
F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE	241
G1. DIVERSITY AND CULTURAL COMPETENCE.....	245
H1. ACADEMIC ADVISING	264
H2. CAREER ADVISING.....	273
H3. STUDENT COMPLAINT PROCEDURES.....	287
H4. STUDENT RECRUITMENT AND ADMISSIONS	294
H5. PUBLICATION OF EDUCATIONAL OFFERINGS	299

ABBREVIATIONS USED IN SELF-STUDY

AAMC: American Association of Medical Colleges	EOHJ: Environmental and Occupational Health and Justice
AAUP: American Association of University Professors	EOHSI: Rutgers Environmental and Occupational Health Sciences Institute
ABET: Accreditation Board of Engineering and Technology, Inc.	EPID: Epidemiology
APE: Applied Practice Experience	FIT: Faculty Instructional Technique
APHA: American Public Health Association	FTE: Full-time Equivalent
ASC: Academic Support Counselor	FY: Fiscal Year
ASPPH: Association of Schools and Programs of Public Health	GPH: Global Public Health
AY: Academic Year	HBSP: Health, Behavior, Society and Policy
BHSNJ: Biomedical and Health Sciences of New Jersey	HEDIC: Healthcare Executive Diversity and Inclusion
BIST: Biostatistics	HOPE: Health Outcomes, Policy, and Economics
BPHSA: Black Public Health Student Association	HRSA: Health Resources and Services Administration
CEAS: Career Exploration and Success	HSAP: Health Systems and Policy
CEO: Chief Executive Officer	IELTS: International English Language Testing System
CEPH: Council on Education for Public Health	IFH: Rutgers Institute for Health, Health Care Policy and Aging Research
CFO: Chief Financial Officer	ILE: Integrative Learning Experience
CINJ: Cancer Institute of New Jersey	IMAT: Implementation, Monitoring, and Assessment Team
CITI: Collaborative Institutional Training Initiative	INTS: Rutgers Institute for Nicotine and Tobacco Studies
CLEP: Community Living Education	IPE: Interprofessional Education
CMS: Content Management System	IRB: Institutional Review Board
COVID-19: Corona Virus Disease of 2019	JITT: Just in Time Teaching
CPDD: College on Drug Dependence	LGBTQ: LGBTQ Health
CPHWD: Center for Public Health Workforce Development	LMS: Learning Management System
DEI: Diversity, Equity, and Inclusion	LPR: Leadership, Practice and Research
DPHSA: Doctoral Public Health Student Association	LSM: Rutgers Library of Science and Medicine
EAB: Education Advisory Board	MSO: Multicultural Student Organization
EASI: Equity in Action Summer Internship Program	NAAHP: National Association of Advisors for Health Professions
EHS: Environmental Health Sciences	NCDA: National Career Development Association
ENOH: Environmental and Occupational Health	

NGO: Non-Governmental Organization

NIH: National Institutes of Health

NJACTS: New Jersey Alliance For Clinical and Transitional Science

NJACCHO: NJ Association of City and County Health Officials

NJAPHE: NJ Association of Public Health Epidemiologists

NJAPHNA: NJ Association of Public Health Nurse Administrators

NJCDA: New Jersey Career Development Association

NJEHA: New Jersey Environmental Health Association

NJSOPHE: Society of Public Health Educators

NJPHA: New Jersey Public Health Association

NJSOPHE: NJ Society for Public Health Education

NSO: New Student Orientation

NTT: Non-Tenure Track

OCEPHS: Office of Community Engagement and Public Health Service

OCS: Office of Career Service

OEM: Occupational and Environmental Medicine

OPHP: Office of Public Health Practice

OSH: Occupational Safety and Health

OSHA: Occupational Safety and Health

OTEAR: Rutgers Office of Teaching Evaluation and Assessment Research

PHCO: Public Health Core Course

PHEP: Pharmacoepidemiology

PHocus: Public Health: Outbreaks, Communities, and Urban Studies

PHNU: Public Health Nutrition

PHP: Public Health Practice

PMH: Population Mental Health

POAG: Population Aging

PPE: Personal Protective Equipment

RA: Research Assistant

RBHS: Rutgers Biomedical and Health Sciences

RCM: Responsibility Centered Management

REACH: Research Evaluation and Commercialization Hub

RO-1: NIH Research Project Grant Program

ROI: Rutgers Optimizes Innovation

RU or Rutgers University: Rutgers, The State University of New Jersey

RUL: Rutgers University Libraries

RU-HEAR: Rutgers University Health Equity Academic Researchers

RWJ: Robert Wood Johnson

RWJMS: Robert Wood Johnson Medical School

SAQHE: South Asian Quantitative Health and Education

SBHS: Social and Behavioral Health Sciences

SGA: Student Governing Association

SGS: School of Graduate Studies

SOPHAS: Schools of Public Health Application Service

SPH or School: Rutgers School of Public Health

SWPH: Social Work and Public Health

TLT: Rutgers Teaching and Learning with Technology

TT: Tenure Track

UGPH: Urban Global Public Health

UMDNJ: University of Medicine and Dentistry of New Jersey

URPH: Urban Public Health

V.O.I.C.E.S: Volunteer Opportunities in Community Engaged Service

WES: World Education Services

Degrees/Certifications

BA: Bachelor of Arts

BS: Bachelor of Science

CHES: Certified Health Education Specialist

CPH: Certification in Public Health

DAT: Dental Admission Test

DMD/DDS: Doctor of Dental Medicine/Doctor of
Dental Surgery

DO: Doctor of Osteopathy

DrPH: Doctor of Public Health

GMAT: Graduate Management Admission Test

GRE: Graduate Record Examinations

EdM: Master of Education

JD: Juris Doctor (Doctor of Law)

LLP: Limited Liability Partnership

MBA: Master of Business Administration

MD: Doctor of Medicine

MMS: Master of Management Studies

MPA: Master of Public Administration

MPH: Master of Public Health

MPhil: Master of Philosophy

MPP: Master of Public Policy

MS: Master of Science

MSPA: Master of Science in Physician Assistant

MSW: Master of Social Work

PharmD: Doctor of Pharmacy

PhD: Doctor of Philosophy

PsyD: Doctor of Psychology

TOEFL: Test of English as Foreign Language

USMLE: United States Medical Licensing Examination

Introduction

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

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

Rutgers University was founded as Queen’s College in 1766 in New Brunswick, New Jersey for the training of future ministers of the Dutch Reformed Church and governed by a Board of Trustees. The college progressed through periods of growth and financial setbacks and, following the particular efforts of Revolutionary War hero and Board of Trustees member, Colonel Henry Rutgers, the school was renamed “Rutgers College” in 1825. In 1864, it was designated the state’s land-grant institution, and it assumed university status in 1924. Legislative acts of 1945 and 1956 designating it “The State University of New Jersey” qualified it as one of the nation’s major public research universities. The University of Newark merged with Rutgers in 1946 (now called Rutgers University–Newark), and the College of South Jersey in Camden joined in 1950 (now called Rutgers–Camden).

Rutgers is one university with three distinct operational locations in New Jersey; in Camden, Newark, and New Brunswick, each headed by a chancellor and characterized by its own distinctive identity (aka chancellor-led unit). The University of Medicine and Dentistry of New Jersey (founded in 1970) merged with Rutgers in 2013, creating Rutgers Biomedical and Health Sciences (RBHS). This became the fourth chancellor-led unit that is also headed by its own chancellor, yet, unlike other units, it is not defined by its geography but by its statewide network of healthcare education and service. The Rutgers School of Public Health is part of RBHS.

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

Rutgers University offers over 150 undergraduate majors and more than 200 graduate programs and degrees. There are 29 schools and colleges at the university, some of which are on multiple campuses, and many of which have partnered to form interprofessional programs. A full list of degrees offered can be viewed at the university’s website [Rutgers University](#) schools and colleges.

c. Number of university faculty, staff, and students

There are more than 67,000 students attending Rutgers University. The following provides the current student enrollment by chancellor-led unit:

- 43,859 students at Rutgers University–New Brunswick
- 11,008 students at Rutgers University–Newark
- 5,966 students at Rutgers University–Camden
- 6,787 students at Rutgers Biomedical and Health Sciences (RBHS)

Rutgers employs over 8,000 full- and part-time faculty and over 14,000 full-and part-time staff members. In addition, more than 1,500 international scholars representing nearly 100 countries are visiting the university. Rutgers also boasts over 580,000 living alumni across all 50 of the United States, the District of Columbia, in three U.S. territories, and on six continents.

d. Brief statement of distinguishing university facts and characteristics

Rutgers, The State University of New Jersey, is the eighth oldest institution of higher learning in the United States and is one of the original nine colonial colleges established before the American Revolution. Rutgers stands among America’s highest-ranked, most diverse public research universities. The oldest, largest, and top-ranked public university in the New York/New Jersey metropolitan area, Rutgers has its locations in three New Jersey cities, but its footprint can be seen around the region. Explore the [Great Things to Know about Rutgers](#) and discover what

makes Rutgers, The State University of New Jersey, a distinctive and highly respected institution in the Garden State, the nation, and across the globe.

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

Rutgers University is accredited by the [Middle States Commission on Higher Education](#), 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 (267-284-5011). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The Middle States Commission on Higher Education reaffirmed the accreditation of all Rutgers University locations in 2018 for the period July 1, 2018 - June 30, 2027. In its final report, the review team commended the university for its focus on affordability and accessibility across geographic, economic, ethnic, and racial differences; undertaking transformative change in its financial and information systems; demonstrating excellence in educational effectiveness and assessment; and for the accomplishments achieved so far in the integration of the majority of units of the University of Medicine and Dentistry of New Jersey (now RBHS). Documents describing the institution’s accreditation may be downloaded from the [university website](#). The [Middle States Commission on Higher Education](#) website includes information on how to file a complaint regarding an accredited institution.

Certain programs at Rutgers are subject to specialized accreditation. Information about Rutgers programs that have received accreditation by agencies recognized by the Council for Higher Education Accreditation or the U. S. Department of Education may be found [here](#). The list below is also provided in ERF Introduction 1.e Names-Accrediting Bodies.

List of Specialized Accrediting Agencies of Rutgers University:

Accreditation Agency	Website	Higher Education Accreditation	US Dept. of Education
AACSB*	https://www.aacsb.edu/accredited?Country=United+States	--	--
ABET*	https://www.abet.org/accreditation/	--	--
Accreditation Commission for Midwifery Education	https://www.midwife.org/Accreditation		X
Accreditation Council for Education in Nutrition and Dietetics, Academy of Nutrition and Dietetics	https://www.eatrightpro.org/acend/accredited-programs/about-accredited-programs		X
Accreditation Council for Pharmacy Education	https://www.acpe-accredit.org/pharmd-program-accreditation/	X	X
Accreditation Review Commission on Education for the Physician Assistant, Inc.	http://www.arc-pa.org/accreditation/accredited-programs/	X	
American Library Association Committee on Accreditation	http://www.ala.org/educationcareers/accreditedprograms/directory	X	
American Occupational Therapy Association Accreditation Council for Occupational Therapy Education	http://acoteonline.org/all-schools/	X	X
American Physical Therapy Association Commission on Accreditation Physical Therapy Education	http://www.capteonline.org/Programs/	X	X

Accreditation Agency	Website	Higher Education Accreditation	US Dept. of Education
American Psychological Association Commission on Accreditation	http://www.accreditation.apa.org/	X	X
Commission on Accreditation for Health Informatic and Information Management Education	https://www.cahiim.org/programs/program-directory	X	
Commission on Accreditation of Allied Health Education Programs	https://www.caahep.org/students/find-an-accredited-program	X	
Commission on Accreditation of Healthcare Management Education	https://www.cahme.org/	X	
Commission on Collegiate Nursing Education	https://www.aacnnursing.org/CCNE-Accreditation/CCNE-Accredited-Programs		X
Commission on Dental Accreditation, American Dental Association	https://www.ada.org/en/coda/find-a-program/search-dental-programs#q=rutgers&t=us&sort=%40codastatecitysort%20ascending%20		X
Commission on English Language Program Accreditation	https://cea-accredit.org/accredited-sites		X
Council for Accreditation of Counseling and Related Educational Programs	https://www.cacrep.org/directory/	X	
Council of the Section of Legal Education and Admissions to the Bar, American Bar Association	https://www.americanbar.org/groups/legal_education/resources/aba_approved_law_schools/		X
Council on Accreditation of Nurse Anesthesia Educational Programs	https://www.coacna.org/programs-fellowships/list-of-accredited-programs/	X	X
Council on Education for Public Health	https://ceph.org/about/org-info/who-we-accredit/accredited/		X
Council on Social Work Education Commission on Accreditation	https://www.cswe.org/accreditation/directory/	X	
Landscape Architectural Board, American Society of Landscape Architects	https://www.asla.org/schools.aspx	X	
Liaison Committee on Medical Education	https://lcme.org/directory/accredited-us-programs/		X
National Accrediting Agency for Clinical Laboratory Sciences	https://www.nacls.org/about.aspx	X	
National Association of Schools of Art and Design Commission on Accreditation	https://nasad.arts-accredit.org/directory-lists/accredited-institutions/		X
National Association of Schools of Dance Commission on Accreditation	https://nasd.arts-accredit.org/directory-lists/accredited-institutions/		X
National Association of Schools of Music Commission on Accreditation	https://nasm.arts-accredit.org/directory-lists/accredited-institutions/		X
Network of Schools of Public Policy, Affairs, and Administration Commission on Peer Review and Accreditation	https://www.naspaa.org/accreditation/roster-accredited-programs	X	
Planning Accreditation Board	https://www.planningaccreditationboard.org/accredited-programs/all/	X	

Accreditation Agency	Website	Higher Education Accreditation	US Dept. of Education
Psychological Clinical Science Accreditation System	https://www.pcsas.org/accreditation/acc-redited-programs/	X	

*This list includes those Rutgers programs that have gained specialized accreditation from organizations that are, or once were, recognized by the Council for Higher Education Accreditation (CHEA) or the US Department of Education (USDE). Note that AACSB and ABET are not currently recognized by either CHEA or USDE.

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

The Rutgers School of Public Health was established as a teaching, research, and service institution within the former University of Medicine and Dentistry of New Jersey (UMDNJ). The Rutgers School of Public Health was formed on the base of a large graduate program in public health that was sponsored by UMDNJ-Robert Wood Johnson Medical School and Rutgers University, beginning in 1983, and then established as a school of public health in 1998.

As of July 1, 2013, under the New Jersey Medical and Health Sciences Education Restructuring Act, UMDNJ, including the school of public health, was transferred to Rutgers, The State University of New Jersey. This legislation, which was signed by Governor Chris Christie on August 22, 2012, integrated all UMDNJ, except University Hospital and the School of Osteopathic Medicine, into Rutgers, thus dissolving UMDNJ. The UMDNJ units transferred were integrated with and reorganized to form the Rutgers Biomedical and Health Sciences (RBHS), with the school of public health as one of its component schools.

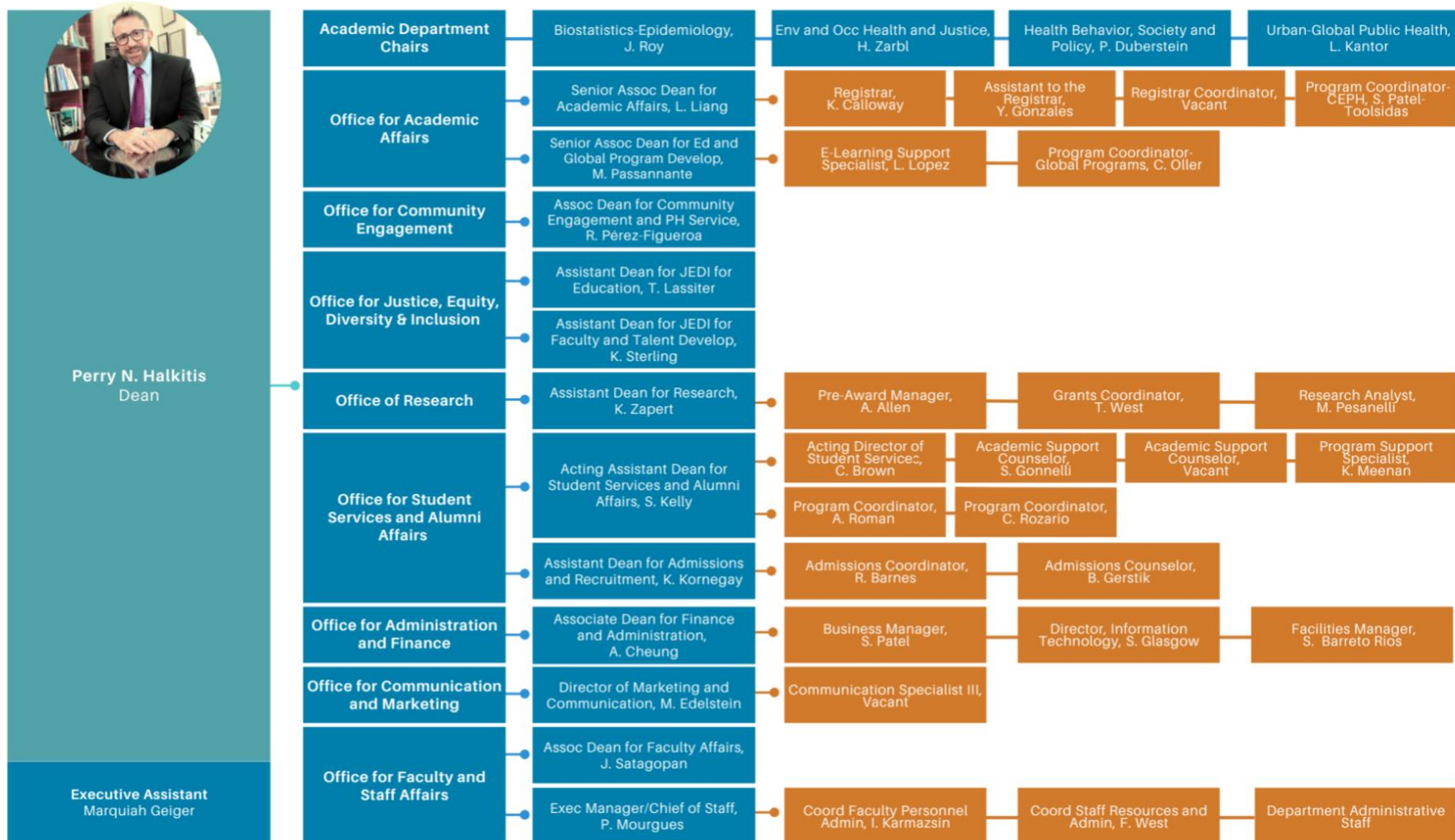
The Rutgers School of Public Health has two primary locations at which we conduct our research, education, and community engagement programs. Students and faculty have access to both locations. The New Brunswick/Piscataway space is located in one wing of the Public Health/RWJMS Research Tower II Building (683 Hies Lane West); the Newark space is located on the tenth and sixteenth floors of One Riverfront Plaza adjacent to Newark Penn Station.

After a series of faculty consensus building meetings, a faculty vote, and approval by the University Senate that took place in 2018, the school was organized into four educational units. The school consists of four departments: Biostatistics and Epidemiology (Dr. Jason Roy, Chair); Environmental and Occupational Health and Justice (Dr. Helmut Zarbl, Chair); Health Behavior, Society and Policy (Dr. Paul Duberstein, Chair) and Urban-Global Public Health (Dr. Leslie Kantor, Chair). In addition to the department chairs, the school’s leadership team includes five associate deans, five assistant deans, three directors, and a chief of staff (see the school’s Organizational Chart). The school underwent an organizational change with input and design by the faculty after Dean Perry N. Halkitis’ tenure began in August 2017. Five previously underdeveloped or nonexistent offices were created: Office for Student Services and Alumni Affairs (n = 1 assistant dean and 6 staff), Office of Research (n = 1 assistant dean and 3 staff), the Office for Justice, Equity, Diversity, and Inclusion (2 = assistant deans); Office for Community Engagement (n = 1 associate dean); and the Office for Marketing and Communication (n = 2 staff).

The Rutgers School of Public Health offers six-degree programs: Master of Public Health (MPH); Master of Science (MS) in Biostatistics; Master of Science (MS) in Epidemiology; Master of Science (MS) in Health Outcomes, Policy, and Economics (HOPE); Doctor of Public Health (DrPH), and Doctor of Philosophy (PhD) in Public Health. The school’s viewbook is in ERF Introduction 1.f School Viewbook, which has more details and an overview of the school.

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

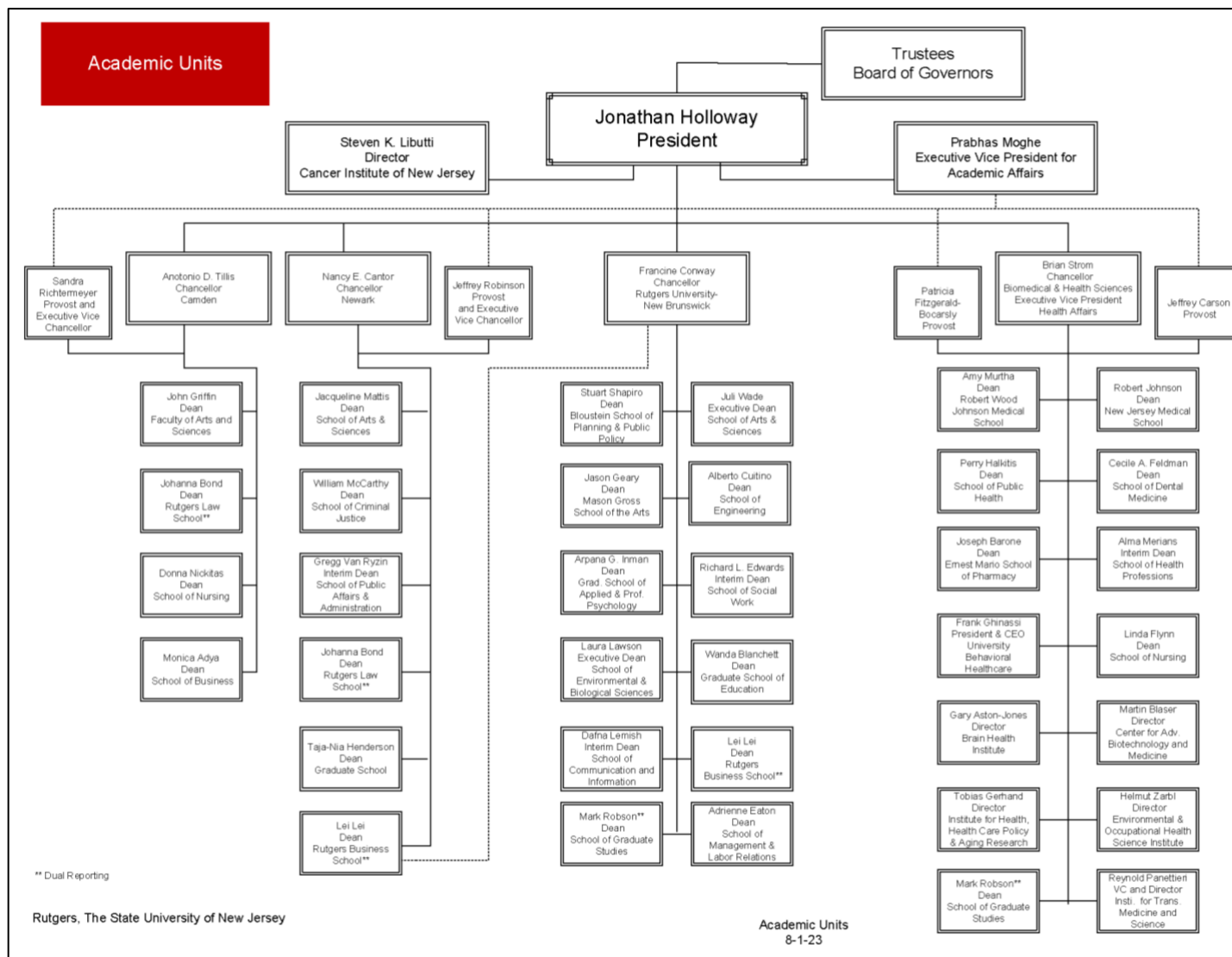
a. The school's internal organization, including the reporting lines to the dean.



The School Organizational Chart is also in the ERF Introduction, 2.a School Organizational Chart.

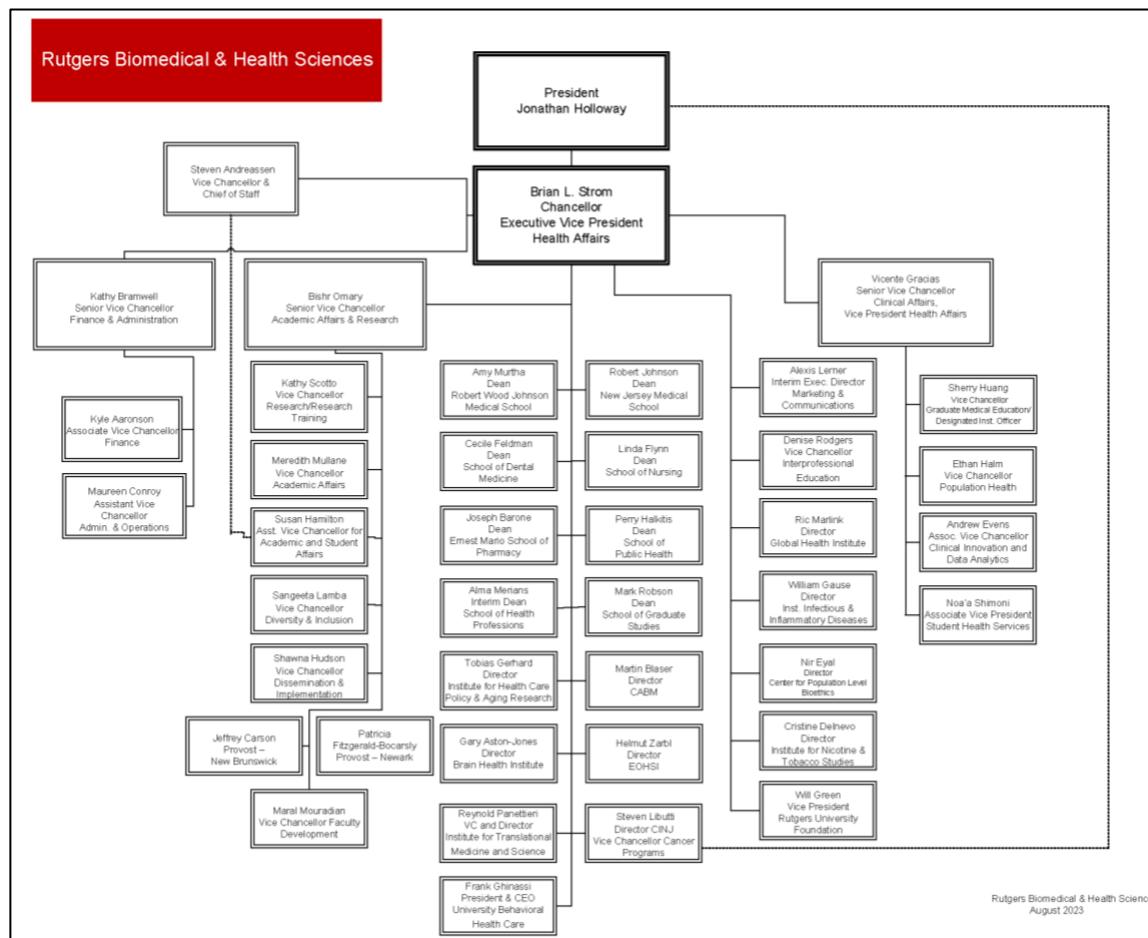
b. The relationship between school and other academic units within the institution. Organizational charts may include committee structure organization and reporting lines.

The organizational chart of the Academic Units of Rutgers, The State University of New Jersey (below) illustrates the School of Public Health’s equal status with other Rutgers schools and colleges.



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

The relationship of the Rutgers School of Public Health within Rutgers Biomedical and Health Sciences (RBHS) is illustrated in the RBHS organizational chart (below). All reporting lines are identical for the deans of all the RBHS schools. As with other RBHS schools, the dean reports to the president through the RBHS chancellor on all budgetary and academic issues. (The dean does not report to the two provosts for health sciences.) The president reports to the Board of Governors, which has ultimate authority for governing the University.



- d. for multi-partner schools and schools (as defined in Criterion A2), organizational charts must depict all participating institutions
Not Applicable

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

Template Intro-1: Instructional Matrix – Degrees and Concentrations

Instructional Matrix - Degrees and Concentrations						
Master's Degrees	Academic	Professional	Categorized as public health*	Campus based	Executive	Distance based
Biostatistics (BIST)	MS	MPH	X	MPH, MS		
Environmental Health Sciences (EHS)		MPH	X	MPH		
Epidemiology (EPID)	MS	MPH	X	MPH, MS		
Global Public Health (GPH)		MPH	X	MPH		MPH
Health Outcomes, Policy, and Economics (HOPE)	MS	---	X	MS		
Health Systems and Policy (HSAP)		MPH	X	MPH		
LGBTQ Health (LGBTQ)		MPH	X	MPH		
Occupational and Environmental Medicine (OEM)		MPH	X	MPH		
Occupational Safety and Health (OSH)		MPH	X	MPH		
Pharmacoepidemiology (PHEP)	MS	---	X	MPH		
Population Aging (POAG)		MPH	X	MPH ¹		MPH ¹
Population Mental Health (PMH)		MPH	X	MPH		
Public Health Nutrition (PHNU)		MPH	X	MPH		
Public Health Practice for Health Professionals (PHP)		MPH	X	MPH		
Social and Behavioral Health Sciences (SBHS)		MPH	X	MPH		
Social Work and Public Health (SWPH)		MPH	X	MPH		
Urban Public Health (URPH)		MPH	X	MPH		
Doctoral Degrees	Academic	Professional				
Biostatistics (BIST)	PhD		X	PhD		
Environmental and Occupational Health (ENOH)	PhD		X	PhD		
Epidemiology (EPID)	PhD		X	PhD		
Health Systems and Policy (HSAP)	PhD		X	PhD		
Leadership, Practice and Research (LPR)		DrPH	X		DrPH	
Social and Behavioral Health Sciences (SBHS)	PhD		X	PhD		

¹MPH in Population Aging will be converted from a campus-based program to a distance-based program, effective Fall 2024.

Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)							
2nd Degree Area	Public Health Concentration	Academic	Professional	Categorized as public health*	Campus based	Executive	Distance based
Articulated with Rutgers University (BA/BS)	Any MPH concentration, except PHP and SWPH		BA/MPH, BS/MPH	X	MPH		
Articulated with New Jersey Institute of Technology (BS)	Any MPH concentration, except PHP and SWPH		BA/MPH, BS/MPH	X	MPH		
Biomedical Sciences	Any MPH concentration, except PHP and SWPH		MPH-MBS	X	MPH		
Business	EPID, HSAP		MPH-MBA	X	MPH		
Clinical Nutrition	PHNU		MS-Clinical Nutrition	X	MPH		
Dentistry	Any MPH concentration, except SWPH		MPH-DMD	X	MPH		
Law	HSAP and other concentrations with approval		MPH-JD	X	MPH		
Medicine	Any MPH concentration, except SWPH		MPH-MD, MPH-DO	X	MPH		
Pharmacy	Any MPH concentration and HOPE (MS)	MS-HOPE-PharmD	MPH-PharmD	X	MPH		
Physician Assistant	BIST, EPID, GPH, HSAP, LGBTQ, OEM, POAG, PMH, PHP, PHNU, SBHS, URPH		MPH-MSPA	X	MPH		
Psychology	Any MPH concentration		MPH-PsyD	X	MPH		
Public Administration	HSAP and other concentrations with approval		MPH-MPA	X	MPH		
Public Policy	GPH, HSAP		MPH-MPP	X	MPH		
Social Work	Social Work and Public Health		MPH-MSW	X	MPH		

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

Template Intro-2: Enrollment Data for All Degrees

Degree		Current Enrollment (Fall 2023)
Master's	MPH (<i>includes dual degree students</i>)	
	Biostatistics (BIST)	20
	Environmental Health Sciences (EHS)	34
	Epidemiology (EPID)	143
	Global Public Health (GPH)	118
	Health Systems and Policy (HSAP)	74
	LGBTQ Health (LGBTQ)	15
	Occupational and Environmental Medicine (OEM)	4
	Occupational Safety and Health (OSH)	24
	Population Aging (POAG)	7
	Population Mental Health (PMH)	8
	Public Health Nutrition (PHNU)	28
	Public Health Practice for Health Professionals (PHP)	3
	Social and Behavioral Health Sciences (SBHS)	36
	Social Work and Public Health (SWPH)	10
	Urban Public Health (URPH)	28
	Dual Degrees	
	DO/MPH	1
	MD/MPH	4
	DMD/MPH	1
	JD/MPH	2
	PharmD/MPH	2
	MBA/MPH	2
	MBS/MPH	4
	MPP/MPH	1
	MSPA/MPH	1
	MSW/MPH	10
	MS (<i>includes dual degree students</i>)	
	Biostatistics (BIST)	35
	Epidemiology (EPID)	5
	Health Outcomes, Policy, and Economics (HOPE)	38
	Pharmacoepidemiology (PHEP)	8
	Dual Degrees	
PharmD/MS-HOPE	3	
Doctoral	DrPH	
	Epidemiology (EPID) ¹	1
	Leadership, Practice and Research (LPR)	51
	PhD in Public Health	
	Biostatistics (BIST)	4
	Environmental and Occupational Health (ENOH)	4
	Epidemiology (EPID)	13
	Health Systems and Policy (HSAP)	4
Social and Behavioral Health Sciences (SBHS)	5	

¹DrPH-Epidemiology (EPID) – This concentration was suspended starting in Fall 2017 and we are teaching out the remaining student in this concentration.

A1. Organization and Administrative Processes

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

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

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

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

The school's seven standing committees, as established in the school's bylaws, play a vital role in advancing our mission, vision and goals and objectives. The seven school-wide standing committees include the following:

- Executive Council
- Admissions and Academic Progression Committee
- Advisory Committee on Appointments and Promotions
- Curriculum Committee
- Research and Doctoral Studies Committee
- Bylaws and Elections Committee
- Diversity, Equity, and Inclusion Committee

Four significant ad-hoc committees have been established including the Awards Committee, the Accreditation Self-Study Committee, the Dean's Leadership Council, and the Education Advisory Board.

School-Wide Standing Committees

The Executive Council comprises the dean, the department chairs, associate/assistant deans, the secretary of the faculty, and three elected faculty representatives eligible for the American Association of University Professors, Council of Chapters (AAUP) and Biomedical and Health Sciences of New Jersey (BHSNJ) membership. There are also three appointed student representatives, with one from an online/hybrid degree program. The Executive Council advises the dean on matters affecting the operation and policies of the school and acts on behalf of the faculty with regard to the duties and powers of the faculty enumerated in the school's Bylaws.

EXECUTIVE COUNCIL	Role	Member Name
Chair	Dean	Perry Halkitis (Chair)
Department Chairs	Biostatistics and Epidemiology (BIST-EPID)	Jason Roy
	Environmental and Occupational Health and Justice (EOHJ)	Helmut Zarbl
	Health Behavior, Society and Policy (HBSP)	Paul Duberstein
	Urban-Global Public Health (UGPH)	Leslie Kantor
Associate/Assistant Deans	Administration and Finance	Anthony Cheung
	Academic Affairs	Laura Liang
	Educational and Global Program Development	Marian Passannante
	Justice, Equity, Diversity, and Inclusion	Teri Lassiter Kymberle Sterling

EXECUTIVE COUNCIL	Role	Member Name
	Faculty Affairs Community Engagement Research	Jaya Satagopan Rafael Perez- Figueroa Katie Zapert
Secretary of Faculty	Faculty Member	Mitchel Rosen
3 Faculty Members (Elected by faculty through school-wide vote)	Faculty Member Faculty Member Faculty Member	Nancy Fiedler Cui Yang Gwenyth Lee
Student Representatives (Appointed by the Dean)	MPH/MS Student Online Student Doctoral Student	Sophee Niraula Stephanie Berdugo-Hernandez Kate Colbath
Ex Officio (non-voting)	Chief of Staff Committee Staff Administrator	Paris Mourgues Lauren Potash

The Admissions and Academic Progression Committee comprises faculty members appointed by the department chairs to represent the school’s concentration areas. (Department chairs appoint a faculty member for each concentration; however, faculty members may cover more than one concentration.) The Committee Chair is elected by members of the committee. The assistant dean for admissions and recruitment, representatives from the Office for Student Services and Alumni Affairs, the registrar, and the senior associate dean for educational and global program development serve as ex officio members. The Admissions and Academic Progression Committee has the responsibility within legal boundaries of the following:

- With regard to admissions, setting the requirements for admission to the school subject to review by the faculty; and
- With regard to academic progression, considering matters of academic standing of students and monitoring and designating the academic status of all students in the school.

ADMISSION & ACADEMIC PROGRESSION COMMITTEE	Role	Member Name
Faculty Members (Appointed by Department Chairs)	BIST-EPID Faculty Representative BIST-EPID Faculty Representative EOHJ Faculty Representative EOHJ Faculty Representative EOHJ Faculty Representative HBSP Faculty Representative HBSP Faculty Representative UGPH Faculty Representative UGPH Faculty Representative UGPH Faculty Representative UGPH Faculty Representative	Dirk Moore Greta Bushnell Koshy Koshy Michael Pratt Derek Shendell Mark McGovern Marybec Griffin Merlene Frederick-James Kristen Krause Teri Lassiter (Chair) Marian Passannante
Ex Officio (non-voting)	Academic Affairs Student Services and Alumni Affairs Admissions & Recruitment Registrar	Marian Passannante Samantha Gonnelli Kamal Kornegay Kristal Calloway

The Advisory Committee on Appointments and Promotions comprises seven faculty members, including at least one clinical track faculty appointed by the dean. Members have primary appointments with the school and hold a rank of Associate Professor, Professor, or Distinguished Professor with more than half of the membership being tenured. The committee members are selected as follows: one primary faculty from each department of the school who shall be elected by the faculty of the department; and four primary faculty are appointed by the dean. The Advisory Committee on Appointments and Promotions has the responsibility for advising the dean as to appointments, reappointments, promotions, tenure reviews, and faculty renewal leaves in accordance with university and RBHS policy and procedures and applicable collective negotiations agreements.

ADVISORY COMMITTEE ON APPOINTMENTS AND PROMOTIONS	Role	Member Name
4 Faculty Members (Appointed by Dean)	Faculty Member Faculty Member Faculty Member Faculty Member (Clinical)	Patrick Clifford Jaya Satagopan (Chair) Yong Lin Joye Anestis
4 Faculty Members (Elected by faculty)	Faculty Member (BIST/EPID) Faculty Member (EOHJ) Faculty Member (HBSP) Faculty Member (UGPH)	Emily Barrett Jun-Yan Hong Olivia Wackowski Mackey Friedman

The Curriculum Committee comprises faculty members appointed by the department chairs to represent the school's concentration areas, five student representatives, one adjunct faculty member (ex officio) and one alumnus (ex officio). (Department chairs appoint a faculty member for each concentration; however, faculty members may cover more than one concentration.) The alumni and adjunct faculty members are appointed by dean. Student members include one MPH, one MS, one DrPH, one PhD, and one online student identified by the assistant dean for student services and alumni affairs. The registrar and the senior associate dean for academic affairs serve as ex officio members. The Curriculum Committee reviews and makes recommendations regarding the curricula for the degree and certificate programs of the school and develops standards for the evaluation of each educational program for the school.

CURRICULUM	Role	Member Name
Faculty Members (Appointed by Department Chairs)	BIST-EPID Faculty Representative BIST-EPID Faculty Representative BIST-EPID Faculty Representative EOHJ Faculty Representative EOHJ Faculty Representative HBSP Faculty Representative HBSP Faculty Representative UGPH Faculty Representative UGPH Faculty Representative UGPH Faculty Representative UGPH Faculty Representative	Liangyuan Hu Stephanie Shiau (Co-Chair) Elizabeth Suarez Jose Guillermo Cedeño Laurent Michael Pratt Katie Darabos Gwyneth Eliasson Emily Merchant Devin English (Co-Chair) Kristen Krause Vincent Silenzio
Student Representatives (Appointed)	MPH Degree Student MS Degree Student DrPH Degree Student PhD Degree Student Online MPH Degree Student	Abraham Pritzker Harrison Clement Olivia Ellison Orges Alabaku Farmin Shahabuddin

CURRICULUM	Role	Member Name
Ex-Officio (non-voting)	Academic Affairs Registrar Alumni Representative Adjunct Faculty Representative Committee Staff Administrator	Laura Liang Kristal Calloway Wiktorja Starmiejska Brett Turner Lauren Potash

The Research and Doctoral Studies Committee comprises the department chairs, two faculty members appointed by the dean, and two faculty members elected by the faculty. The executive director for doctoral studies and the assistant dean for research serve as ex officio. The Research and Doctoral Studies Committee encourages research activities by faculty and students and serves in an advisory capacity to the dean on general policy matters related to research and doctoral programs.

RESEARCH & DOCTORAL STUDIES	Role	Member Name
Department Chairs	EPID-BIST EOHJ HBSP UGPH	Jason Roy Helmut Zarbl Paul Duberstein Leslie Kantor
2 Faculty Members (Appointed by Dean)	Faculty Member Faculty Member	Laura Lindberg Chongyi Wei
2 Faculty Members (Elected by faculty)	Faculty Member Faculty Member	Ollie Ganz (Chair) Andrea Villanti
Ex Officio (non-voting)	Research Doctoral Programs	Katie Zapert Panos Georgopoulos

The Bylaws and Elections Committee comprises seven primary faculty members, including the Secretary of the Faculty, four members who are elected by the faculty through a school-wide vote, and two members who are appointed by the dean, ensuring representation across concentrations. The school's chief of staff serves as an ex-officio member. The Bylaws and Elections Committee has the responsibility of ensuring that the Bylaws of the school are in conformity with the Policies and Procedures governing RBHS and the university and the collectively negotiated agreements. This committee also has the responsibility of supervising all elections and other ballots conducted among the faculty in coordination with the Secretary of the Faculty.

BYLAWS & ELECTIONS	Role	Member Name
Secretary of the Faculty	Faculty Member	Mitchel Rosen (Chair)
2 Faculty Members (Appointed by Dean)	Faculty Member Faculty Member	Pamela Ohman Strickland Patrick Clifford
4 Faculty Members (Elected by faculty)	Faculty Member Faculty Member Faculty Member Faculty Member	Ayana April-Sanders Howard Kipen Kevin Schroth Cui Yang
Ex Officio (non-voting)	Chief of Staff	Paris Mourgues

The Diversity, Equity, and Inclusion Committee comprise two faculty from each Department; five students (one MPH, one MS, one DrPH, one PhD, and one online); and one alumnus. Faculty members are appointed by the department chairs; students are recommended by the assistant dean for student services and alumni affairs and/or the executive director for doctoral studies, attempting to ensure representation across all departments; and alumni are appointed by the dean. The dean for diversity, equity and inclusion (whether assistant, associate, or acting) serve as an ex officio committee member. The Diversity, Equity, and Inclusion Committee has the

responsibility of developing and promoting strategies and best practices associated with diversity, equity, and inclusion initiatives across the school to support an environment that promotes equity and equality, combats oppression, and values the contributions of everyone so that we can fulfill the school’s mission of excellence in public health.

DIVERSITY, EQUITY, AND INCLUSION	Role	Member Name
Faculty Members (2 Faculty members elected by each department)	BIST-EPID Faculty Representative BIST-EPID Faculty Representative EOHJ Faculty Representative EOHJ Faculty Representative HBSP Faculty Representative HBSP Faculty Representative UGPH Faculty Representative UGPH Faculty Representative	Henry Raymond Zorimar Rivera Nunez Jose Guillermo Cedeno Laurent Nancy Fiedler (Chair) Gwyneth Eliasson Marybec Griffin Richard (Thurman) Barnes Merlene Fredericks-James
Student Representatives (Appointed)	MPH Degree Student MS Degree Student DrPH Degree Student PhD Degree Student Online Degree Student	Morgan Durant Sarah Chu Elena Cromeyer Jessica Anderson Deborah Germain
Ex Officio	Justice, Equity, Diversity, and Inclusion Alumni	Teri Lassiter Kymberle Sterling Ariana Nunez-Restituyo

Significant School-Wide Ad-Hoc Committees

The Accreditation Self-Study Committee was a significant ad hoc committee charged with ensuring that the school meets the new accreditation criteria released in December 2021. Its members include the dean, associate deans, assistant deans, directors, faculty members, students, and alumni. The committee convened in 2021 and met regularly in 2022-2023 to strategize and work towards re-accreditation.

ACCREDITATION SELF-STUDY COMMITTEE	
Work Groups	Members
Curriculum	Laura Liang (Chair) Marian Passannante Kristal Calloway
Diversity	Teri Lassiter Perry Halkitis
Faculty Teaching, Scholarship and Service	Laura Liang Marian Passannante Jaya Satagopan Katie Zapert Paris Mourgues Rafael Perez-Figueroa Sarah Kelly Irene Karmazsin
Operations and Resources	Anthony Cheung Paris Mourgues Irene Karmazsin Fay West Sean Glasgow

ACCREDITATION SELF-STUDY COMMITTEE	
Work Groups	Members
	Sam Barreto Rios
Practice and Service	Rafael Perez-Figueroa Vince Silenzio Sarah Kelly
Student Affairs and Support Services	Kamal Kornegay Mike Vega Claire Brown
Workforce Development	Mitchel Rosen Colleen Wharton
Stakeholders	May Chan Liston (Alumni) Daina Potter (MPH Student)
Stakeholders (continued)	Liz Yarly (DrPH Student) Shilpa Toolsidas (CEPH Program Coordinator)

The Awards Committee is charged with reviewing the current recognitions awarded by the school and the collaborating universities and recommending if additional awards should be approved by the Executive Council. The Committee comprises four faculty and three staff members appointed by the dean.

AWARDS COMMITTEE	
Faculty Members (Appointed by Dean)	Gwyneth Elliason Teri Lassiter Jaya Satagopan Derek Shendell (Chair)
Staff Members (Appointed by Dean)	Irene Karmazsin Paris Mourgues Katie Zapert

The Dean’s Leadership Council comprises 10-20 members. The dean is an active member of this Council. The Council Chair oversees operations, committees, and progress of the Council and the Council Vice Chair acts in lieu of Chair as necessary and is the Chair Elect. The Chair, Vice Chair, and Council members serve three-year terms which are renewable.

Purpose of the Dean’s Leadership Council:

- To advance the mission of Rutgers School of Public Health
- To provide feedback, leadership and guidance to the dean and his leadership team
- To convey Rutgers School of Public Health’s mission, goals, and accomplishments externally, including to potential donors and to corporate relationships
- To support the Rutgers School of Public Health by leading and participating in events
- To cultivate philanthropic relationships in partnership with the Development staff
- To serve as ambassadors and advocates for Rutgers School of Public Health, building donor relationships and creating pipelines for donors to make gifts
- To act in an advisory capacity to the dean and his leadership team

Key responsibilities and duties of each council member:

- Maintain familiarity with Rutgers School of Public Health, its mission, goals, accomplishments, and strategies

- Provide strategic input regarding fundraising and development activities, marketing, branding and public awareness
- Participate in the development activities of Rutgers School of Public Health including the cultivation of donors

DEAN'S LEADERSHIP COUNCIL	
<p>Elizabeth Brewer, MS, MPH (Chair) Head of U.S. Government Affairs, Haleon</p> <p>Gloria A. Bachman, MD, MMS Professor of Obstetrics & Gynecology and Medicine Associate Dean for Women's Health Medical Director, PROUD Gender Center of NJ Rutgers Robert Wood Johnson Medical School</p> <p>Bruce Binkowitz, PhD VP of Biometrics, Arcutis Biotherapeutics</p> <p>Matthew F. Bruno, JD Litigation Associate, Manatt, Phelps & Phillips, LLP</p> <p>May Chan-Liston, PharmD, MPH'14, RPh Division of Risk Management, Center for Drug Evaluation and Research U.S. Food and Drug Administration</p>	<p>James F. Dougherty, MS, VMD Metropolitan Veterinary Associates Member, Rutgers University Board of Governors RC'74 GSNB'75</p> <p>Geoffrey Ross Product Designer</p> <p>Paul Shay, MBA Executive Director, Global Lead, PRIDE Alliance People & Business Resource Group Bristol Myers Squibb</p> <p>Jennifer Turner, DrPH'19 Senior Vice President, Sony Pictures Founder and CEO MAD COOL FITNESS</p>
<p><u>Emeritus Members:</u></p> <p>Ron Krauskopf, Lakeland Bank Bruce Richman, EdM, JD Prevention Access Campaign Henry Ristuccia, Deloitte Alison G. Modica, Gilead Sciences</p>	<p>David Ostrowsky, LoanDepot Janet Ott, MBA, HVS Ilise Zimmerman, MS, MPH, Northern NJ Partnership for Maternal & Child Health</p>

The Education Advisory Board (EAB) is charged with providing feedback on our competencies, curriculum, student outcomes, and other academic-related matters, such as proposed new degrees or concentrations. The 42 EAB members represent diverse public health sectors including local and state governments, pharmaceuticals and other for-profit organizations, hospitals and healthcare organizations, non-profit and community-based organizations, and academia. A detailed list of members with their credentials and professional affiliations is in Criteria F1.1.

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

The school's Executive Council advises the dean on matters affecting the operation and policies of the school. The Executive Council receives and ratifies: requirements for admission as developed by the Admissions and Academic Progression Committee; academic rules and regulations as formulated by the Admissions and Academic Progression Committee; curriculum changes for academic programs approved by the Curriculum Committee; policies to ensure due process rights of students; and policies related to research as presented by the Research and Doctoral Studies Committee. The Executive Council meets at least four times during the academic year.

The following example illustrates how committees may function. Initiatives in curriculum usually arise at the department or concentration level, where they are discussed formally and informally by faculty and/or students. The issues then move to the Curriculum Committee for review and approval. Based on the recommendation of this

committee, the proposal is forwarded to the Executive Council where additional opportunity for student and administrative input occurs. Some curriculum issues affecting the entire degree program have arisen in the Executive Council and have been resolved and moved forward by that group.

a. Degree requirements

The Executive Council reviews and must approve new or modified degree requirements presented by a degree program. Curriculum issues affecting the entire degree program, such as a change in the number of credits required for a degree, are discussed at department and school leadership levels and then presented to the Executive Council, at which point the change may be resolved and moved forward by that group.

The senior associate dean for academic affairs and/or the senior associate dean for educational and global program development provides feedback on educational best practices and on the development and assessment of competencies to ensure alignment with accreditation criteria when new courses, degree programs, certificate programs or concentrations are proposed and under development.

The creation of new degree programs, certificate programs and concentrations must be reviewed and approved by the Curriculum Committee after development and discussion at the department level or by an ad hoc/working group. The school's Executive Council subsequently reviews and approves new degree programs, certificate programs and concentrations. Once approved by the school's Executive Council, new degree and certificate programs are reviewed and approved by the Rutgers University Office of Academic Affairs and then the Board of Governors will receive the item for information purposes; new degree programs also undergo external review following procedures set forth by Rutgers Office of Institutional Research and Academic Planning. New concentrations within an existing degree are approved by the RBHS chancellor; approval by Rutgers University Office of Academic Affairs is not needed.

b. Curriculum design

The individual concentrations are responsible for their concentration/degree-specific curriculum design; this work takes place primarily within the respective department. Curriculum Committee reviews and must approve curriculum changes at the concentration level and all new course proposals; no course may be offered without the review and approval of the Curriculum Committee. Curriculum changes for individual concentrations and course proposals are approved and moved forward by the Curriculum Committee.

The senior associate dean for academic affairs and/or the senior associate dean for educational and global program development may provide feedback on educational best practices and on course development when new courses are under development.

Curriculum worksheets are updated regularly, and students follow the curriculum for the semester and year they were admitted. This information can also be found the school SPH Student Connect page on Canvas.

c. Student assessment policies and processes

Instructional faculty determine methods of assessment and grading rubrics for their courses, within the guidelines established by the school and relevant accrediting bodies. This applies to both individual courses as well as qualifying exams and capstones/theses/dissertations. The academic standards and policies of the school are proposed by the Admissions and Academic Progression Committee and approved by the Executive Council. The Admissions and Academic Progression Committee evaluates each matriculated student's Academic Standing at the end of each term. Students who fail to maintain a minimum level of academic standing may be placed on probation or may be suspended or dismissed, in accordance with the policies of the school. All SPH students have access to the SPH Student Connect page on Canvas which provides a wide variety of information including curriculum, policies, and procedures.

d. Admissions policies and/or decisions

The Admissions and Academic Progression Committee has the responsibility within legal boundaries of setting the requirements for admission to the school subject to review by the faculty. The Committee carries out this function through approval of the Department recommendations.

Recruitment

Student recruitment is overseen by the assistant dean for admissions and recruitment. Recruitment includes outreach to students at local and national universities, attending ASPPH events, participation in various recruiting events, as well as Rutgers-based events such as open houses and tabling events. Additional recruitment program activities are department- or concentration-specific and created in collaboration with the individual department. Faculty, admissions staff, and student ambassadors meet with prospective students individually and participate in the recruitment activities described above to support the recruitment of masters and doctoral students. The school website is updated regularly with program- and concentration-specific application, admission, curriculum information as well as other educational options (i.e., dual degrees and certificates).

Admissions

The school operates with considerable administrative autonomy in the areas of student recruitment and admission. The school's admissions process for students is managed by the assistant dean for admissions and recruitment. Applications are primarily received through Schools of Public Health Application Service (SOPHAS), the central administration process supported by ASPPH; however, applications for dual degree, articulated degree and certificate programs are received directly by the Office of Admissions. The Office of Admissions coordinates all inquiries about applications to the school as well as processes all applications received. The formal admission process begins when an application has been received with all required supporting documents. For all master's degrees and certificate programs, the Office of Admissions forwards the applicant's file to the appropriate concentration for consideration by the concentration's faculty.

Across all degrees, decisions to admit students are made by faculty members in each concentration, sometimes meeting as committees, who consider standard criteria such as letters of recommendation, statement of purpose, undergraduate/other transcripts/grades, experience, diversity, etc. Applicants to the PhD in Public Health program are also required to identify an area of proposed research. These materials are reviewed by faculty members in each concentration, typically reviewed as ad hoc committees, for quality and compatibility with the interests of the faculty. After review by the concentration ad hoc committee and upon identification of a school faculty member willing to serve as the applicant's advisor and competent to supervise a dissertation in the research interest of the applicant, the concentration ad hoc committee may recommend admission of that student. Applicants to the DrPH program are also strongly encouraged to identify an area of proposed research. These materials are reviewed by an ad hoc DrPH admissions committee for quality and compatibility with the doctoral program. After review, the DrPH admissions committee may recommend admission of that student.

The application instructions and requirements are published on the school's [website](#). The school's Admissions and Academic Progression Committee establishes general policies concerning admissions.

The dean, CFO, and assistant dean for admissions and recruitment establish initial enrollment baseline goals for future years using department level longitudinal student data (three-year averages) including application numbers, deposit yield rates, and enrollment rates. These initial enrollment baseline goals are shared with department chairs and concentration directors who provide input and feedback. The executive director for doctoral studies reviews doctoral student enrollment targets based on potential funding available and advisor capacity. Initial enrollment goals may be modified to account for changes in a concentration. For example, the school increased the enrollment goal for the online MPH program as more faculty were identified to teach online courses and the school reduced the enrollment goal for the MPH in Epidemiology when the new MS in Epidemiology was launched.

e. Faculty recruitment and promotion

All faculty in the school have a primary appointment in one of the four academic departments. RBHS and the university set administrative policies and guidelines for faculty recruitment and promotion for all Rutgers schools and colleges. The SPH faculty recruitment and promotion processes follow these guidelines.

Faculty Recruitment and Appointment

Once a department chair identifies the need for a faculty position in their department, the chair submits a request to the Office for the Dean to seek approval. The request contains the following information: number of positions requested, rank, track, research area, whether this is a new position or fills a vacancy, expected funding profiles of the candidates, and minimum projected salary. Examples of expected funding profiles based on RBHS guidelines include: (1) successful extramural funding as Principal Investigator (PI) – for example, a NIH K01 award – for appointment as assistant professor on the tenure track; and (2) successful extramural funding as PI of at least two R01-equivalent grants for appointment, of which at least one R01-equivalent grant is active for at least one year after award of tenure, for appointment as associate or full professor with award of tenure.

Faculty searches are conducted by the appointing department and coordinated with the school's Office for Faculty Affairs. Departments establish a search committee that includes faculty and student representatives within the department, as well as faculty from other relevant units on campus. The composition of the search committee is reviewed by the assistant dean for justice, equity, diversity, and inclusion for faculty and talent development to ensure that the committee is diverse and inclusive. All search committee members receive training from RBHS on implicit bias. The Office for Faculty Affairs and the Office for Justice, Equity, Diversity, and Inclusion inform RBHS once a search committee is formed to coordinate the training. The search committee, the Office of Faculty Affairs, and the Office for Justice, Equity, Diversity, and Inclusion widely disseminate faculty postings to encourage a diverse pool of candidates to apply. The postings are also shared with department faculty, encouraging them to share widely– for example, listservs of professional societies and relevant subcommittees within professional societies. The search committee is charged with reviewing applications, selecting interviewees, and managing the on-site interview process. The search committees can reach out to the Office for Justice, Equity, Diversity, and Inclusion regarding any questions they may have about appropriate interview questions for that specific search. The Office for Justice, Equity, Diversity, and Inclusion also provides guidance to search committees on strategies to increase the likelihood that diverse candidates will be interviewed.

Upon completion of interviews, the search committee obtains feedback from all department faculty, and any students, faculty from other departments, and staff that met with the candidate. The search committee uses this feedback and input from letters of professional references to determine whether the candidate may be considered for an offer. The department chair requests review and approval of this candidate from the associate dean for faculty affairs and the dean. The department chair also presents the hiring recommendation to the dean, who makes the final hiring decision.

The school is also strongly committed to retention of faculty. Faculty are retained through the provision of an excellent working environment and recognition of outstanding performance. The high quality of the faculty is also associated with their being presented with offers for employment elsewhere. Outside offers to faculty are responded to by department chairs, the associate dean for faculty affairs, and the dean on an individual basis with support from RBHS.

Faculty Promotion and Tenure

The school follows the procedures for faculty promotion and tenure established by RBHS and Rutgers University. These are the same procedures followed by all schools under RBHS. Rutgers is an equal-opportunity and affirmative-action employer and follow the guidelines established by the American Association of University Professors.

Faculty promotions to the rank of assistant, associate or full professor in tenure-track, and non-tenure tracks (teaching, research, clinical scholar, or professional practice) involve: 1) the nominee's department, which initiates

the nomination after rigorous review; 2) the school's Office for Faculty Affairs, which solicits external review letters; 3) the departmental review committee, which reviews the faculty member's credentials such as scholarship, teaching, and service and votes for or against recommendation for promotion and tenure; and 4) the Appointments and Promotions Advisory Committee, which reviews the faculty member's credentials and departmental summary, and votes on promotion and tenure and advises the dean. The RBHS Provost's Office is responsible for final approval of all senior appointments and promotions of faculty in all tracks. Final decisions on senior instructional-track appointments and promotions are made by the Board of Regents after close review by the provosts and Rutgers University Promotion Review Committee.

Award of tenure is determined after all these steps. RBHS tenure criteria require faculty member on the tenure track to have secured at least two R01-equivalent grants to support their research to be considered for award of tenure. The [RBHS Faculty Affairs](#) office provides detailed a definition of R01-equivalents along with policies and guidelines governing appointments and promotions.

Promotion of a faculty member who already has an award of tenure – notably, promotion of an associate professor with award of tenure to the rank of full professor with award of tenure – do require approval by the RBHS Provost's Office and are directly forwarded for review by the Rutgers University Promotion Review Committee once the dean decides in favor of promotion.

If a recommendation for advancement to tenured rank has not occurred after six years at the rank of assistant professor on the tenure track or associate professor on the tenure track, the appointment is terminated with one year's advance notice. Considerations for promotion include research, teaching, and service.

f. Research and service activities

The Research and Doctoral Studies Committee encourages research activities by faculty and students and serves in an advisory capacity to the dean on general policy matters related to research and to doctoral programs. The Research and Doctoral Studies Committee has the responsibility of making recommendations to the dean in the following areas:

- Doctoral course of study and admissions;
- Differentiation of PhD and DrPH curricula;
- Oversight of doctoral comprehensive exams and school-wide training; and
- Policies regarding internal grant funding program, oversight of university-wide competitions for doctoral funding.

All faculty members are expected to engage in academic inquiry and provide service on university committees and to the community, although the distribution of these activities will vary widely among the faculty. These engagements are encouraged and facilitated by department chairs, assistant/associate deans, and the dean. school-wide policies to promote research are developed by the Research and Doctoral Studies Committee working through the Executive Council and the dean. Likewise, service activities are promoted at the department level, as well as by the dean and the assistant/associate deans, and supported by the development of opportunities and policy recommendations from the Office for Community Engagement and Public Health Service. The involvement of students in research and service projects is a high priority.

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

A copy of the School Bylaws is included in the ERF A1.3 Bylaws-Policy Documents.

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

School faculty have the opportunity to contribute to decision-making activities within Rutgers Biomedical and Health Sciences (RBHS) and across Rutgers University on several levels. School leadership and faculty members serve on major university committees such as the Rutgers University Senate, Vice-President and Dean Search Committees, the RBHS Anti-Racism Task Force, the RBHS Strategic Planning Steering Committee and the RBHS Strategic Planning Implementation, Monitoring, and Assessment Team (IMAT). A sampling of school leadership and faculty involvement in these governance and decision-making activities are provided in Table A1-4a and Table A1-4b, respectively, in ERF A1.4 SPH Leadership & Faculty.

When an RBHS or university-wide taskforce or ad hoc committee is formed to provide input on a particular topic, the chancellor or provost requests faculty nominations from the dean of each school to incorporate faculty viewpoints. A current example is the RBHS Micro-Credentialing Committee. This committee drafted procedures for the development, use, and distribution of digital badges. Dr. Marian Passannante, senior associate dean for educational and global program development, served on this committee.

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

Faculty regularly interact with their colleagues as part of their research, service, and teaching responsibilities and as part of their service on various school, RBHS and Rutgers University committees. Interaction between full-time and part-time faculty is supported and facilitated through several activities, including:

- Each department holds regular Departmental meetings of the department faculty and staff which involve discussion of a range of academic, research and service activities and issues. Part-time faculty are invited to these meetings.
- All-School meetings, comprising faculty and staff, are held three times per Fall and Spring terms. These meetings include regular updates from the dean, committee reports, discussion of selected topics, and a professional development opportunity. Attendance and engagement by faculty and staff is generally excellent (>2/3 of faculty attend). Details of the All-School meetings are in ERF A1.5 Faculty Interaction, A1.5 All-School Meetings.
- Seminars are hosted by the school, departments and centers which are open to the full community.
- The 21st Century Seminar series (4-5 speakers a year) bring together faculty, staff, and students to learn about and discuss current public health issues and challenges. Some of the seminars include opportunities for full and part time faculty to meet in small groups with speakers.
- The Annual Public Health Symposium brings together speakers and participants to celebrate Public Health Week to discuss pressing issues related to public health.
- Periodically, the school and the departments hold retreats to address various school-wide topics (past examples include retreats around strategic planning and core courses) in which both full and part time faculty interact during the discussion of topics.
- Beginning in Spring 2021, all adjunct faculty teaching in a semester meet with the senior associate dean for academic affairs and the senior associate dean for educational and global program development prior to the semester to discuss course expectation and allow adjunct faculty to ask questions and provide input about the school can better support their teaching. (See ERF A1.5 Faculty Interaction, A1.5 Adjunct-Instructor Meetings).
- Beginning in Spring 2023, the Curriculum Committee now has an adjunct faculty representative as an ex officio member. (See ERF A1.5 Curriculum Committee for notes, beginning in Spring 2023 with adjunct faculty representative.)
- A Teaching & Learning Community of Practice (TLC CoP) was initiated in Fall 2022 to create a collegial forum for faculty and instructors to meet and share teaching practices and strategies. The (TLC CoP)

brings together full-time and part-time faculty. (See ERF A1.5 Faculty Interaction, A1.5 TLC CoP for attendee list of TLC CoP meetings.)

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

Strengths

- The school’s leadership team is dedicated to updating and institutionalizing best practices under the direction of the dean.
- The Executive Council continues to be an effective mechanism to provide school governance and oversight.
- Standing committees, as well as ad hoc committees, have broad representation from each department and the student body, as appropriate.
- The school has the flexibility to establish academic policies so long as they are not in conflict with the overall policies of the Rutgers.
- The school’s faculty is in full control of the school’s academic standards, policies, and programs.
- The school’s new website was launched in April 2023 which provides improved access to university and school policies, procedures, and updates affecting the school community.

Weaknesses

- Because of competing demands, including, but not limited to, the need to compete for grant funding (faculty) and work obligations (students), faculty and students vary in the degree to which they are able to contribute to school governance and other university service.
- The RBHS policy of applying a single set of criteria for tenure and promotion across all eight schools poses a significant challenge to the growth of the School of Public Health and to the recruitment and retention of high-quality faculty. (See the first plan for improvement.)
- Staff participation on school committees is limited.

Plans for Improvement

- The school is actively working with RBHS leadership to advance tenure and promotion criteria that are (1) more aligned with the tenets of inclusive excellence; (2) better aligned with the school’s discipline, mission, and values; and (3) not overly biomedically focused. This includes advocating for each school in RBHS to have its own criteria rather than one set for all schools. In recent years, some advances have been made and the school leadership continues to engage in dialogue about these matters at the RBHS and university levels. Within the school, the Office for the Dean, the Office for Faculty Affairs and the Office of Research have instituted various programs to support tenure track and non-tenure track faculty which has yielded a high level of success. Junior faculty are assigned a mentor and a mentoring committee to assist with their professional development and growth and junior tenure track faculty receive generous start-up packages to help them lay the foundation for developing a successful independent research program; most junior tenure track faculty do not teach in their first year at the school. The associate dean for faculty affairs meets regularly with the faculty, and the school continues to grow its pre-awards office even more since extramural funding remains the cornerstone of tenure at RBHS. See E4. Faculty Scholarship for information on the services and programs provided by the school to support faculty research and scholarly activities.
- Provide formal orientations to incoming school governance members/committees. (The co-chairs of the Curriculum Committee have started to provide an overview of committee responsibilities and typical committee operating procedures when there is a change in committee membership.)

- Increase ways that members participating in university level governance can gather input from school colleagues and more effectively disseminate information about issues, discussions, and decisions. (Committee reports are provided during All-School meetings, as applicable.)
- Better promote opportunities for faculty, staff, and student to participate in school governance and other university service.

A2. Multi-Partner Schools

Not Applicable.

A3. Student Engagement

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

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

Student representatives have active roles in three school-wide governance committees, including the Executive Council, the Curriculum Committee, and the Diversity, Equity, and Inclusion Committee. Student representative on these three committees have voting rights to have meaningful input in the school's policy making and decision making at the school level.

Executive Council

Three (3) appointed student representatives, with one being in an online/hybrid program, sit on and participate in Executive Council. The student representatives do not vote or are not present during faculty personnel, student financial aid, and student academic performance matters, but they have a vote on all other matters. Student representatives include:

- Sophee Niraula, MPH/MS Student
- Stephanie Berdugo-Hernandez, Online Student
- Kate Colbath, Doctoral Student

Curriculum Committee

Five (5) student representatives are elected through the Student Government Association sit on and participate in Executive Council. Representation across all Departments is sought when possible. Students may vote on all matters. Student representatives include one MS, one MPH, one DrPH, one PhD, and one online student. Student representatives include:

- Abraham Pritzker, MPH Degree Student
- Harrison Clement, MS Degree Student
- Olivia Ellison, DrPH Degree Student
- Orges Alabaku, PhD Degree Student
- Farmin Shahabuddin, Online MPH Degree Student

Diversity, Equity, and Inclusion Committee

Five (5) appointed students sit on and participate in the Diversity, Equity, and Inclusion Committee. Representation across all Departments is sought when possible. Students recommended to the dean by the assistant dean for student services and alumni affairs and/or the executive director of doctoral studies, attempting to ensure representation across all Departments. Students may vote on all matters. Student representatives include one MS, one MPH, one DrPH, one PhD, and one online student. Student representatives include:

- Morgan Durant, MPH Degree Student
- Sarah Chu, MS Degree Student
- Elena Cromeyer, DrPH Degree Student
- Jessica Anderson, PhD Degree Student
- Deborah Germain, Online Degree Student

In addition, the various student clubs and organizations influence academic, cultural, diversity and inclusion policies and decision-making at the school indirectly by their advocacy and active involvement at the school.

Students also provided feedback during the internal review of the school of public health conducted in 2022-2023 as part of the university's regular review of schools. See Criterion F1 Community Involvement in School Evaluation and Assessment for more information.

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

Strengths

- Students who sit on school committees are dedicated to sharing the student voice during committee meetings.
- Students also have opportunities to sit on university committees, such as the RBHS Strategic Planning Committee and Diversity Strategic Planning Committee (university-wide).

Weaknesses

- Because of competing demands, including, but not limited to, work obligations, students vary in the degree to which they are able to contribute to school governance and other university service. (The Office for Student Services and Alumni Affairs works diligently to identify students who are interested and available to sit on committees and while the process may take several outreach attempts to students, the office has been able to identify students. The office is working on confirming an online student for the DEI Committee.)

Plans for Improvement

- Provide formal orientations to incoming school governance members/committees. (The co-chairs of the Curriculum Committee have started to provide an overview of committee responsibilities and typical committee operating procedures when there is a change in committee membership.)
- Provide additional mechanisms, outside of school committees, for students to provide input, such as during townhall-type events. (For example, in Fall 2023, the senior associate deans received student feedback regarding a particular assignment in the core epidemiology class. Because of this feedback, the epidemiology concentration and the core course coordinator for the core epidemiology core course held an "open house" for all students taking the course to discuss their feedback. In addition, the senior associate deans are hosting student focus groups in November 2023 to learn about the school's online courses since the school has implemented the online MPH program and core course templates in Canvas.)

A4. Autonomy for Schools of Public Health

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

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

The Rutgers president implements board policies with the help and advice of senior administrators and other members of the university community. The chancellor of Rutgers Biomedical and Health Sciences (RBHS) reports directly to the president along with the chancellors for Rutgers–New Brunswick, Rutgers–Newark, and Rutgers–Camden. Also reporting to the president is the director of the Rutgers Cancer Institute of New Jersey (also the vice chancellor for cancer programs), four executive vice presidents (academic affairs, development and alumni relations, finance, and operations) and seven senior vice presidents (strategy, human resources, information technology, general counsel, diversity and equity, external affairs, and research). The deans of the Rutgers schools and colleges report to their respective chancellors as well as to the seven senior vice presidents in their specific areas of responsibility; however, the annual evaluation of each dean is conducted by their chancellor.

President Holloway calls on the expertise of leadership teams drawn from across Rutgers—his 18-member cabinet and a larger Administrative Council. The cabinet consists of the university’s chancellors, executive vice presidents, and senior vice presidents, as well as the director of intercollegiate athletics and the president’s chief of staff. The Administrative Council is a group of more than 100 university leaders, including academic deans (i.e., SPH dean), chancellors, vice presidents, vice chancellors, and other senior administrators.

The dean reports directly to the chancellor of Rutgers Biomedical and Health Sciences.

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

Levels of autonomy and reporting lines are the same for the Rutgers School of Public Health as for other academic units within Rutgers University. The school has the same degree of autonomy as other schools at RBHS as well as at Rutgers University. While deans of Rutgers schools and colleges report to their respective chancellors, they are equal to one another with the same rights and responsibilities. Each dean serves as the chief executive officer of their school and is responsible for oversight of its administration.

As with other RBHS schools, the dean reports to the president through the RBHS chancellor on all budgetary and academic issues. (The dean does not report to the two provosts for health sciences.)

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

Strengths

- The Rutgers School of Public Health is one of 29 schools and colleges at the Rutgers, The State University of New Jersey and enjoys the same status and autonomy as all other schools and colleges.
- The school has formal relationships within the university’s governance structure and is subject to the policies and standards of the university.

A5. Degree Offerings in Schools of Public Health

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

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

As indicated in Template Intro-1, the Rutgers School of Public Health offers the public health degree programs outlined below.

Professional Public Health Degrees

15 MPH concentrations:

- Biostatistics
- Environmental Health Sciences
- Epidemiology
- Global Public Health
- Health Systems and Policy
- LGBTQ Health
- Population Aging
- Population Mental Health
- Public Health Nutrition
- Public Health Practice for Health Professionals
- Occupational and Environmental Medicine
- Occupational Safety and Health
- Social and Behavioral Health Sciences
- Social Work and Public Health
- Urban Public Health

1 DrPH concentration:

- Leadership, Practice and Research

Academic Public Health Degrees

3 MS degrees:

- Biostatistics
- Epidemiology (with two concentrations)
 - Epidemiology
 - Pharmacoepidemiology
- Health Outcomes, Policy and Economics

5 PhD in Public Health concentrations:

- Biostatistics
- Environmental and Occupational Health
- Epidemiology
- Health Systems and Policy
- Social and Behavioral Health Sciences

2) An official catalog or bulletin that lists the degrees offered by the school. (electronic resource file or hyperlink in self-study document)

The School Catalog describes all degree programs of the school. The Catalog is accessible on the school's website (sph.rutgers.edu/academics/catalog/index.html) and on Rutgers Catalogs website (catalogs.rutgers.edu/generated/sph_current/index.html). See below and ERF A5.2 School Catalog for hyperlinks.

The school website also lists all the degrees offered by the school:

<https://sph.rutgers.edu/academics/degree-programs>

MPH concentrations

- <https://sph.rutgers.edu/academics/degree-programs/master-public-health-mph-degrees>

MS concentrations

- <https://sph.rutgers.edu/academics/degree-programs/master-science-ms-degrees>

PhD in Public Health concentrations

- <https://sph.rutgers.edu/academics/degree-programs/doctor-philosophy-public-health-phd>

DrPH concentration

- <https://sph.rutgers.edu/academics/degree-programs/doctor-public-health-drph>

B1. Guiding Statements

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

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

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

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

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

The Rutgers School of Public Health is a research, teaching, and service institution. Formed in 1983 within the former University of Medicine and Dentistry of New Jersey (UMDNJ) and established as a school of public health in 1998, the school was transferred to Rutgers Biomedical and Health Sciences (RBHS), Rutgers University, under the 2013 New Jersey Medical and Health Sciences Education Restructuring Act. The Rutgers School of Public Health is New Jersey's only accredited school of public health and the largest graduate public health education training program in the state.

The Rutgers School of Public Health's vision and mission statements, as well as the values, were revised in 2019 in order to incorporate the dual goal of health equity and social justice:

Vision: A world in which all people have the opportunity to reach their full potential in terms of health and wellbeing, and where solutions to public health challenges are rooted in population and individual strengths based on a commitment to equity and social justice.

Mission: To advance health and wellbeing and prevent disease throughout New Jersey, the United States, and the world, by preparing students as public health leaders, scholars, and practitioners; conducting public health research and scholarship; engaging collaboratively with communities and populations; and actively advocating for policies, programs, and services through the lens of equity and social justice.

Goal statements (Pillar Goals) were established for each major function of the Rutgers School of Public Health:

Goal 1: Excellence in Education: Prepare public health leaders, practitioners, and researchers using modern pedagogical approaches to promote health in diverse communities and populations

Goal 2: Impactful Scholarship: Advance public health science by growing the school's capacity to conduct and disseminate outstanding, collaborative relevant research

Goal 3: Commitment to Community Engagement: Build and sustain partnerships with communities and populations in all aspects of the school's work

In fulfilling its mission, the Rutgers School of Public Health is guided by core values, including:

- **Collaboration:** Productive and mutually beneficial partnerships within our school, across Rutgers University, and with government, businesses, non-profit organizations, foundations, and individuals in the populations we serve
- **Creativity:** State-of-the-art thinking, innovation, and discovery that improves public health approaches in the 21st century
- **Diversity:** Celebration of background, experience, and identity among our students, faculty, staff, and the populations we serve

- **Engagement:** Authentic partnerships with the communities and populations we serve
- **Equity:** Research, education, and community engagement that invoke the democratic process, equal opportunity, and social justice
- **Inclusion:** Incorporation of all voices and perspectives in all aspects of the school’s endeavors
- **Integrity:** Ethical behavior, honesty, fairness, responsibility, and accountability
- **Measurability:** Metrics to assess progress and growth and the timely realignment of resources
- **Performance:** High impact in all school activities
- **Respect:** Zero tolerance for any form of harassment and/or discrimination

The school’s vision, mission, goals, and values can be found on the website: sph.rutgers.edu/about

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

The 2020-2025 Rutgers School of Public Health Strategic Plan is in the ERF B1.2 Strategic Plan. The school’s Strategic Plan may also be found on the website: sph.rutgers.edu/about/strategic-plan

In November 2018, Dean Perry N. Halkitis appointed a Strategic Plan Working Group and engaged the Huron Consulting Group to design and facilitate the process for developing a formal “living” five-year strategic plan for the Rutgers School of Public Health. The Working Group decided to employ a multi-pronged approach to garner input from faculty, students, staff, alumni, external stakeholders, and community partners. The Working Group also recommended that the dean appoint a Strategic Plan Steering Committee (members listed below). As part of the process, the Steering Committee provided guidance into key individuals to be interviewed and a larger cohort of stakeholders that would be surveyed. Input was then gathered through one-on-one, in-person and telephone interviews (8 individuals); 13 group interviews (37 participants); a survey (233 individuals not previously interviewed with a 47% overall response rate); and an off-site, full-day retreat with the Strategic Plan Steering Committee charged with reviewing the key interview and survey observations and developing preliminary strategies to be included in the plan.

Strategic Plan Steering Committee, 2018-2019 (*On Working Group)		
Name	Staff/Faculty/Student	Title/Position
Mark Carmichael	Staff	Associate Dean, Finance and Administration
Shauna Downs	Faculty	Junior Faculty
Paul Duberstein	Senior Faculty	Department Chair
Michelle Edelstein	Staff	Director, Marketing and Communications
Michael Gusmano	Faculty	Director, Doctoral Studies and Research
Perry Halkitis	Dean	Dean
Leslie Kantor	Senior Faculty	Department Chair
Kamal Kornegay	Staff	Recruitment and Admissions
Teri Lassiter	Faculty	Assistant Dean, Diversity, Equity, and Inclusion
Laura Liang	Faculty	Associate Dean, Academic Affairs*
Paris Mourgues	Staff	Chief of Staff*
John Palatucci	Doctoral Student	Student
Marian Passannante	Senior Faculty	Associate Dean, Educational Program Development and Global Programs*
Alex Pugliese	MPH Student	Student
Anne Ray	Faculty	Junior Faculty
Kianna Rimes	Staff/MPH student	Student
Jason Roy	Senior Faculty	Department Chair
Michael Vega	Staff	Student Services
Adana Llanos Wilson	Faculty	Junior Faculty

Strategic Plan Steering Committee, 2018-2019 (*On Working Group)		
Name	Staff/Faculty/Student	Title/Position
Helmut Zarbl	Senior Faculty	Department Chair

A Strategic Plan Implementation Workgroup (which includes members of the Strategic Plan Working Group and Steering Committee, as well as additional individuals) was subsequently charged with implementing the plan, tracking milestone metrics, and presenting regular updates at the Dean’s Leadership Team meetings. Key metrics are presented to the faculty and staff annually. The Strategic Plan Implementation Workgroup met monthly during the first two years of the implementation of the Strategic Plan and now meets approximately every two to three months.

Strategic Plan Implementation Workgroup, 2020-Present		
Name	Staff/Faculty	Title/Position
Anthony Cheung	Staff	Associate Dean, Finance and Administration/Chief Financial Officer
Michelle Edelstein	Staff	Director, Marketing and Communications
Laura Liang	Faculty	Senior Associate Dean, Academic Affairs
Paris Mourgues	Staff	Chief of Staff
Marian Passannante	Faculty	Senior Associate Dean, Educational and Global Program Development
Rafael Pérez-Figueroa	Faculty	Associate Dean, Community Engagement and Public Health Service
Katherine Zapert	Staff	Assistant Dean, Research

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

Strengths

- The development of the 2020-2025 Strategic Plan was inclusive and broad. With the assistance of the external consulting group, the school successfully incorporated input and feedback from a diversity of stakeholders.
- The 2020-2025 Strategic Plan continues to be a “living” document which is supported by the Strategic Plan Implementation Workgroup.
- The school's Strategic Plan is consistent with the related RBHS Strategic Plan.

Weaknesses

- Some objectives and activities in the 2020-2025 Strategic Plan were modified and/or delayed due to the COVID-19 pandemic, while some were adapted as the school responded to the pandemic. (To date, the school has successfully accomplished 94% of the objectives noted in the 2020-2025 Strategic Plan.)
- Tracking the progress toward meeting goals and objectives requires dedicated faculty and staff effort. (The Strategic Plan Implementation Workgroup comprises seven faculty and staff who divided responsibilities to update the tracker and took turns presenting updates.)

Plans for Improvement

- The school will initiate the development of a new five-year Strategic Plan in 2024. Preparations for developing the next five-year Strategic Plan have already begun. Dr. Laura Liang (senior associate dean for academic affairs) and Dr. Marian Passannante (senior associate dean for educational and global program development) have been named as co-chairs of the Strategic Planning Committee once again. Drs. Liang and Passannante and Mr. Paris Mourgues (chief of staff) have had an initial meeting with the Huron Consulting Group to lay the groundwork.

B2. Evaluation and Quality Improvement

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

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

1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
Student enrollment	<i>Intro-2</i>	<p>Data Source: Institutional data (Banner) provided by Office of the Registrar (enrollment) and Office of Admissions and Recruitment (acceptance/ deposit rates)</p> <p>Analysis: The Assistant Dean for Admissions and Recruitment provides regular admissions and enrollment updates to school leadership prior to and during each admissions cycle (Fall and Spring).</p> <p>The Associate Dean for Finance and Administration/ Chief Financial Officer (CFO) finalizes a registrar-provided list every semester and annually to ensure that it reflects the actual activity of each student. (Student headcounts are submitted to the university for RCM calculations.)</p>	Associate Dean for Finance and Administration/Chief Financial Officer (CFO), Assistant Dean for Admissions and Recruitment, Registrar, and Senior Associate Dean for Academic Affairs	X		

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
		<p>The Dean, CFO, and Assistant Dean for Admissions And Recruitment start to meet in January to establish initial enrollment baseline goals for future years using department level longitudinal student data (three-year averages) including applications, deposit yield rates, and enrollment rates. (See A1-2d for more information.</p> <p>The Senior Associate Dean for Academic Affairs provides an annual enrollment report for school leadership with trends each fall.</p>				
<p>Unit-Defined Measure 1:¹ Expand the Office for Global Programs to increase global learning opportunities</p>	B2-1	<p>Data Source: Coordinators for faculty and staff affairs (HR database of faculty and staff FTEs) and Office for Global Programs (inventory of programs) Analysis: Senior associate dean for educational and global program development collects, analyzes, and summarizes faculty research in global settings to identify promising collaborations in varied geographic regions across the world and reviews staff needs based on the number of global program offerings and presents staff needs to CFO and Chief of Staff.</p>	<p>Senior Associate Dean for Educational and Global Program Development and Global Program Coordinator (regarding global programs)</p> <p>Dean, Associate Dean for Finance and Administration/Chief Financial Officer (CFO) and Chief of Staff with input from Senior Associate Dean for Educational and Global Program Development (regarding staff needs)</p>	X		
<p>Unit-Defined Measure 2:¹ Develop additional concentrations to meet emerging needs of communities and populations</p>	B2-1	<p>Data Source: Department chair/faculty (research interests) and SOPHAS and Internet (scan for similar programs) Analysis: A department chair who is interested in developing a new concentration will assess faculty expertise and research interests and conduct an informal needs assessment to determine need and possible market for the new</p>	<p>Department Chairs, Senior Associate Dean for Academic Affairs, Senior Associate Dean for Educational and Global Program Development, Curriculum Committee, Executive Council and Dean</p>	X		

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
		concentration, including conducting a scan for similar programs in the region and beyond.				
Unit-Defined Measure 3: ¹ Develop a fully online MPH option	B2-1	Data Source: Institutional data (Banner) provided by Office of the Registrar (enrollment) and SOPHAS and Internet (scan for similar programs) Analysis: Senior associate deans reviewed historical enrollment data for MPH programs and related online programs in the area to determine possible market for an Online MPH.	Senior Associate Dean for Academic Affairs, Senior Associate Dean for Educational and Global Program Development, department chairs, Executive Council and Dean	X		
Unit-Defined Measure 4: ¹ Appoint new Assistant Dean for Research to lead and coordinate the school's strategic research efforts	B2-1	Data Source: Coordinators for faculty and staff affairs (HR database of faculty and staff FTEs) Analysis: Dean reviews faculty/staff needs based on school's research goals.	Dean, Associate Dean for Finance and Administration/Chief Financial Officer (CFO) and Chief of Staff		X	
Unit-Defined Measure 5: ¹ Increase community-focused and engaged research	B2-1	Data Source: Office of Research Pilot Project data (faculty research database) Analysis: Assistant dean for research collects, analyzes, and summarizes faculty research areas and tracks areas for community-focused and engaged research opportunities.	Assistant Dean for Research, Associate Dean for Finance and Administration/ CFO and Dean		X	
Unit-Defined Measure 6: ¹ Develop a Center for South Asian Health and Health Disparities Research	B2-1	Data Source: Office for the Dean (inventory of school centers) Analysis: Dean reviews proposal to establish a school-based center based on school's research goals.	Assistant Dean for Research, Associate Dean for Finance and Administration/ CFO and SAQHE center director		X	
Unit-Defined Measure 7: ¹ Recognize community-based partners who support student training and service opportunities, research initiatives, and public health advocacy	B2-1	Data Source: Office for the Dean (description and purpose of School awards and inventory of past awardees) Analysis: Office for Public Health Practice and Office for Marketing and Communication reviewed current awards and developed an award proposal to make better use of an award	Office for Public Health Practice, Office for Marketing and Communication, Executive Council and Dean			X

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
		not used often to be able to recognize community-based partners.				
Unit-Defined Measure 8: ¹ Appoint a leader of community engagement	B2-1	Data Source: Coordinators for faculty and staff affairs (HR database of faculty and staff FTEs) Analysis: Dean reviews faculty/staff needs based on school's community engagement goals.	Dean, Associate Dean for Finance and Administration/Chief Financial Officer (CFO) and Chief of Staff			X
Unit-Defined Measure 9: ¹ Create a centralized, multi-purpose repository of community, state, and private sector partners and initiatives accessible to faculty, students, and staff	B2-1	Data Source: Office for Public Health Practice (previous database and office goals), and Office for Academic Affairs/Office for Student Services and Alumni Affairs (feedback from students and alumni on surveys) Analysis: Office for Public Health Practice reviewed their own office goals as well as students and alumni feedback regarding identifying sites for MPH Applied Practice Experiences and recognized a need to develop a more robust database that students, faculty, and staff could access to learn about past sites and possible future projects.	Assistant Dean for Student Services and Alumni Affairs with support from the Office for Public Health Practice staff			X
Example of Improvement 1: Develop Canvas course templates	B5-2	Data Source: Office for Academic Affairs (course evaluations) Analysis: Data from the course evaluations as well as informal feedback from students and faculty indicated the need for greater consistency across the school's courses in Canvas.	Senior Associate Dean for Academic Affairs, Senior Associate Dean for Educational and Global Program Development, and E-learning Support Specialist	X		
Example of Improvement 2: Hold adjunct instructor pre-semester meetings	B5-2	Data Source: multiple sources (adjuncts, course evaluations, anecdotal reports from faculty and staff who support adjuncts who teach) Analysis: Office for Academic Affairs received feedback from multiple sources that indicated adjunct instructors (part-time) needed additional	Senior Associate Dean for Academic Affairs, Senior Associate Dean for Educational and Global Program Development, and E-learning Support Specialist (for online courses)	X		

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
		support using Canvas and more formal communication (beyond email) regarding teaching expectations and related policies.				
Example of Improvement 3: Highlight the school's expertise and scholarship through an easily accessible online faculty directory	B5-2	Data Source: multiple sources (new faculty, current faculty, press, community partners) Data Source: Office for Marketing and Communication and Office for Technology received feedback from multiple sources that indicated internal and external stakeholders encountered barriers in identifying faculty's areas of expertise on the school's website.	Director of Marketing and Communication, Director of Information Technology with support from Office for Technology Staff and Associate Dean for Finance and Administration/CFO		X	X
Graduation rates	B3-1	Data Source: Institutional data (Banner) provided by Office of the Registrar Analysis: Data are analyzed for attainment of CEPH targets.	Senior Associate Dean for Academic Affairs	X		
Doctoral student progression (e.g., # newly admitted, # completed coursework)	B3-2	Data Source: Institutional data (Banner) provided by Office of the Registrar and doctoral program coordinators Analysis: Data are analyzed for attainment of school academic standing standards.	Academic Progression Committee with support from the Executive Director for Doctoral Studies, department chairs, faculty advisors	X		
Post-graduation outcomes (e.g., employment, enrollment in further education)	B4-1	Data Source: Graduation application form, LinkedIn profiles, one-on-one communication with faculty and staff Analysis: Data are analyzed for attainment of CEPH targets.	Senior Associate Dean for Academic Affairs	X		
Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations	B5	Data Source: Alumni Survey (bi-annual) and alumni interviews Analysis: Data are analyzed for themes and trends and a report is developed and distributed.	Assistant Dean for Student Services and Alumni Affairs, Director of Student Services and Senior Associate Dean for Academic Affairs (Alumni Survey) Senior Associate Dean for Academic Affairs and Office for Academic Affairs staff (alumni interviews)	X		

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
Budget table	C1-1	Data Source: Institutional financial data (Oracle) provided by Office for Business and Finance Analysis: Data are analyzed for attainment of school and university budget goals and expectations.	Dean and Associate Dean for Finance and Administration/CFO	X	X	X
Student perceptions of faculty availability	C2	Data Source: Current Student Survey and Graduate Exit Survey Analysis: Data are analyzed for themes and trends..	Assistant Dean for Student Services and Alumni Affairs, Director of Student Services and Senior Associate Dean for Academic Affairs	X		
Student perceptions of class size & relationship to learning	C2	Data Source: Current Student Survey, Graduate Exit Survey, and Alumni Survey Analysis: Data are analyzed for themes and trends	Assistant Dean for Student Services and Alumni Affairs, Director of Student Services and Senior Associate Dean for Academic Affairs	X		
List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole	C2-1, E1-1, E1-2	Data Source: Coordinator for faculty affairs (faculty FTEs) and Office for Academic Affairs Analysis: Data are analyzed for attainment of CEPH targets.	Senior Associate Dean for Academic Affairs with support from department chairs	X	X	X
Ratios for student academic advising (all degree levels)	C2-2	Data Source: Institutional data (Banner) provided by Office of the Registrar Analysis: Data are analyzed for trends.	MPH: Assistant Dean for Student Services and Alumni Affairs, and academic support counselors Other degrees: Department chairs and concentration directors review and make assignments Senior Associate Dean for Academic Affairs provides ratios across degree programs	X		
Ratios for supervision of MPH ILE	C2-2	Data Source: Institutional data (Banner) provided by Office of the Registrar Analysis: Data are analyzed for trends.	Department chairs and concentration directors review and make assignments (practicum advisors) Senior Associate Dean for Academic Affairs provides ratios across MPH concentrations	X		

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
Ratios for supervision of bachelor's cumulative/ experiential activity	C2-2	Not Applicable	Not Applicable	---	---	---
Ratios for DrPH ILE advising	C2-2	Data Source: Institutional data (Banner) provided by Office of the Registrar and doctoral program coordinator Analysis: Data are analyzed for trends.	Executive Director for Doctoral Studies, Senior Associate Dean for Academic Affairs with support from department chairs and faculty Senior Associate Dean for Academic Affairs provides ratios for DrPH program	X		
Ratios for PhD dissertation advising	C2-2	Data Source: Institutional data (Banner) provided by Office of the Registrar and doctoral program coordinator Analysis: Data are analyzed for trends.	Department chairs and concentration directors review and make assignments (PhD advising) Senior Associate Dean for Academic Affairs provides ratios across PhD concentrations	X		
Ratios for MS final project advising	C2-2	Data Source: Institutional data (Banner) provided by Office of the Registrar Analysis: Data are analyzed for trends.	Department chairs and concentration directors review and make assignments (MS advising) Senior Associate Dean for Academic Affairs provides ratios across MS concentrations	X		
Count, FTE (if applicable), and type/categories of staff resources	C3-1	Data Source: Coordinator for staff affairs (staff FTEs) Analysis: Data are analyzed for appropriate staff workload distributions.	Chief of staff and coordinator of staff resources and administration	X	X	X
Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars)	E3	Self-reported by faculty (Faculty Survey) Analysis: Data are analyzed for exemplars.	Office for Faculty Affairs	X		

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
Faculty Currency & Instructional Technique Measure 1: Internal review of curricula	E3	Data Source: Inventory of concentrations that completed the DEI Curriculum Assessment Analysis: Data are analyzed for themes and trends as well as course improvements.	Curriculum Committee (oversight of DEI Curriculum Assessment) with support from Senior Associate Dean for Academic Affairs Department chairs, concentration directors and faculty complete DEI Curriculum Assessment	X		
Faculty Currency & Instructional Technique Measure 2: Student satisfaction with instructional quality	E3	Data Source: Institutional data (Blue by eXplorance) provided by the Rutgers Office of Teaching Evaluation and Assessment Research (OTEAR) Analysis: Data are analyzed for themes and trends as well as for course instructors with low ratings.	Department chairs and concentration directors review for annual performance evaluations of faculty and teaching assignments Senior Associate Dean for Academic Affairs provides summaries across departments	X		
Faculty Currency & Instructional Technique Measure 3: Online Course Review	E3	Data Source: Inventory of online courses and online reviews completed by Rutgers Teaching and Learning with Technology (TLT) Analysis: Data are analyzed for course improvement recommendations.	Senior Associate Dean for Educational and Global Program Development with support from E-learning Support Specialist, Senior Associate Dean for Academic Affairs and instructors who teaching online	X		
Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)	E4	Self-reported by faculty (Faculty Survey) Analysis: Data are analyzed for exemplars.	Office for Faculty Affairs		X	
Faculty Scholarship Measure 1: Total research funding	E4-1	Data Source: Institutional financial data (Oracle) provided by Office for Business and Finance Analysis: Data are analyzed for attainment of school research goals.	Associate Dean for Finance and Administration/CFO with support from Assistant Dean for Research		X	
Faculty Scholarship Measure 2: Number of citation references	E4-1	Data Source: Google Scholar Analysis: Data are analyzed for attainment of school research goals.	Assistant Dean for Research with support from the office of research		X	

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
Faculty Scholarship Measure 3: Percent of primary faculty participating in research activities	E4-1	Data Source: Inventory of faculty participating in research activities Analysis: Data are analyzed for attainment of school research goals.	Assistant Dean for Research with support from the office of research		X	
Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars)	E5	Self-reported by faculty (Faculty Survey) Analysis: Data are analyzed for exemplars.	Office for Faculty Affairs			X
Faculty Service Measure 1: Number of community-based service projects supported through pilot funding (from SPH)	E5	Data Source: Funded pilot program Analysis: Data are analyzed for attainment of school community engagement goals.	Assistant Dean for Research with support from the office of research and Associate Dean for Community Engagement and Public Health Service			X
Faculty Service Measure 2: Faculty appointed on a professional practice track	E5	Data Source: Coordinator for faculty affairs (faculty FTEs) Analysis: Data are analyzed for attainment of school community engagement goals.	Dean, Chief of Staff and department chairs			X
Faculty Service Measure 3: Cross-sector partnerships for engagement and service	E5	Data Source: Inventory of cross-sector partnerships Analysis: Data are analyzed for attainment of school community engagement goals.	Associate Dean for Community Engagement and Public Health Service, department chairs and concentration directors			X
Faculty Service Measure 4: Develop a course on Community Engagement in Public Health (Community-Engaged Methods in Public Health)	E5	Data Source: Strategic Planning Survey Results Analysis: Based on survey results, the school's Strategic Plan included an objective to "implement curricula offerings to ensure students are well-equipped to work effectively within communities through research and practice" with a benchmark of developing a course on community engagement.	Curriculum Committee (review and approval of course proposal) and faculty (development of course proposal)	X		X

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations	F1	Data Source: Employer Survey Analysis: Data are analyzed for themes and trends as well as course improvements.	Senior Associate Dean for Academic Affairs with support from Office for Academic Affairs and Office for Career Services	X		
Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	F1	Data Source: Education Advisory Board (meets twice a year) and Dean's Leadership Council Analysis: Feedback from discussions analyzed to provide insight into workplace needs that might impact curricula.	Education Advisory Board: Senior Associate Dean for Academic Affairs with support from the office for academic affairs as well as department chairs and concentration directors Dean's Leadership Council: Dean, Director of Development with support from the Assistant Dean for Student Services and Alumni Affairs	X	X	X
Feedback from stakeholders on guiding statements and ongoing self-evaluation data	F1	Data Source: Strategic planning process and procedures, including the Strategic Planning Survey: Summary of Results and Findings Analysis: Feedback from discussions analyzed to provide insight into revisions of the school's guiding statements.	Strategic Plan Working Group and Strategic Plan Steering Committee	X	X	X
Professional AND community service activities that students participate in (maintain ongoing list of exemplars)	F2	Data Source: Inventory of activities offered through the Office of Student Services and Alumni Affairs Analysis: Data are analyzed for themes and trends, such as participation rates.	Assistant Dean for Student Services and Alumni Affairs, and Director of Student Services with support from Office of Student Services and Alumni Affairs staff	X		X
Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs)	F3	Data Source: Training needs assessments, as well as needs identified through focus groups, recommendations from varied public health associations in the state, and through a recognition of current, relevant public health issues with the Center for Public Health Workforce Development (CPHWD)	Director, Center for Public Health Workforce Development with support from center faculty and staff	X		X

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
		Analysis: Data are analyzed for themes and trends.				
Continuing education events presented for the external community, with number of non-student, non-faculty attendees per event (maintain ongoing list)	F3-1	Data Source: CPHWD inventory and database of continuing education events and programs, including attendance sheets Analysis: Data are analyzed for themes and trends, such as participation rates and program evaluations.	Director, Center for Public Health Workforce Development with support from center faculty and staff	X		X
Unit-Defined Priority Population 1: Recruit and retain a diverse faculty that is a reflection of the composition of the school's students	G1	Data Source: Coordinator for faculty affairs (HR database: faculty demographics) Analysis: Data are analyzed for themes and trends.	Dean, Associate Dean for Faculty Affairs, Associate Dean for Finance and Administration/CFO, Assistant Dean for Diversity, Equity, and Inclusion (DEI), department chairs, search committees (for faculty recruitment), and Appointments and Promotions Advisory Committee (for faculty re-appointments and promotions) with support from the DEI Committee	X	X	X
Unit-Defined Priority Population 2: Recruit and retain diverse graduate students	G1	Data Source: SOPHAS (for student recruitment) and institutional data (Banner) provided by Office of the Registrar (for student enrollment / retaining students) Analysis: Data are analyzed for themes and trends.	Dean, Assistant Dean for DEI, department chairs, Assistant Dean for Admissions and Recruitment (for student recruitment), as well as Senior Associate Dean for Academic Affairs, Assistant Dean for Student Services and Alumni Affairs, Director of Student Services with support from Office of Student Services and Alumni Affairs staff (for retaining students) and DEI Committee	X	X	X
Unit-Defined Priority Population 3:	G1	Data Source: Coordinator for staff affairs (HR database: staff FTEs)	Dean, Chief of Staff, Associate Dean for Finance and Administration/CFO, Assistant Dean for DEI, and staff	X	X	X

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
Recruit and retain a diverse administrative and professional staff		Analysis: Data are analyzed for themes and trends.	supervisors with support from DEI Committee			
Unit-Defined Priority Population 4: Expand pipeline programs designed to provide educational opportunities for students from under-represented and underserved populations of New Jersey	G1	Data Source: Inventory of recruiting events and materials hosted by the Office of Admissions and Recruitment Analysis: Data are analyzed for themes and trends.	Assistant Dean for Admissions and Recruitment, and Assistant Dean for DEI with support from Office of Student Services and Alumni Affairs staff (for retaining students) and DEI Committee	X	X	
Student AND faculty (staff, if applicable) perceptions of unit’s climate regarding diversity & cultural competence	G1	Data Sources: Faculty and staff climate survey; Current Student Survey Analysis: Data are analyzed for themes and trends.	Faculty and staff climate survey: Assistant Dean for DEI with support from school leadership team Current student survey: Assistant Dean for DEI (climate survey questions) with support from the Assistant Dean for Student Services and Alumni Affairs, Director of Student Services and Senior Associate Dean for Academic Affairs	X	X	X
Student satisfaction with academic advising	H1	Data Source: Current Student Survey, Graduate Exit Survey, and Alumni Survey Analysis: Data are analyzed for themes and trends.	Assistant Dean for Student Services and Alumni Affairs, Director of Student Services and Senior Associate Dean for Academic Affairs	X		
Student satisfaction with career advising	H2	Data Source: Career Services surveys, Current Student Survey, Graduate Exit Survey, and Alumni Survey Analysis: Data are analyzed for themes and trends.	Assistant Dean for Student Services and Alumni Affairs, Director of Student Services and Senior Associate Dean for Academic Affairs	X		
Events or services provided to assist with career readiness, job search,	H2	Data Source: Office of Career Services inventory and database of career services resources and programs	Director of Student Support Services (oversees Office of Career Services)	X		

Template B2-1. SPH Evaluation Plan						
Measures	Criteria or Template	Data source & method of analysis	Who has review & decision-making responsibility?	Goal 1: Education	Goal 2: Scholarship	Goal 3: Community Engagement
enrollment in additional education, etc. for students and alumni (maintain ongoing list of exemplars)		Analysis: Data are analyzed for themes and trends, such as participation rates and program evaluations.				
Number of student complaints filed (and info on disposition or progress)	H3	Data Source: Office of Student Services and Alumni Affairs inventory and database of student complaints Analysis: Data are analyzed for themes and trends.	Assistant Dean for Student Services and Alumni Affairs	X		
Outcome Measure for Recruitment and Admissions: Average GPA of newly matriculated students (master’s, PhD and DrPH)	H4	Data Source: SOPHAS and institutional data (Banner and Student Report Library) provided by the Office of Admissions and Recruitment Analysis: Data are analyzed for attainment of school outcome measure for recruitment and admissions.	Assistant Dean for Admissions and Recruitment	X		

¹The outcomes of the nine Unit-Defined Measures (Outcomes-Unit Defined Measures) are in ERF B2.2 Evidence for evaluation plan.

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

Development of Rutgers School of Public Health Strategic Plan

The school engages in strategic planning in approximately five-year cycles. The most recent strategic planning cycle took place in 2018-2020 for the development of the 2020-2025 Strategic Plan. The dean appointed a Strategic Plan Working Group and engaged the Huron Consulting Group to design and facilitate the process for developing a “living” five-year strategic plan for the Rutgers School of Public Health. In addition to the working group, a Strategic Plan Steering Committee was established to review recommendations from the working group; provide guidance for the overall process; refine the school’s vision, mission and values; and assist in the identification of key individuals and the development of questions and topics to be explored in interviews and surveys of these individuals. Input was gathered through one-on-one, in-person and phone interviews (8 individuals); 13 small group interviews (37 participants); and a survey of internal and external stakeholders (233 individuals not previously interviewed with a 47% overall response rate). The Strategic Plan Steering Committee was charged with reviewing the key interview and survey observations and developing preliminary strategies (goals, objectives and evaluation plan) through an off-site, full-day retreat to create a draft Strategic Plan. The draft Strategic Plan was then shared and distributed internally and externally to solicit comments from the school’s stakeholders before the final, approved plan was approved and posted on the school’s website. The school will begin the next strategic planning cycle in 2024. More information about the strategic planning process, summary of the results, and findings are in ERF F1.5 Strategic Planning Survey.

Implementation and Monitoring of Rutgers School of Public Health Strategic Plan

A Strategic Plan Implementation Workgroup was charged with implementing the plan, tracking milestone metrics, and presenting regular updates at the Dean’s Leadership Team meetings. Key metrics are presented to the faculty and staff annually. The Strategic Plan Implementation Workgroup met monthly during the first two years of the implementation of the Strategic Plan and now meets approximately every two to three months. When the Strategic Plan Implementation Workgroup meets, members update a spreadsheet to monitor progress on objectives. Recently, the school developed a Strategic Plan Update Summary Report as part of the RBHS Internal Review (see F1-2 for more information on the internal review). This update summary report describes the progress for each of the goals and objectives identified during our strategic planning process and provides possible future directions which may be incorporated in our next strategic plan. The Strategic Plan Update Summary Report is in B2.2 Evidence for evaluation plan.

Ongoing Monitoring of Rutgers School of Public Health Evaluation Plan

Routine monitoring and continual quality improvement takes place at three levels. The most basic level is within individual units (departments, programs, etc.). For example, course evaluation outcomes are reviewed by department chairs who subsequently meet with faculty to discuss their results during annual performance reviews. Outcomes that require attention at the department level are discussed in department meetings or are handled between the chair and individual faculty members.

The second level of monitoring and continual quality improvement is at the school-level and relates to the school’s governing bodies. The school’s Executive Council, Curriculum Committee, Academic Progression Committee, and other standing and ad hoc committees meet regularly, and review data and information related to their areas. For example, when new concentrations are proposed (meets “Develop additional concentrations to meet emerging needs of communities and populations” objective), the Curriculum Committee reviews the concentration proposal submitted by a sponsoring department and then if approved, the Executive Council reviews. After both Curriculum Committee and Executive Council approve, then a new proposed concentration is launched (no further approvals are needed at the university level for new concentrations for existing degree programs). Committee reports are shared at All-School meetings.

The following documents are in ERF B2.2 Evidence for evaluation plan:

- Meeting notes from the school’s governing bodies, such as Leadership, Executive Council and Curriculum Committee. (Academic Progression Committee meetings are confidential as individual students are identified with regards to academic warning and probation decisions and are not included in the ERF.)
- Minutes from All-School Meetings
- Minutes from Research and Doctoral Meetings
- Outcomes-Unit Defined Measures
- Examples of Improvement
- Scarletters
- Strategic Plan Update

The third level of monitoring and continual quality improvement is also at the school-level and relates to informal and/or non-governing issues raised by anyone on the SPH Leadership Team. The SPH Leadership Team comprises the dean, chief of staff, department chairs, associate/assistant deans, concentration directors, and program directors and meets bi-weekly (the team met weekly prior to Summer 2022). The Leadership Team discusses issues or concerns, provides advice and guidance on new initiatives under development, and reviews strategic plan implementation updates provided by the Strategic Plan Implementation Workgroup. Meeting notes from the school leadership team meetings are in ERF B2.2 Leadership Meetings.

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

Template B2-2: Examples of Improvements Undertaken		
Measure (copied from column 1 of Template B2-1) that informed the change	Data that indicated improvement was needed	Improvement undertaken
Example of Improvement 1: Develop Canvas course templates		
Student satisfaction with instructional quality	Data from the course evaluations as well as informal feedback from students and faculty indicated the need for greater consistency across the school’s courses in Canvas (Canvas is the learning management system used by Rutgers).	Using best practices for Canvas and pedagogy, the Senior Associate Dean for Academic Affairs, the Senior Associate Dean for Educational and Global Program Development, and the E-learning Support Specialist developed Canvas course templates (one for synchronous courses and one for asynchronous courses). Similar to the course syllabus templates, the Canvas course templates provide the minimum information required and a recommended format for presenting course materials in Canvas. The Canvas course templates were piloted in Summer 2020 and Fall 2021 and then launched in Spring 2021. The templates are regularly updated.
Example of Improvement 2: Hold adjunct instructor pre-semester meetings		
Faculty participation in activities/resources designed to	Data from multiple sources indicated adjunct instructors	The Senior Associate Dean for Academic Affairs, the Senior

Template B2-2: Examples of Improvements Undertaken		
Measure (copied from column 1 of Template B2-1) that informed the change	Data that indicated improvement was needed	Improvement undertaken
improve instructional effectiveness; student satisfaction with instructional quality; online course review	(part-time) needed additional support using Canvas and more formal communication (beyond email) regarding teaching expectations and related policies.	Associate Dean for Educational and Global Program Development, and the E-learning Support Specialist (for instructors teaching online) meet with adjunct instructors prior to the semester in which they are teaching. Adjunct instructors meet in groups, such as those teaching in the same department or those teaching online. Canvas tips and other resources are shared, and teaching expectations and related policies are reviewed. Adjunct instructors are able to have their questions addressed and share how the school can better support them in their teaching efforts. Adjunct instructors are able to interact with each other as well.
Example of Improvement 3: Highlight the school's expertise and scholarship through an easily accessible online faculty directory		
Percent of primary faculty participating in research activities; feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula; recruit and retain a diverse faculty that is a reflection of the composition of the school's students	Data from multiple sources indicated internal and external stakeholders encountered barriers in identifying faculty's areas of expertise on the school's website.	The school's new, fully re-designed website was launched in April 2023. Undertaken by the Office for Information Technology and the Office for Marketing and Communication, the year-long website redesign project involved: conducting detailed market research to better understand our website audience and their needs; undertaking a comprehensive review and rewrite of 500+ pages of content; and shifting to a Drupal-based Content Management System (CMS) using the Rutgers Core Component Library. The new website includes a fully searchable faculty and staff directory.

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

Strengths

- The school evaluation plan is based on the 2020-2025 Strategic Plan that was developed with broad input from internal and external stakeholders.
- A strategic plan implementation process is in place that ensures regular feedback and progress reporting.

- The school uses multiple sources of data to evaluate progress toward our goals and objectives outlined in the 2020-2025 Strategic Plan.
- The multiple levels of monitoring and continual quality improvement allow for a culture of using data to drive continuous improvement and inform decision-making.

Weaknesses

- Tracking the progress toward meeting goals and objectives requires dedicated faculty and staff effort. (As the school continues to grow, a staff member dedicated to data collection and analysis may be warranted when financial resources allow. In the meantime, all responsible parties will continue to track progress for the areas for which they are responsible.)
- Data collection is often completed at the unit-level within the school and not through a centralized, coordinated data collection system at the school-level.

Plans for Improvement

- As the school continues to grow, a staff member dedicated to data collection and analysis may be warranted when financial resources allow. In the meantime, the Strategic Plan Implementation Workgroup will continue to track milestone metrics, present regular updates at the Dean's Leadership Team meetings, and present an annual update to the faculty and staff.

B3. Graduation Rates

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

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

1) Graduation rate data for each degree in unit of accreditation.

Template B3-1: Students in MPH Degree, by Cohorts Entering Between 2017-2018 and 2022-2023							
*Maximum Time to Graduate: 6 years							
	Cohort of Students	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
2017-2018	# Students continuing at beginning of this school year (or # entering for newest cohort)	93					
	# Students withdrew, dropped, etc.	0					
	# Students graduated	3					
	Cumulative graduation rate	3.2%					
2018-2019	# Students continuing at beginning of this school year (or # entering for newest cohort)	90	176				
	# Students withdrew, dropped, etc.	2	2				
	# Students graduated	46	7				
	Cumulative graduation rate	52.7%	4.0%				
2019-2020	# Students continuing at beginning of this school year (or # entering for newest cohort)	42	167	164			
	# Students withdrew, dropped, etc.	3	1	1			
	# Students graduated	23	52	4			
	Cumulative graduation rate	77.4%	33.5%	2.4%			
2020-2021	# Students continuing at beginning of this school year (or # entering for newest cohort)	16	114	159	218		
	# Students withdrew, dropped, etc.	1	12	2	0		
	# Students graduated	8	67	59	3		
	Cumulative graduation rate	86.0%	71.6%	38.4%	1.4%		
2021-2022	# Students continuing at beginning of this school year (or # entering for newest cohort)	7	35	98	215	181	
	# Students withdrew, dropped, etc.	0	3	6	7	3	
	# Students graduated	4	16	45	53	1	
	Cumulative graduation rate	90.3%	80.60%	65.9%	25.7%	0.50%	
2022-2023	# Students continuing at beginning of this school year (or # entering for newest cohort)	3	16	47	155	177	186
	# Students withdrew, dropped, etc.	0	1	5	7	6	1
	# Students graduated	2	7	21	72	56	5
	Cumulative graduation rate	92.5%	84.7%	78.7%	58.7%	31.5%	2.7%

Template B3-1: Students in MS in Biostatistics Degree, by Cohorts Entering Between 2019-2020 and 2022-2023					
*Maximum Time to Graduate: 4 years					
	Cohort of Students	2019-2020	2020-2021	2021-2022	2022-2023
2019-2020	# Students continuing at beginning of this school year (or # entering for newest cohort)	19			
	# Students withdrew, dropped, etc.	0			
	# Students graduated	0			
	Cumulative graduation rate	0.0%			
2020-2021	# Students continuing at beginning of this school year (or # entering for newest cohort)	19	16		
	# Students withdrew, dropped, etc.	2	0		
	# Students graduated	5	0		
	Cumulative graduation rate	26.3%	0.0%		
2021-2022	# Students continuing at beginning of this school year (or # entering for newest cohort)	12	16	16	
	# Students withdrew, dropped, etc.	0	1	0	
	# Students graduated	11	9	0	
	Cumulative graduation rate	84.2%	56.3%	0.0%	
2022-2023	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	6	16	9
	# Students withdrew, dropped, etc.	0	0	0	0
	# Students graduated	1	5	10	0
	Cumulative graduation rate	89.5%	87.5%	62.5%	0.0%

Template B3-1: Students in MS in Epidemiology Degree, by Cohorts Entering Between 2021-2022 and 2022-2023			
(Degree Program Launched in Spring 2022 for current students and Fall 2022 for new students)			
*Maximum Time to Graduate: 5 years			
	Cohort of Students	2021-2022	2022-2023
2021-2022	# Students continuing at beginning of this school year (or # entering for newest cohort)	3	
	# Students withdrew, dropped, etc.	0	
	# Students graduated	1	
	Cumulative graduation rate	33.3%	
2022-2023	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	6
	# Students withdrew, dropped, etc.	0	0
	# Students graduated	0	0
	Cumulative graduation rate	33.3%	0

Template B3-1: Students in MS in Health Outcomes, Policy and Economics Degree, by Cohorts Entering Between 2018-2019 and 2022-2023						
*Maximum Time to Graduate: 5 years						
	Cohort of Students	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
2018-2019	# Students continuing at beginning of this school year (or # entering for newest cohort)	14				
	# Students withdrew, dropped, etc.	0				
	# Students graduated	0				
	Cumulative graduation rate	0.0%				
2019-2020	# Students continuing at beginning of this school year (or # entering for newest cohort)	14	15			
	# Students withdrew, dropped, etc.	2	0			
	# Students graduated	5	0			
	Cumulative graduation rate	35.7%	0.0%			
2020-2021	# Students continuing at beginning of this school year (or # entering for newest cohort)	7	15	19		
	# Students withdrew, dropped, etc.	0	0	1		
	# Students graduated	4	6	0		
	Cumulative graduation rate	64.3%	40.0%	0.0%		
2021-2022	# Students continuing at beginning of this school year (or # entering for newest cohort)	3	9	18	13	
	# Students withdrew, dropped, etc.	0	1	1	0	
	# Students graduated	2	5	1	0	
	Cumulative graduation rate	78.6%	73.3%	5.3	0.0%	
2022-2023	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	3	16	13	9
	# Students withdrew, dropped, etc.	0	1	2	1	0
	# Students graduated	1*	1	5	3	0
	Cumulative graduation rate	85.7%	80.0%	30.0%	23.1%	0.0%

*Student finished program requirements in Spring 2023 but applied for October 2023 graduation.

Template B3-1: Students in DrPH Degree, by Cohorts Entering Between 2014-2015 and 2022-2023											
*Maximum Time to Graduate: 9 years (for Cohorts 2014-2015 through 2016-2017); 7 years (for Cohorts Starting 2020-2021)											
	Cohort of Students	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
2014-2015	# Students continuing at beginning of this school year (or # entering for newest cohort)	3									
	# Students withdrew, dropped, etc.	0									
	# Students graduated	0									
	Cumulative graduation rate	0%									
2015-2016	# Students continuing at beginning of this school year (or # entering for newest cohort)	3	1								
	# Students withdrew, dropped, etc.	1	0								
	# Students graduated	0	0								
	Cumulative graduation rate	0%	0%								
2016-2017	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	1	1							
	# Students withdrew, dropped, etc.	0	0	0							
	# Students graduated	0	0	0							
	Cumulative graduation rate	0%	0%	0%							
2017-2018	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	1	1							
	# Students withdrew, dropped, etc.	0	0	0							
	# Students graduated	0	0	0							
	Cumulative graduation rate	0%	0%	0%							
2018-2019	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	1	1							
	# Students withdrew, dropped, etc.	0	1	0							
	# Students graduated	1	0	0							
	Cumulative graduation rate	33.0%	0%	0%							
2019-2020	# Students continuing at beginning of this school year (or # entering for newest cohort)	1			1						
	# Students withdrew, dropped, etc.	0			0						
	# Students graduated	0			0						
	Cumulative graduation rate	33.0%			0%						

Template B3-1: Students in DrPH Degree, by Cohorts Entering Between 2014-2015 and 2022-2023										
*Maximum Time to Graduate: 9 years (for Cohorts 2014-2015 through 2016-2017); 7 years (for Cohorts Starting 2020-2021)										
	Cohort of Students	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
2020-2021	# Students continuing at beginning of this school year (or # entering for newest cohort)	1		1				11		
	# Students withdrew, dropped, etc.	0		0				0		
	# Students graduated	0		0				0		
	Cumulative graduation rate	33.0%		0%				0%		
2021-2022	# Students continuing at beginning of this school year (or # entering for newest cohort)	1		1				11	12	
	# Students withdrew, dropped, etc.	0		0				0	0	
	# Students graduated	1		1				0	0	
	Cumulative graduation rate	66.7%		100%				0%	0%	
2022-2023	# Students continuing at beginning of this school year (or # entering for newest cohort)							11	12	13
	# Students withdrew, dropped, etc.							0	0	0
	# Students graduated							0	0	0
	Cumulative graduation rate							0%	0%	0%

The DrPH program was suspended starting in Fall 2017 and then relaunched in Fall 2020.

Template B3-1: Students in PhD Degree, by Cohorts Entering Between 2014-2015 and 2022-2023											
*Maximum Time to Graduate: 9 years (for Cohorts 2014-2015 through 2016-2017); 7 years (for Cohorts Starting 2020-2021)											
	Cohort of Students	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
2014-2015	# Students continuing at beginning of this school year (or # entering for newest cohort)	7									
	# Students withdrew, dropped, etc.	0									
	# Students graduated	0									
	Cumulative graduation rate	0%									
2015-2016	# Students continuing at beginning of this school year (or # entering for newest cohort)	7	8								
	# Students withdrew, dropped, etc.	0	1								
	# Students graduated	0	0								
	Cumulative graduation rate	0%	0%								
2016-2017	# Students continuing at beginning of this school year (or # entering for newest cohort)	7	7	5							
	# Students withdrew, dropped, etc.	0	0	0							
	# Students graduated	1	0	0							
	Cumulative graduation rate	14.3%	0%	0%							
2017-2018	# Students continuing at beginning of this school year (or # entering for newest cohort)	6	7	5	5						
	# Students withdrew, dropped, etc.	1	0	0	0						
	# Students graduated	0	0	0	0						
	Cumulative graduation rate	14.3%	0%	0%	0%						
2018-2019	# Students continuing at beginning of this school year (or # entering for newest cohort)	5	7	5	5	5					
	# Students withdrew, dropped, etc.	0	0	1	0	0					
	# Students graduated	2	2	0	0	0					
	Cumulative graduation rate	42.9%	25.0%	0%	0%	0%					
2019-2020	# Students continuing at beginning of this school year (or # entering for newest cohort)	3	5	4	5	5	8				
	# Students withdrew, dropped, etc.	1	0	0	1	1	0				
	# Students graduated	1	1	1	0	1	0				
	Cumulative graduation rate	57.1%	37.5%	16.7%	0%	20.0%	0%				

Template B3-1: Students in PhD Degree, by Cohorts Entering Between 2014-2015 and 2022-2023											
*Maximum Time to Graduate: 9 years (for Cohorts 2014-2015 through 2016-2017); 7 years (for Cohorts Starting 2020-2021)											
	Cohort of Students	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
2020-2021	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	4	3	4	3	8	6			
	# Students withdrew, dropped, etc.	0	0	1	0	0	0	0			
	# Students graduated	1	2	1	0	0	0	0			
	Cumulative graduation rate	71.4%	62.5%	33.3%	0%	20.0%	0%	0%			
2021-2022	# Students continuing at beginning of this school year (or # entering for newest cohort)			2	1	4	3	8	6	4	
	# Students withdrew, dropped, etc.			1	0	0	0	0	0	0	
	# Students graduated			1	1	1	0	1	0	0	
	Cumulative graduation rate			75.0%	60.0%	20.0%	20.0%	12.5%	0%	0%	
2022-2023	# Students continuing at beginning of this school year (or # entering for newest cohort)				3	3	7	6	4	5	
	# Students withdrew, dropped, etc.				0	0	0	0	1	0	
	# Students graduated				0	1	1	0	0	0	
	Cumulative graduation rate				20.0%	40.0%	25.0%	0%	0%	0%	

The school bases its graduation rates on the population of students who complete at least 15 credits (for MPH and doctoral students). This enables the School to distinguish between those students who are, in fact, able to marshal the effort required and those who, because of home or work circumstances or lack of the substantial motivation required, are not able to make the commitment.

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

Template B3-2: Doctoral Student Data for Year 2023-2024							
	DrPH Leadership, Practice and Research	DrPH Epidemiology ¹	PhD Biostatistics	PhD Environmental and Occupational Health	PhD Epidemiology	PhD Health Systems and Policy	PhD Social and Behavioral Health Sciences
# newly admitted in 2023-2024	18	--	--	1	4	--	3
# currently enrolled (total) in 2023-2024	51	1	4	4	13	4	5
# completed coursework during 2022-2023	12	--	0	0	1	1	0
# in candidacy status (cumulative) during 2022-2023	10	1	3	1	7	4	2
# graduated in 2022-2023	0	0	0	0	0	1	1

¹DrPH-Epidemiology (EPID) – This concentration was suspended starting in Fall 2017 and we are teaching out the remaining student in this concentration.

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

The Rutgers School of Public Health meets or exceeds the CEPH criteria for achieving graduate rates of 70% or greater for the master’s degrees and 60% or greater for the doctoral degrees. The DrPH program was suspended starting in Fall 2017 and then relaunched in Fall 2020 and the newly relaunched program does not have graduates yet. (Under the previous DrPH program there was one cohort [Fall 2015] that saw a 0% graduation rate when the one student in the cohort withdrew after three years in the program.)

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

Strengths

- The school’s graduation rates exceed the requirements of CEPH. In addition, these rates are even more impressive when considering the school’s student population is non-traditional, including substantial representation from disadvantaged groups, part-time students, and full-time students who also work full-time or close to full-time.

Plans for Improvement

- We will continue to focus on supporting our students through advising that supports their academic, financial, and personal needs. In particular, we will monitor students in new degree programs or options, such as the DrPH in Leadership, Practice and Research (new program), MS in Epidemiology degree (new program), and the online MPH degree (new option).
- We will continue to adapt our processes to review data concerning graduation rates to better understand the challenges and barriers our students encounter.

B4. Post-Graduation Outcomes

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

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

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

Template B4-1: Post-Graduation Outcomes (MPH Degree)	AY2020 Number & percentage	AY2021 Number & percentage	AY2022 Number & percentage	AY2023 Number & percentage
Employed	74 (76%)	71 (79%)	103 (84%)	143 (89%)
Continuing education/training (not employed)	9 (9%)	12 (13%)	14 (11%)	14 (9%)
Not seeking employment or not seeking additional education by choice	---	---	---	---
Actively seeking employment or enrollment in further education	13 (13%)	1 (1%)	1 (1%)	2 (1%)
Unknown	2 (2%)	6 (7%)	5 (4%)	2 (1%)
Total graduates (known + unknown)	98 (100%)	90 (100%)	123 (100%)	161(100%)

Template B4-1: Post-Graduation Outcomes (MS Degree)	AY2020 Number & percentage	AY2021 Number & percentage	AY2022 Number & percentage	AY2023 Number & percentage
Employed	11 (69%)	19 (70%)	23 (85%)	24 (89%)
Continuing education/training (not employed)	2 (13%)	5 (19%)	1 (4%)	1 (4%)
Not seeking employment or not seeking additional education by choice		---	---	---
Actively seeking employment or enrollment in further education	2 (13%)	---	---	---
Unknown	1 (5%)	3 (11%)	3 (11%)	2 (7%)
Total graduates (known + unknown)	16 (100%)	27 (100%)	27 (100%)	27(100%)

Template B4-1: Post-Graduation Outcomes (DrPH Degree)	AY2020 Number & percentage	AY2021 Number & percentage	AY2022 Number & percentage	AY2023 Number & percentage
Employed	2 (100%)	---	2 (100%)	---
Continuing education/training (not employed)	0 (0%)	---	0 (0%)	---
Not seeking employment or not seeking additional education by choice	---	---	---	---
Actively seeking employment or enrollment in further education	0 (0%)	---	0 (0%)	---
Unknown	0 (0%)	---	0 (0%)	---
Total graduates (known + unknown)	2 (100%)	---	2 (100%)	---

Template B4-1: Post-Graduation Outcomes (PhD Degree)	AY2020 Number & percentage	AY2021 Number & percentage	AY2022 Number & percentage	AY2023 Number & percentage
Employed	15 (100%)	9 (100%)	5 (83%)	2 (100%)
Continuing education/training (not employed)	---	---	1 (17%)	---
Not seeking employment or not seeking additional education by choice	---	---	---	---
Actively seeking employment or enrollment in further education	---	---	---	---
Unknown	---	---	---	---
Total graduates (known + unknown)	15 (100%)	9 (100%)	6 (100%)	2 (100%)

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

Data on post-graduate outcomes data are collected through a variety of sources. Both the Graduation Application, which is completed by students when they are ready to graduate, and the Graduate Exit Survey, which is completed by students immediately before or soon after they graduate, ask students for information about their employment status (including employer and job title) and/or plans for further education. The school's network on LinkedIn is another resource for collecting job placement information, in particular employment status updates. These three means typically provide job placement information for about 80% of the school's graduates each year. For the remaining graduates with unknown status, faculty and the staff in the Offices for Public Health Practice and Career Services are contacted to track the status of these graduates, and attempts are often made to contact the graduate by email and telephone.

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

- The school's post-graduate outcomes exceed the requirements of the Council on Education for Public Health.
- Our approach for collecting post-graduate outcomes data is layered and utilizes multiple information sources to capture individual student information. This process is replicated annually and has been working well for many years.

Weaknesses

- Tracking post-graduate outcomes requires dedicated faculty and staff effort. (As the school continues to grow, a staff member dedicated to data collection and analysis may be warranted when financial resources allow. In the meantime, the Office for Academic Affairs will continue to track and collect post-graduate outcomes.)

Plans for Improvement

- We will continue to monitor our processes to collect data concerning post-graduation outcomes to ensure we are collecting efficient and meaningful data.

B5. Alumni Perceptions of Curricular Effectiveness

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

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

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

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

The Rutgers School of Public Health conducts an Alumni Survey approximately every two years, with the most recent survey conducted in Spring 2022. The school also conducts interviews with alumni to supplement the data collected in the approximate bi-annual survey. The survey and interviews are designed to collect information regarding the extent to which the graduates felt prepared for their post-graduation destinations, if the skills gained during their program were relevant to their job, and which areas they would have benefited from more training in their respective programs. In addition, the school’s Office for Career Services (OCS), led by Claire Brown, now the acting director of student services, receives informal feedback from alumni through the school’s Alumni April events. Launched in Spring 2021, the OCS hosts annual Alumni April events which feature alumni panels and networking opportunities for students. The informal, virtual setting of these alumni events allow alumni to share their feedback with current students regarding their education and employment journey, preparedness by the school in general and in particular subjects, and if there was something they would have done differently or skills the school can provide in the future that would be beneficial to the students.

Alumni Survey, Spring 2022

The Spring 2022 Alumni Survey asked students about their experience as a student, the extent they felt prepared to apply the competencies from their program post-graduation, whether those competencies were applicable to their current job, and areas in which they would have benefited from more training or preparation. The Spring 2022 Alumni Survey had 229 responses; however, the response rate for the three previous graduation cohorts was 26.2% (108 alumni out of 412 graduates - AY2019, AY2020 and AY2021). The other respondents reported graduating prior to AY2019. Alumni Survey and Report (including methodology) are in ERF B5.2 Data Collection methodology.

The Alumni Survey assesses graduates’ general satisfaction with their overall experience at the school with three questions specific to the preparation or application of the curriculum post-graduation. See Table B5-1 for alumni ratings regarding their satisfaction of the curriculum in general post-graduation. More than 75% of respondents rated their satisfaction of the curriculum in general very favorably.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
The core curriculum provided me with a solid foundation in relevant public health principles and competencies.	46.6%	48.6%	6.6%	0.6%	0.6%
My required courses fostered integration and application across public health concepts/topics.	38.5%	48.9%	10.4%	2.2%	0.0%

Essential professional skills were reflected in the School of Public Health curriculum and activities.	28.7%	47.0%	16.6%	6.1%	1.7%
--	-------	-------	-------	------	------

The Alumni Survey also assesses the extent to which graduates felt prepared to apply the concentration competencies from their degree program in the workplace post-graduation and whether those competencies were applicable in their job after graduation (see Table B5-2). While most respondents felt very or somewhat prepared, doctoral alumni felt the most prepared in the competencies for their degree and concentration and MS alumni felt less prepared. In addition, doctoral and MS alumni reported that competencies for their degree and concentration were more applicable in the current job while MPH alumni reported that more competencies were less applicable.

Table B5-2. Alumni Perceptions of Preparation in and Applicability of Concentration Competencies Post-Graduation by Degree			
Percentage of Ratings from Alumni Who Felt Very Prepared, Somewhat Prepared or Not Prepared in their Concentration’s Competencies			
Degree	Very Prepared	Somewhat Prepared	Not Prepared
MPH Degree Alumni	59.5%	35.6%	4.9%
MS Degree Alumni	43.6%	47.3%	9.1%
Doctoral Degree Alumni	79.6%	19.9%	0.5%
Percentage of Ratings from Alumni Who Felt their Concentration’s Competencies Were Very Applicable, Somewhat Applicable or Not Applicable in their Current Job			
	Very Applicable	Somewhat Applicable	Not Applicable
MPH Degree Alumni	49.7%	29.2%	21.1%
MS Degree Alumni	72.0%	22.0%	6.0%
Doctoral Degree Alumni	69.9%	25.8%	4.3%

Alumni were asked to “Please list any areas in which you would have benefited from more training or preparation.” Only one recent doctoral alumnus indicated a need for more data analytical training (in the Social and Behavioral Health Science concentration) while earlier doctoral alumni noted grant writing preparation, machine learning, and advanced presentation skills as needs. The school also recognized grant writing as a need in Fall 2020 and developed a 3-credit grant writing course which is now required for three doctoral concentrations and is recommended for others. MPH alumni described a need for data analytical courses for concentrations outside of biostatistics and epidemiology; coursework on writing for public health, digital communication, grant writing and health care management; as well as practical applications of public health (e.g., social justice, policy, environmental sampling). MS alumni noted additional elective coursework, such as in health economics and outcomes research, would have been beneficial to their training.

Other essential areas outside of coursework that were indicated as needs by alumni included interviewing skills, CHES examination preparation (Certificated Health Education Specialist) and more internship opportunities. The Office for Career Services began offering interview practice and support (including mock interviewing) in Fall 2019; with assistance from the Office for Student Services and Alumni Affairs, the senior associate dean for academic affairs (who is CHES and CPH certified) hosted a CHES exam study group in Summer 2022; and the school appointed its inaugural leader of community engagement, a goal outlined in the school’s Strategic Plan, in February 2022. Dr. Rafael E. Pérez-Figueroa, associate dean for community engagement and public health service, serves in this capacity and he is developing new and expanding existing partnerships to identify opportunities for students.

Alumni Telephone Interviews, March 2022-February 2023

The school also conducts interviews with alumni to supplement the data collected in the bi-annual survey. Interviews with recent alumni (n=39), most of whom graduated between 2019 and 2022, were conducted from March 2022 through February 2023. The alumni represented a variety of degree programs and work in various sectors, including government, industry, non-profit, and academia. Overall, 69% (n=27) of the alumni interviewees

provided positive feedback regarding the preparation they received in their degree program, 18% (n=7) were neutral and 13% (n=5) were negative.

Alumni reported being most prepared in quantitative and qualitative research, and data programming and analysis skills. They felt these skills were very applicable in their current jobs and some alumni reported they felt they were able to secure their current job because of their data programming and analysis skills. Other areas where alumni reported being prepared include project management; conducting literature reviews; program planning and implementation; understanding how insurance works (for a health practitioner); how to collaborate and work in teams; leadership skills; how to be proactive, advocate and ask questions; and critical thinking skills. One alum noted that their courses on health disparities and social determinants of health have been the most useful in their current job.

While several alumni felt most prepared in data programming and analysis skills, there were a few alumni who felt they were less prepared in this area or that data analysis skills were not applicable in their current job. These alumni felt they were exposed to several programming languages but did not learn one proficiently. Alumni did report a few areas in which they would have benefitted from more training or preparation, including scientific writing, program management, advanced epidemiology courses for the non-epidemiology major, and financial and budgeting courses.

Alumni April Events

Launched in Spring 2021, the school's Office of Career Services (OCS) hosts annual Alumni April events designed to build connection and community between prospective/admitted students, current students, and alumni. Events are targeted towards specific degree concentrations and career cluster areas, and represent various sectors such as local, state, and federal government, pharmaceuticals, non-profit organizations (NGOs), academia, industry, hospitals, and law in the field of public health. Examples of Alumni April events include careers in epidemiology and biostatistics; careers in environmental and occupational health; careers in urban and global public health; careers in the healthcare management and policy sector; careers in public health policy, administration, and community health; careers in public health research, assessment, and compliance; and PhD-level careers in quantitative public health. Alumni April events affiliated with specific demographics (e.g., first generation alumni, Black alumni, multicultural and international alumni) have also been hosted in partnership with the school's student organizations and other school staff.

Alumni who participate in these events share their experiences with current and prospective students, regarding their education and employment journey, preparedness by the school in general and in the particular subjects, and if there was something they would have done differently or skills the school can provide in the future that would be beneficial to the students. Participating alumni, in general, had positive feedback regarding being prepared with evidence-based approaches to public health, analytical skills, problem solving skills, relationships with their faculty and colleagues, school community and support from career services. Alumni broadly agreed that while the didactic training in courses was very helpful and group projects encouraged communication skills and collaboration, they would have liked more practical training and awareness of how to adapt their skills to job opportunities that were offered in the real world. The assistant director of student support services at the time made a concerted effort to address this by increasing each year's offerings and seeking a diversity of panelists from different programs, concentrations, and post-graduate fields. The most recent 2023 Alumni April series marked the OCS' most successful year yet, with 11 events hosted, more than 50 alumni panelists recruited, and over 300 prospective students, current students, and alumni in attendance.

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

The school assesses alumni perceptions of curricular effectiveness through multiple methods. Formal, systematic methods include the bi-annual Alumni Survey and interviews with alumni and informal methods include feedback shared by alumni during the annual Alumni April events. The Alumni Survey collects quantitative and qualitative data while the interviews and Alumni April events collect qualitative data.

The Alumni Survey comprises Likert-type questions for alumni to rate their experiences at the school when they were a student. Alumni rate their experiences regarding the curriculum in general, practicum/research requirements, academic advising, school facilities and communication, and more. Alumni also rate their overall experience and satisfaction with attending the school for their program. Alumni are also asked to rate the extent to which they felt prepared to apply the competencies from their degree and concentration and the applicability of these competencies in their workplace post-graduation. The survey also includes questions about preferences for how to stay connected as an alumnus/a, general employment information as well as salary and student loan information. Open-ended questions on the Alumni Survey allow graduates to identify areas they feel they would have benefited from more training in their respective programs, describe what they enjoyed best about being a student at the school and share other comments about their experiences as a student.

A link to the Alumni Survey was sent to recent graduates using their alternative emails and posted on the school's social media pages, such as LinkedIn. The email to recent graduates also included an invitation to be interviewed by the senior associate dean for academic affairs with her contact information. Additional interview requests were sent through direct messages on LinkedIn. Finally, recent graduates were also contacted by telephone to request an interview in an effort to have broad representation across the school's degrees and concentrations. Alumni who were interviewed were asked to share any feedback about their experience as well as their perceptions on curricular effectiveness. Approximately 100 alumni were contacted for an interview with 39 agreeing to be interviewed.

Included in ERF B5.2 Data Collection methodology are Alumni April Examples, Alumni Survey and Report (includes methodology and findings).

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

Strengths

- The Office of Career Service's Alumni April series has quickly become the school's primary method of actively engaging recent alumni and maintaining connections with graduates. Alumni are eager to participate in these annual events. They provide guidance and lessons learned to students and fellow alumni and provide feedback on their post-graduation experiences with the school. In its three-year history, Alumni April has welcomed 87 unique alumni panelists across 25 individual events, with 14 of the 87 panelists (16%) participating in multiple panels.
- We are collecting data from school alumni regularly and systematically. The Alumni Survey and alumni interviews collect information regarding the extent to which the graduates felt prepared for their post-graduation destinations, if the skills gained during their program were relevant to their job, and which areas they would have benefited from more training in their respective programs.
- Data from the Alumni Survey, alumni interviews and Alumni April events demonstrate that graduates are well prepared for their careers in public health.

Weaknesses

- Tracking the progress toward meeting goals and objectives requires dedicated faculty and staff effort. (As the school continues to grow, a staff member dedicated to data collection and analysis may be warranted when financial resources allow. In the meantime, the Office of Student Services and Alumni Affairs and the Office for Academic Affairs will continue to track and collect alumni perceptions.)
- Alumni appeared to not be aware of all the course offerings when they were a student. Courses for some of the areas for which alumni noted they would have benefited from are offered by the school. (The Office for Student Services and Alumni Affairs recently created a Choosing Your Electives guide to increase student awareness regarding all course options.)

Plans for Improvement

- The school plans to implement additional strategies with the next alumni survey to increase response rates. The school developed an Alumni Survey Report for the 2022 survey to share key findings in hopes that by providing this feedback to alumni it will demonstrate the impact of their participation. While the school provided a small incentive (a gift card raffle), the school will poll a few alumni to determine whether a different incentive, such as school swag, would be a more enticing incentive. Finally, the school will time the implementation of the alumni survey to coincide with Office for Career Services' Alumni April Events.

C1. Fiscal Resources

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

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

Rutgers University operates within a resource center management budget model where schools have fiscal autonomy and full budgetary discretion, under adherence of the overarching university-wide policies and procedures. The dean works in tandem with the associate dean for finance and administration/chief financial officer (CFO) to maintain, develop, and forecast the financial plan for the school's current and future outlook. Input and direction are also obtained from subject area experts on the leadership team, consisting of all deans, directors, and chairs. This collaboration ensures the mission of the school is always woven together with financial stewardship.

The budget cycle is managed both by the Rutgers Biomedical and Health Sciences (RBHS) Chancellor's Office and Rutgers University (RU) Finance and Administration Office. The school undergoes a rigorous annual budget cycle to ensure fiscal responsibility and proper future planning, both budgetarily and academically. Current year projections are consistently monitored for year-end budget impact with monthly budget-to-actual and year-over-year variance analysis and quarterly year-end projections. Future year budget development starts in December with school leadership discussions, enrollment management, programmatic goals, personnel changes, and research forecasting. Quarterly budgetary reconciliations are undertaken. The university provides guidelines for inflation rates, university initiatives, and policy changes, which are incorporated into our planning. Once a multi-year financial plan is constructed and validated internally it is reviewed and discussed with the RBHS Chancellor's Office for approval to ensure financial and academic success, with adherence to the university guidelines and directives. This budget is subsequently reviewed and approved by the RU Finance and Administration Office and the Board of Governors before the budget is adopted.

Sources of funding include, tuition and fee revenue, grant and contract revenue, research indirect cost recovery, university support, state appropriation, continuing education revenue, gifts, and endowments. Each revenue source has a different process for development and integration into our financial plan, however it is all maintained at the school and justified to central university on multiple levels.

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

Faculty salaries are funded by various types of resources such as, operating budgets, extramural research, foundation funds, internal research, gifts, and endowments. Salaries are fully guaranteed by the school regardless of extramural funding and regardless of if they are tenure/tenure track or non-tenure track. The majority of our faculty possess a salary portfolio that is a blend of both extramural and school operational funding. All school salaries are incorporated into the budget and future year planning.

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

Faculty and staff hiring can be categorized into three main factors: financial impact, cost-benefit, and overall necessity. Our careful budget management allows us to make real-time financial adjustments to ascertain the financial feasibility and future impact of each hire. However, most new faculty and staff lines are planned and follow our annual budget planning process and will be approved via the budget development process with our chancellor's office. The cost-benefit analysis is conducted internally at the school, by the dean, and school leadership. We consider the financial impact, department development, research growth, program expansion,

course development, student advising, and many other variables, to ultimately gauge how the hire will contribute to the success of our school both financially and academically. Department and program needs are assessed by school leadership when determining additional lines. We factor department size, student-ratio, efficiency, new program development, etc. in assessing our needs. Once everything is satisfied internally at the school, we would provide justification to and seek approval from the chancellor's office, then subsequently, approval from the university human resources (HR). For faculty hires, another approval through the chancellor's faculty affairs office will be required to validate faculty title, rank, and salary.

Each year, the department chairs are asked to develop a recruitment plan for their department. These plans include a justification for any faculty lines being sought. These plans are reviewed by the dean and CFO and based on budgetary conditions, allocations are made, and searches commence at the onset of the fiscal year (July 1 of each calendar year).

c. Describe how the school funds the following:

- a) Operational costs (schools define "operational" in their own contexts; definition must be included in response)

Operational costs are defined as, any non-capital expense that is funded by the school's budget. Operating costs are funded by multiple sources such as, tuition and fee revenue, state appropriation, research grants, indirect cost recovery (F&A), endowments, gifts, and university funding. These resources are allocated to fund faculty and staff salaries, non-personnel expenses, and the general university cost pool.

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

Student support is generally funded through gifts, endowments, research projects, and unrestricted revenue (tuition and university support revenue) as well as extramural grants, including the one secured from the Health Resources and Services Administration (HRSA) in 2022. Gifts and endowments have mostly funded student scholarships and travel. Research projects have funded student scholarships, Research Assistant (RA) positions, stipends, travel, and some student research. The school contributes unrestricted revenue to fund all aspects of our student experience, scholarships, activities, travel, and stipends, including full funding for PhD students. Each year, the school funds five PhD students through the 21st Century Fellowships.

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

Faculty development is funded through the school's unrestricted revenue to support start-up accounts, travel, internal research awards, publications, memberships, etc. Academic departments have annual budgets designated to fund travel, conference registration, annual memberships, publications, and departmental events for students. Both internally at the school and university-wide, there are requests for research proposals that faculty may submit to and obtain internal funding from. Most new faculty are given 'multi-year start up' funds to help them progress in their research and faculty development.

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

The university's resource center management budget model allows the school to retain 100% of our tuition and fees, grants and contracts, and indirect cost recovery revenue. Therefore, the school is expected to self-fund all operational costs, student support, and faculty development. However, the school does have the opportunity to request additional funding through the RBHS Chancellor's Office during the annual budget planning cycle.

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

The school receives 100% of the student tuition and fees revenue.

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

The school receives 100% of the indirect cost revenue for grants that are administered through the school. The university also has effort-based policies and mechanisms in place for internal indirect cost sharing, when applicable.

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

Not applicable

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

Template C1-1: Sources of Funds and Expenditures by Major Category, 2019 to 2023					
	Year 1	Year 2	Year 3	Year 4	Year 5
Source of Funds					
Tuition & Fees	6,407,912	8,015,813	10,297,536	10,932,944	11,582,303
State Appropriation	6,390,475	6,427,972	7,330,384	6,610,692	10,480,310
University Funds	2,011,910	2,871,534	1,947,807	1,579,007	1,348,780
Grants/Contracts	10,582,595	11,607,770	11,457,078	10,256,334	11,322,015
Indirect Cost Recovery	2,108,429	2,421,469	2,101,040	1,933,016	1,937,425
Endowment	60,588	60,067	66,612	70,809	80,110
Gifts	219,113	196,123	246,838	581,109	582,764
Other (Continuing Education and Internal Transfers)	3,036,224	2,081,372	1,456,001	1,241,750	1,608,649
Total	30,817,247	33,682,120	34,903,295	33,205,660	38,942,356
Expenditures					
Faculty Salaries & Benefits	12,655,439	13,551,007	12,918,463	13,960,765	16,615,916
Staff Salaries & Benefits	6,512,982	8,030,754	9,879,026	8,868,241	12,152,127
Operations	4,800,828	5,968,099	3,909,774	3,890,777	5,900,850
Travel	485,766	321,888	11,010	132,378	429,711
Student Support	693,081	840,097	900,230	1,099,076	1,347,602
University Tax	4,004,142	4,237,805	4,288,876	4,994,264	5,351,585
Other (Internal Rutgers Transfers)	(51,905)	(57,097)	199,685	(297,438)	(568,082)
Total	29,100,332	32,892,553	32,107,064	32,648,063	41,229,710

Revenue from tuition and fees have increased significantly since 2019 and these resources have been allocated to grow the faculty and staff. While it may seem that faculty salary and benefits have not kept pace with the growth in staff salary and benefits, it is important to clarify that these two categories are not directly comparable. The “faculty salaries & benefits” expense in Template C1-1 is not inclusive of all school primary faculty (n=88). For faculty whose sponsored research activity resides outside of the school, the portion of their salaries & benefits allocated to their research is not incorporated into Template C1-1. (This research-based expense is applied to their institute/center budget and not the school budget; only salaries & benefits allocated to their teaching is incorporated into the Template C1-1.) Staff salaries & benefits are inclusive of all staff employed through the school, including staff researchers, student workers, post-doctoral fellows, and part-time staff. In addition, in Year 5 (Fiscal Year 2023), \$1.7 million in salaries was re-categorized from faculty to staff to more appropriately represent a group of researchers funded as epidemiologists through a New Jersey Department of Health contract.

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

Not applicable

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

Strengths

- Annual Budget Development Process: Rutgers University has an intensive and well-structured planning cycle that focuses on both the financial and academic integrity of the current and future success of the school. This enables the school to properly address potential risks and opportunities whenever they may arise. The annual budget meeting also ensures our strategic initiatives are validated and supported by the university. The transparency and clarity through this process reduces confusion to a minimum and allows productive planning to take place.
- School Leadership: With Dean Halkitis’ visionary leadership, the school has grown substantially over the last five years. By developing new and refreshing old programs, the school has been able to attract more students and has more than doubled the tuition revenue. There have also been significant investments in faculty and leadership at the school, through new hires and replacements, with a focus on diversity. The leadership team is well constructed and included in all strategic planning at the school. As a result of the leadership, the school maintains adequate financial resources to support future initiatives, goals, and objectives as the school continues to grow.
- Aspirational Enrollment Goal: While the school has grown substantially, this growth has been a deliberate and purposeful endeavor. The school has set an aspirational enrollment target of 250 newly admitted MPH students per academic year, a goal that aligns efficiently with the growth of the last few years in student services, faculty, and physical space. Our future growth in these areas will also help ensure a sustainable model that maximizes the student experience. (The average new enrollment of MPH students over the last three years is 236 students.)

Weaknesses

- The Rutgers School of Public Health is a tuition and research dependent school which results in potential risks in the market volatility regarding student enrollment and grant award funding. The school’s leadership continues to monitor the potential risks throughout the year and have established methods to identify and mitigate against possible risks. Some of the measures that have been implemented are: longitudinal enrollment forecasting, increased grant submission through peer reviews, and increased state and community partnerships. The school also continues to create safety nets through fundraising and innovative academic offerings to assist in our financial resiliency.

Plans for Improvement

- In partnership with the Rutgers University Foundation, the school is actively seeking philanthropic support to expand the number and amount of endowed scholarships, and funded chairs.

C2. Faculty Resources

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

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

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

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

Template C2-1					
	MASTER'S DEGREE LEVEL			DOCTORAL DEGREE LEVEL	ADDITIONAL FACULTY
CONCENTRATION	PIF 1*	PIF 2*	FACULTY 3^	PIF 4*	
Biostatistics MPH/MS/PhD	Jason Roy 1.0	Pam Ohman Strickland 1.0	Shou-En Lu 1.0	Yong Lin 1.0	PIF = 1 Non-PIF = 1
Environmental and Occupational Health PhD	Helmut Zarbl 1.0	Jose Guillermo Cedeno-Laurent 1.0	Jun-Yan Hong 1.0	N/A	PIF: 1 Non-PIF = --
Environmental Health Sciences MPH	Derek Shendell 1.0	Nancy Fiedler 1.0	Wendy Purcell 1.0	N/A	PIF: 2 Non-PIF = 1
Epidemiology MPH/MS/PhD	Emily Barrett 1.0	Judith Graber 1.0	Stephanie Shiau 1.0	Ayana April-Sanders 1.0	PIF: 4 Non-PIF = 1
Pharmacoepidemiology MS	Greta Bushnell 1.0	Elizabeth Suarez 1.0	Tobias Gerhard 0.3	N/A	PIF: 1 Non-PIF = --

Template C2-1					
	MASTER'S DEGREE LEVEL			DOCTORAL DEGREE LEVEL	ADDITIONAL FACULTY
CONCENTRATION	PIF 1*	PIF 2*	FACULTY 3^	PIF 4*	
Global Public Health MPH	Vince Silenzio 1.0	Merlene Federicks-James 1.0	Stephan Schwander 1.0	N/A	PIF: 1 Non-PIF = --
Health Policy, Policy and Economics MS	Dirk Moore 1.0	Zorimar Rivera-Nunez 1.0	Chintan Dave 0.3	N/A	PIF: -- Non-PIF = --
Health Systems and Policy MPH/PhD	Kevin Schroth 1.0	Gwyneth Eliasson 1.0	Slawa Rokicki 1.0	Nir Eyal 1.0	PIF: -- Non-PIF = --
LGBTQ Health MPH	Mackey Friedman 1.0	Henry Raymond 1.0	Chongyi Wei 1.0	N/A	PIF: 1 Non-PIF = --
Leadership, Practice and Research DrPH	Panos Georgopoulos 1.0	Marybec Griffin 1.0	Ollie Ganz 1.0	N/A	PIF: 1 Non-PIF: --
Occupational and Environmental Medicine MPH	Michael Pratt 1.0	Rob Laumbach 1.0	Howard Kipen 1.0	N/A	PIF: -- Non-PIF = 2
Occupational Safety and Health MPH	Koshy Koshy 1.0	Mitchel Rosen 1.0	Jeffrey Laskin 1.0	N/A	PIF: -- Non-PIF = --
Population Aging MPH	Elissa Kozlov 1.0	Paul Duberstein 1.0	Mark McGovern 1.0	N/A	PIF: -- Non-PIF = --
Population Mental Health MPH	Joye Anestis 1.0	Hillary Samples 1.0	Patrick Clifford 1.0	N/A	PIF: -- Non-PIF = --

Template C2-1					
	MASTER'S DEGREE LEVEL			DOCTORAL DEGREE LEVEL	ADDITIONAL FACULTY
CONCENTRATION	PIF 1*	PIF 2*	FACULTY 3^	PIF 4*	
Public Health Nutrition MPH	Shauna Downs 1.0	Emily Merchant 1.0	Joachim Sackey 0.3	N/A	PIF: -- Non-PIF = --
Public Health Practice for Health Professionals MPH	Marian Passannante 1.0	Jaya Satagopan 1.0	Pauline Thomas 0.25	N/A	PIF: -- Non-PIF = --
Social and Behavioral Health Sciences MPH/PhD	Julia Chen-Sankey 1.0	Michelle Jeong 1.0	Olivia Wackowski 1.0	Cui Yang 1.0	PIF: 7 Non-PIF = --
Social Work and Public Health MPH/MSW	Pamela Valera 1.0	Leslie Kantor 1.0	Laura Liang 1.0	N/A	PIF: -- Non-PIF = --
Urban Public Health MPH	Teri Lassiter 1.0	Devin English 1.0	Michael Anestis 1.0	N/A	PIF: 4 Non-PIF = --
TOTALS:	Named PIF	57			
	Total PIF	83			
	Non-PIF	9			

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

Primary instructional faculty are each allocated 1.0 FTE. For non-primary instructional faculty, teaching one 3-credit course is equivalent to 15% FTE based on school workload policies.

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

Not applicable.

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

The school engages staff and faculty to serve as academic advisors (see Table C2.2a and Criteria H1. Academic Advising for more detailing information.) Since Fall 2021, MPH students are assigned to an academic support counselor (staff) as their primary academic advisor and a practicum advisor who is a faculty member. MPH students enrolled in a dual degree program are assigned either the senior associate dean for academic affairs as their academic advisor or a faculty member within their academic concentration. Students in the school's MS or PhD programs are assigned a faculty academic advisor. DrPH students who must first complete the Population Health Certificate prior to starting the DrPH coursework are assigned a staff advisor who help the students through the certificate program requirements. Other DrPH students are assigned either the senior associate dean for academic affairs or the executive director for doctoral studies as their academic advisor in Years 1-2 of their doctoral studies as the curriculum is prescribed and students complete the coursework as a cohort. In Year 2, students are assigned a faculty member for the DrPH APE and Integrative Project (dissertation).

Degree level	Average	Min	Max
Master's (staff advisors)	72	1	191
Master's (PIF faculty advisors)	4	1	21
Master's (Non-PIF faculty advisors)	3	1	5
Doctoral (staff advisors)	2	2	2
Doctoral (faculty advisors)	2	1	20

Faculty serving as practicum advisors support MPH students through their Applied Practice Experience and Practicum Capstone (Integrative Learning Experience) as well as provide career guidance (see Table C2.2b). While primary instructional faculty predominantly serve as practicum advisors, non-primary instructional faculty and secondary faculty from partner schools may also serve as practicum advisors.

Degree	Average	Min	Max
MPH (PIF faculty advisors)	7	1	40
MPH (Non-PIF faculty advisors)	3	1	5

Primary instructional faculty provide mentoring and primary advising for the for PhD dissertation and DrPH Integrative Projects (see Table C2.2c). Non-primary instructional faculty and secondary faculty from partner schools may provide mentoring and primary advising for the MS thesis (in particular for the MS-Epidemiology, pharmacoepidemiology concentration of the MS in Epidemiology degree).

Degree	Average	Min	Max
DrPH	2	1	9
PhD	2	1	4
Master's other than MPH (PIF faculty advisors)	3	1	6
Master's other than MPH (Non-PIF faculty advisors)	1	1	1

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

Perceptions of class size and availability of faculty are assessed through the annual Current Student Survey. Each year, the school administers the Current Student Survey to all students to gather feedback on the overall student experience. In AY2021 and AY2022, the survey was administered during the Spring semester. In Spring 2021, the survey had low response rates. The school selected to not be overly aggressive with encouraging students to complete the survey due to already high stress levels and fatigue from the pandemic. In Spring 2022, the Current Student Survey had a nearly 60% response rate. In AY2023, the school experimented with administering four mini-surveys over the academic year, rather than administering one longer survey in the Spring semester.

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

The annual Current Student Survey asks students to what extent they agree that class sizes are conducive to their learning. In 2021 and 2022, we asked students about class sizes for the public health core courses, which tend to be larger, and the class sizes for concentration and other courses, which tend to be smaller. In 2023, we asked students about class sizes in general. Overall, students appear to agree that class sizes are conducive to their learning. While the Spring 2021 survey had very low response rates, the trends regarding class sizes were similar to the trends in Spring 2022 and 2023. For all years, at least 75% of students who completed the survey reported class sizes were conducive to their learning (either Strongly Agree or Agree; or Very Satisfied or Satisfied).

Question: The class size of the core courses (PHCO courses) was conducive to my learning.						
Survey	Response Rate	Strongly Agree	Agree	Neutral	Somewhat Disagree	Strongly Disagree
Spring 2021	18.0% (102 out of 567)	38.1%	36.9%	15.5%	6.0%	3.6%
Spring 2022	56.7% (371 out of 654)	36.7%	39.8%	16.0%	6.1%	1.4%

Question: The class size of my concentration and other courses was conducive to my learning.						
Survey	Response Rate	Strongly Agree	Agree	Neutral	Somewhat Disagree	Strongly Disagree
Spring 2021	18.0% (102 out of 567)	47.6%	35.7%	10.7%	4.8%	1.2%
Spring 2022	56.7% (371 out of 654)	46.0%	34.9%	16.3%	2.2%	0.6%

Question: Size of classes.						
Survey	Response Rate	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Spring 2023	30.2% (189 out of 626)	54.4%	33.1%	11.5%	2.7%	1.4%

See ERF C2.6 Faculty Resources for the Student Survey Reports from 2022 and 2023.

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

The annual Current Student Survey asks students their level of satisfaction regarding availability of faculty including faculty in general as well as availability of instructors. Overall, students appear to agree that faculty are available. While the Spring 2021 survey had very low response rates, the trends regarding faculty availability were similar to the trends in Spring 2022 and 2023. For all years, at least 73% of students who completed the survey reported being very satisfied or satisfied with faculty availability. There was a slight increase in students who reported being dissatisfied with faculty availability and the school will monitor this trend.

Question: How satisfied are you with the availability of faculty?						
Survey	Response Rate	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Spring 2021	18.0% (102 out of 567)	24.7%	55.1%	13.5%	3.4%	3.4%
Spring 2022	56.7% (371 out of 654)	34.0%	46.3%	14.7%	2.6%	2.4%
Spring 2023	30.2% (189 out of 626)	44.4%	35.1%	10.6%	8.0%	2.0%

Question: How satisfied are you with the availability of course instructors?						
Survey	Response Rate	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Spring 2021	18.0% (102 out of 567)	42.7%	30.5%	18.3%	4.9%	3.7%
Spring 2022	56.7% (371 out of 654)	40.8%	40.8%	12.0%	4.8%	1.7%
Spring 2023	30.2% (189 out of 626)	44.4%	35.1%	14.4%	6.6%	2.0%

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

Qualitative data on student perceptions are collected through open-ended questions on the annual Current Student Survey and the Graduate Exit Survey. The Current Student Survey includes five open-ended questions throughout the survey and the Graduate Exit Survey includes three open-ended questions. The Student Survey 2022, Student Survey 2023 and the Graduate Exit survey are in ERF C2.6 Faculty resources qual data.

Opened-Questions on Current Student Survey:

- Please provide any additional comments about your educational/academic experience at the school.
- Please provide any additional comments about the services, resources, and opportunities available to students.
- What are some of the best things about being a student at the Rutgers School of Public Health?
- Is there anything you would like to see changed or improved at the Rutgers School of Public Health?
- Is there anything else about the Rutgers School of Public Health or your experience here that you would like to comment on?

Opened-Questions on Graduate Exit Survey:

- What are some of the best things about being a student at the Rutgers School of Public Health?
- Is there anything you would like to see changed or improved at the Rutgers School of Public Health?
- Is there anything else about the Rutgers School of Public Health or your experience at the school that you would like to comment on?

Comments related to courses focused more on when courses are available (more evening classes desired) and the mode of instruction (virtual options appreciated), with only a few comments related to class size. The comments regarding perceptions of class size include:

- The small size of classes allowing for easy access to our faculty online and offline.
- For more popular courses, possibly increasing the course size.
- (I liked the) small class sizes and the professors.
- The topics were interesting and class sizes were good. The faculty was overall great.

Comments related to faculty focused on faculty expertise, faculty being adaptable in response to the COVID-19 as well as a few comments related to faculty availability. The comments regarding perceptions of availability of faculty include:

- Faculty members and staff are always available to help you.
- Faculty and professors were available to help me with questions and I was provided with opportunities through my TA experience, APE and Capstone to learn and demonstrate my PH skills and knowledge.
- ...The faculty that do care about students and go above and beyond almost make up for the faculty that do not. I also appreciate that the dean took time out to have "power hours" open for anyone to come and express any and all questions/concerns.
- More availability from professors instead of complete reliance on TA's.
- Contact with my advisor has been somewhat frustrating as they do not always respond right away.
- There is no opportunity to interface with full-time faculty and the capstone requirement of working with a full-time faculty member is misaligned.

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

Strengths

- The school's faculty has grown more than 50% since Dr. Perry N. Halkitis became dean in 2017 (from 55 faculty in 2017 to 88 faculty today). The largest growth in faculty size since the school was established.
- Recruitment of additional mid to senior-level nationally recognized faculty continues in all our departments.

Plans for Improvement

- The response rates for the Current Student Survey for the last two years may be considered good (56.7% in 2022 and 30.2% in 2023). However, different strategies were used for the implementation of the two surveys. In 2023, the survey was designed to be concise to make it easy for students to complete the survey in less time. In 2022, the senior associate dean for academic affairs sent personalized emails to students in concentrations with lower response rates, emphasizing the value of their input and the positive impact it can have on the program. For 2024, the senior associate dean for academic affairs and/or the assistant dean for student services and alumni affairs will again send personalized emails to students.

C3. Staff and Other Personnel Resources

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

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

Template C3-1. Staff Support	
Role/Function (by Department/Unit)	FTE
Office for the Dean	9
Executive Manager/Chief of Staff	1
Program Director, Administration and Staff and Faculty Affairs (new position; hiring in process)	1
Executive Assistant to Dean	1
Coordinator, Faculty Personnel Administration	1
Coordinator, Staff Resources and Administration	1
Management Assistant	1
Staff Assistant (vacant)	1
Research Coordinator (Center for Health, Identity, Behavior & Prevention Studies)	1
Postdoctoral Fellow (Center for Health, Identity, Behavior & Prevention Studies) (new position; hiring in process)	1
Department of Biostatistics and Epidemiology	4
Executive Assistant to Department Chair	1
Administrative Assistant	1
Research Teaching Specialist IV (Cancer Assessment & Prevention Study)	1
Program Support Coordinator (Cancer Assessment & Prevention Study) (replacement hire, hiring in process)	1
Department of Health Behavior, Society and Policy	6
Executive Assistant to Department Chair	1
Administrative Assistant	1
Research Coordinator	1
Postdoctoral Fellow	3
Department of Urban Global Public Health	4
Executive Assistant to Department Chair	1
Administrative Assistant	1
Program Director, Reproductive and Maternal Health (new position; hiring in process)	1
Program Coordinator, Reproductive and Maternal Health (new position; hiring in process)	1
Office for Academic Affairs and Office for Global Programs	3
Program Coordinator (Global Programs)	1
Program Coordinator (CEPH)	1
E-Learning Support Specialist	1
Office for Admissions and Recruitment	3
Assistant Dean for Admissions and Recruitment	1
Admissions Counselor	1
Admissions Coordinator	1

Template C3-1. Staff Support	
Role/Function (by Department/Unit)	FTE
Office for Business, Finance and Facilities	7
Associate Dean for Finance and Administration/Chief Financial Officer	1
Business Manager	1
Facilities Manager	1
Senior Financial Analyst	1
Budget Analyst I	1
Budget Analyst II	1
Administrative Coordinator II	1
Office for Information Technology	7.5
Director of Information Technology	1
User Support Specialist I	1
User Support Specialist II	1
User Support Specialist III	1
User Support Specialist IV	3
Work Assistant-IT (replacement hire, hiring in process)	0.5
Office for Marketing and Communication	2
Director of Marketing and Communication	1
Communications Specialist II (replacement hire, hiring in process)	1
Office for Public Health Practice	2
Program Coordinator	2
Office of the Registrar (housed within the School of Public Health)	3
Registrar	1
Assistant to the Registrar	1
Registrar Coordinator (new position; hiring in process)	1
Office of Research	4
Assistant Dean for Research	1
Pre-Award Grants Manager	1
Grants Coordinator	1
Research Analyst	1
Office for Student Services and Alumni Affairs	5
Assistant Dean for Student Services and Alumni Affairs (Acting)	1
Director of Student Services (Acting)	1
Academic Support Counselor (1 position is vacant, hiring in process)	2
Program Support Specialist	1
RUBIES (Rutgers University Biostatistics & Epidemiology Services)	5
Administrative Manager	1
Biostatistician	1
Program Support Coordinator	1
Data Analyst	2
Staff Epidemiologists for New Jersey Department of Health (via contract)	7
Epidemiologist Supervisor	4
Epidemiologist	3
Center for Public Health Workforce Development (CPHWD)	14.5
Program Director, Education & Training	1
Program Manager, Community Living Education Project	1
Program Administrator	1
Program Coordinator	3
Education Training Specialist	1

Template C3-1. Staff Support	
Role/Function (by Department/Unit)	FTE
Communications Specialist III	1
Senior Training and Consultation Specialist	1
Training and Consultation Specialist	0.5
Electronic Technician II	1
Staff Assistant	1
Head Clerk	1
Data Control Clerk II	2
New Jersey Safe Schools Program	2.5
Research Teaching Specialist III	1
Research Teaching Specialist IV (1 F/T and 1 P/T)	1.5
New Jersey Gun Violence Research Center	7
Program Director	1
Senior Marketing & Communications Coordinator	1
Program Assistant	1
Research Associate II	3
Post-Doctoral Fellow	1
TOTAL	95.5

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

Other personnel within the Rutgers School of Public Health include part-time student and temporary research assistants. Student and research assistants provide research and administrative support for programs and projects for numerous faculties within our school. Their functions include such duties as data collection, analysis and management; subject recruitment; assisting with the editing and preparation of manuscripts, publications, reports, presentations and grant applications. These individuals also conduct literature reviews.

Other Personnel (Part-Time Research/Student Assistants)	FTE
11 Part-time Research Assistants @ 0.569 FTE each	6.26
25 Part-time Student Assistants @ 0.498 FTE each	12.45

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

The school has shown incredible growth since 2017 which includes the merging of departments (Department of Biostatistics and Department of Epidemiology, Department of Social and Behavioral Sciences and Department of Health Systems, and Policy) along with creating the new Department of Urban-Global Public Health. In addition, three departments have a two-person administrative team comprising an Executive Assistant to the Chair and an administrative assistant. As the faculty increases, additional staff within several administrative support offices will be warranted in order to provide the level of support needed without overburdening existing staff.

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

Strengths

- The school has been able to increase the number of staff that support the teaching, research and service missions of the school and the work is ongoing to further increase the size of the staff.
- A director for faculty and staff affairs is expected to be hired during FY2024, pending financial resource. This person will work within the school's staff resources and faculty affairs and in conjunction with the Office of Business, Finance and Facilities in order to evaluate current staff job descriptions along with the needs within the units, and financial viability to make additional hires where needed in the future.
- All-School Meetings have been very successful in ensuring staff have a "voice" and are fully informed of school happenings in a more timely manner. We continue our efforts to ensure that faculty and staff are integrated at the school.
- Staff have opportunities to participate in professional development programs offered through the university's human resources. Interested staff who support faculty teaching are also able to participate in university teaching and learning programs designed for faculty.

Weaknesses

- Three of the four school's departments have two staff administrators; however, the Department of Environmental and Occupational Health and Justice only has one staff administrator.

Plans for Improvement

- An onboarding program for staff is planned to be developed during FY2024.

C4. Physical Resources

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

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

The Rutgers School of Public Health is primarily located in Piscataway, New Jersey (23,624 sq. ft) and Newark, New Jersey (11,570 sq. ft). Additional office space is located in the Somerset, New Jersey for the Center for Public Health Workforce Development (6,442 sq. ft.) and in New Brunswick, New Jersey (1,048 sq. ft.) as research space for one of our growing research centers. As the Piscataway and Newark locations support the instructional mission and goals of the school, the below descriptions focus on these two locations.

- **Faculty Office Space**

In Piscataway: There are 55 offices at the school (ranging in size from approx. 116 to 267 sq. ft.) that are available for faculty use. In addition, there are conference rooms on each floor that can be used as meeting space, and a reception area on the first floor. Offices are fully equipped with a computer, telephone, and filing space. Each floor has least one shared local printer. Each floor has a lounge/kitchen that is shared with staff and students, and at least one storage room.

In Newark: There are 28 offices (ranging in size from approx. 80 to 200 sq. ft.) for faculty use and each office is fully equipped with a computer, a telephone, and filing space. There is at least one shared local printer. In addition, there is a conference room for faculty meetings. There is a lounge/kitchen that is shared with staff and students.

- **Staff Office Space**

In Piscataway: In addition to the 55 offices, there are 16 workstations (each approx. 50 sq. ft.) each equipped with a computer, a telephone, and filing space. All staff have their own dedicated workspace, which could be either an office or a workstation, depending on availability and configuration of space in a given area. There is a dedicated large office space on the first floor for the Office of Information and Technology staff (556 sq. ft.). Each floor has a lounge/kitchen that is shared with faculty and students, and at least one storage room.

In Newark: There are 22 workstations for staff (each approx. 40 sq. ft.) that are equipped with a computer, a telephone and filing space. There is a lounge/kitchen that is shared with faculty and students.

- **Classrooms**

In Piscataway: There are eight classrooms (average size is approx. 480 sq. ft.) and each classroom is equipped for in-person, virtual, or hybrid learning with 'state-of-the-art' technology.

In Newark: There are four classrooms (average size 540 sq. ft.) and each classroom is equipped with in-person, virtual, or hybrid learning with 'state of the art' technology.

All classrooms were updated with new furniture, carpets and/or paint in 2020. Major improvements in technology were made in 2021 to all classrooms to accommodate blended learning. Classrooms are equipped with a Surface Pro and a Surface Pen. The computer is preloaded with video conferencing tools, such as Zoom and WebEx, and other applications, such as a virtual whiteboard, to allow active learning. This setup allows for a flexible learning experience accommodating both virtual and in-person learning.

Classrooms are equipped with front and rear full HD quality screens for capturing and streaming classes. Each camera is set up for a presenter view and an audience view for remote guest speakers. All classrooms are equipped with at least one ceiling microphone for optimal auditory coverage, and at least one front monitor for presentations and one rear monitor for instructional view.

Three of the larger classrooms (one in Piscataway and two in Newark) are equipped with a Cisco conferencing system, to allow additional interactive features, such as auto-tracking.

- **Shared Student Space**

In Piscataway: Each of the three floors has large open shared student spaces with tables and chairs to allow student study (individual and/or in groups).

In Newark: There is a student lounge and a study room with a white board.

- **Laboratories**

-

In Piscataway: There are three dry laboratories (each approx. 1,055 sq. ft) and one wet laboratory (approx. 1,076 sq. ft.).

In Newark: There are two dry laboratories (each approx. 464 sq. ft.).

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

The Rutgers School of Public Health has enjoyed considerable growth in recent years to meet the needs of New Jersey and its neighboring communities. To meet the physical space needs that comes with growing, the school acquired and renovated additional space in Newark (on the 16th floor) in 2022 (this new space is included in the previous space descriptions). The school has additional office space in Somerset and New Brunswick, New Jersey, which allows for growth in the Piscataway location. As such, the school currently has sufficient physical space.

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

Strengths

- The additional space in Newark was acquired and renovated in 2022 and completed in January 2023. This additional 6,000 sq. ft fulfilled immediate physical needs, including additional classrooms in Newark.
- All classrooms in Piscataway and Newark were updated with 'state of the art' technology.
- Swing offices are readily available at both locations for faculty and staff to use when necessary.
- The school's locations have 24/7 access for faculty, staff, and students via an electronic card and a security guard is present when classes are in session.
- The newer space in Somerset and New Brunswick allows for anticipating and meeting future needs.

Weaknesses

- We are paying for faculty office space that often goes underutilized in the post COVID-19 era. Many schools are grappling with this reality. We are working with the university to align with policies regarding in-person presence and are also considering means to more parsimoniously use our space, while also decreasing our office footprint. We pay RCM (Responsibility Centered Management), a unit of the Rutgers University, for unused space.

Plans for Improvement

- Current development efforts are underway to identify real estate in Newark within the most underserved and impoverished South Ward that will serve as the home of the school but also as a site for providing education, organizing, and clinical services for the people of Newark and surrounding areas.

C5. Information and Technology Resources

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

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

Library: General Resources and Support

Rutgers University Libraries (RUL) is comprised of 13 libraries located throughout New Jersey in support of all academic and research programs at Rutgers, The State University of New Jersey. The libraries that primarily serve the Rutgers Biomedical and Health Sciences (RBHS) community, including the School of Public Health (SPH), are the George F. Smith Library of the Health Sciences in Newark, the Robert Wood Johnson (RWJ) Library of the Health Sciences in New Brunswick, and the Library of Science and Medicine (LSM) in Piscataway. Library spaces are available for students, faculty, and staff to use for self-study, research, and instruction with long open [library hours](#) with evening and weekend hours. Students enrolled in the SPH have physical access to any of the Rutgers University Libraries and digital access to electronic content from anywhere. The new [Rutgers Library Mobile app](#) offers an enhanced digital library experience with quick access to library hours, course reading lists, room reservations, research assistance, and more.

Rutgers Libraries have a rich [collection of health sciences resources](#) with holdings of 4.2 million unique titles and 1.6 million electronic titles. This collection has grown 15% in the past year and usage of digital titles in the libraries' collections increased by 25% since FY2019. In addition to bolstering the university's digital collection, the libraries' benefitted from an innovation with the Hathi Trust, the largest digital collection in the country of 8.4 million digitized books, journals, and other resources. The libraries also have extensive collections in Public Health including [databases](#), [books](#), [journals](#), and many other kinds of materials, both print and electronic resources accessible on-site and virtually. A robust Library Research Guide on [Public Health Resources](#) and several other [public health related research guides](#) are widely available and heavily used. The guides can be incorporated into Canvas courses for ease of use by students. The libraries also deploy digital [Reading Lists](#). Easily incorporated into Canvas, journal articles, book chapters, readings, videos, data appear with live in links in course syllabi. [Interlibrary loan, document delivery, chapter scanning and other services](#) to access materials are easily available to students and faculty.

Library Research Support Services

The health sciences librarians offer instruction and consultation services either in person or via web conferencing systems (e.g., Teams, WebEx, Zoom, etc.) to students and faculty and are routinely available during office hours. Consultations for individuals and/or groups can be easily scheduled via the [Make an Appointment](#) feature. There is a designated liaison librarian who provides specialized services to the school (such as orientation, database searching, citation management, consultation and/or collaboration of systematic reviews / scoping reviews, support for research and scholarly communication, and course-embedded instruction by invitation of course faculty). Library experts also offer free [systematic review \(SR\) and scoping review \(ScR\) services](#) for Rutgers University faculty, fellows, residents, students, and staff.

[SOAR](#) (Scholarly Open Access at Rutgers) has been developed as a convenient website where Rutgers scholars can deposit their work and access further information about open access. Rutgers authors deposit legal copies of scholarly articles into SOAR at the time of the article's final acceptance for publication, at no cost to them, making scholarship freely accessible to readers and researchers worldwide on the Internet. SOAR staff research all permissions at the time of deposit. SOAR is crawled by Google and ensures access over time. Once it is deposited, a

permanent link to the article is created which can be used on websites, CVs, courseware, and for social networking.

Student and Faculty Access to Hardware and Software (including access to specific software or other technology required for instructional schools)

Student and faculty access to hardware and software is generally the same at Rutgers University. The main difference between student and faculty access is their access to hardware; faculty and staff have access to a personal computer or laptop provided by the school.

Rutgers Libraries: There are three Rutgers Libraries that facilitate student's access to technology, both hardware and software. All library computers are accessible to students, faculty, and staff via their NetIDs.

- 1) The Library of Science and Medicine (LSM), located close to the school in Piscataway, is a three-story facility and comprises 79,106 net square feet. A variety of work and study spaces, such as, carrels, tables, and group study rooms are available to accommodate a wide range of learning styles. The third floor of LSM is a designated quiet study space for students. LSM's current seating capacity is 764. Existing study seating includes: 68 computer seats, 49 group study seats, 367 open table seats, 206 study carrel seats. The 68 computer seats are public computers, and LSM also has networked printing and scanning available student, faculty, and staff use.
- 2) The Robert Wood Johnson (RWJ) Library of the Health Sciences is in the heart of the clinical and medical education setting in downtown New Brunswick, across the street from the Rutgers Institute for Health, Health Care Policy and Aging Research (IFH). RWJ has one computer lab available for self-study or instructional sessions. The other smaller room is used for study groups or group meetings. There are about 25 computers for students: 12 in a large lab classroom and 13 out on the floor, and a mix of seating: 20 study carrels, 8 tables with 4 seats, 3 tables with single seats, soft seating (chairs/couches) including 4 chairs, couches allowing 12+ seating. There is also a scanner for use by the students, faculty, and staff.
- 3) The George F Smith Library of Health Sciences is located on the RBHS Newark Campus and is located next to the Medical Sciences Building. PCs (40) are available in the library for Rutgers faculty, staff and student use and PCs (15) are available in the M Level Electronic Classroom. This room can be booked for examinations. Statistical software including SAS and SPSS can be accessed from designated machines. Printing and scanning equipment are available. There are 8 small group study rooms available on a first-come, first-served basis. Each is equipped with a large screen monitor, DVD & video players. Use of the rooms is restricted to Rutgers students, faculty & staff, by individuals or small groups. Headphones, laptops, VGA adaptors are available at Media Center Service desk for in-library use only.

In addition to access to the libraries' subscribed and openly accessible resources on these computers, the computers are all also equipped with various software programs including the Microsoft Office (Word, Excel, Power Point, Paint, Publisher...), common web browsers, and the licensed citation management tool - the EndNote program.

Rutgers Software Portal: Students, faculty and staff can also use the [Rutgers Software Portal](#) to access a variety of software that is available to download for free or purchase at a reduced cost. Software applications include, but not limited to:

- Microsoft Office - access to Microsoft Office products (Free)
- Office 365 -used for cloud-based email for collaboration and calendaring (Free)
- Adobe Creative Cloud - Premiere, Photoshop, Illustrator, Acrobat, and other apps for video editing, photography, web design (Free)
- Endnote - reference management software package, used to manage bibliographies and references when writing reports and articles (Free)

- GraphPad Prism -Research & Software Analytics tool (Reduced Cost)
- Statistical Software – SPSS, SAS, JMP, R, NVivo, STATA (Reduced Cost)

For the full listing of software available, please visit: <https://software.rutgers.edu/public-catalog/>

Rutgers Virtual Computer Labs. Students, faculty, and staff can also use the [Rutgers Virtual Computer Labs](#) for remote access to computer lab software, whenever they want it. The virtual computer labs have access to dozens of software apps, just like the physical computer labs in the Rutgers Libraries. Many school research-based courses will enable students to use the virtual computer labs rather than purchasing statistical software for a reduced cost.

Other Web Conferencing, Learning and Collaboration Tools in Brief: Students, faculty and staff also have access to a variety of services including, but not limited to:

- Microsoft Teams: integrated with other MS Office 365 services
- Zoom and Cisco WebEx: online meetings and video conferencing
- ScarletApps suite: includes core Google applications
- Box: Cloud-based file storage application
- Canvas: A learning management system (LMS), <https://canvas.rutgers.edu/external-apps/>
- Kaltura: A storage publishing media tool. <https://rutgers.mediaspace.kaltura.com/>

Finally, Rutgers University is in compliance with and adhere to all HIPAA security rule and regulatory requirements. Rutgers requires the use DUO authentication to help all accounts by adding an extra layer of security beyond passwords. The university also uses Cisco Advanced Malware Protection (AMP) and Cisco Immunit systems for malware and antivirus protection.

Technical Assistance Available for Students and Faculty

The Rutgers Office of Information Technology Help Desk provides in-person and remote support that is available 24 hours a day and 7 days a week for students, faculty, and staff. In addition, the RBHS Libraries provide in-person technical support for faculty, students, and guests during standard working hours, Monday through Friday.

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

The university's libraries, information and technology resources are up to date with extensive upgrades in 2021 and offer extensive access and support to faculty, staff and students.

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

Strengths

- The school takes pride in its recent investment to vastly upgrade its information and technology to meet not only the needs of the COVID-19 pandemic but also the next few years to improve the faculty and student's learning experience. With the dynamic changing learning environment, the school will closely monitor its technology needs to make sure they suffice in providing the best resources for learning and teaching.
- The health sciences librarian assigned to the school is a great asset. The school-assigned librarian participates in courses, student programs and meets with faculty and staff one-one-one when requested.
- Access to e-textbooks through the Rutgers Libraries has been increasing.

D1. MPH & DrPH Foundational Public Health Knowledge

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

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

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

MPH students are grounded in each of the defined foundational public health learning objectives through five of the six required MPH core courses: PHCO 0501 Health Systems and Policy, PHCO 0502 Principles and Methods of Epidemiology; PHCO 0503 Introduction to Environmental Health, PHCO 0504 Introduction to Biostatistics; and PHCO 0505 Social and Behavioral Health Sciences in Public Health. MPH students, regardless of concentration, complete these five core courses that are aligned with the defined foundational public health learning objectives.

DrPH students who already have an MPH degree from a CEPH-accredited institution are exempt from taking these five courses. DrPH students who do not possess an MPH degree are required to complete the school's Postbaccalaureate Certificate in Population Health (15-credits) which comprises the five core courses that are aligned with the defined foundational public health learning objectives (as noted above). These DrPH students complete the certificate course prior to starting the DrPH coursework.

Template D1-1	
Content Coverage for MPH and DrPH Degrees	
Content	Course number(s) & name(s) or other educational requirements
1. Explain public health history, philosophy, and values	PHCO 0502 Principles and Methods of Epidemiology
2. Identify the core functions of public health and the 10 Essential Services	PHCO 0503 Introduction to Environmental Health
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PHCO 0501 Health Systems and Policy (Qualitative) PHCO 0504 Introduction to Biostatistics (Quantitative)
4. List major causes and trends of morbidity and mortality in the U.S.	PHCO 0502 Principles and Methods of Epidemiology
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PHCO 0502 Principles and Methods of Epidemiology
6. Explain the critical importance of evidence in advancing public health knowledge	PHCO 0502 Introduction to Epidemiology
7. Explain effects of environmental factors on a population's health	PHCO 0503 Introduction to Environmental Health
8. Explain biological and genetic factors that affect a population's health	PHCO 0503 Introduction to Environmental Health
9. Explain behavioral and psychological factors that affect a population's health	PHCO 0505 Social and Behavioral Health Sciences in Public Health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PHCO 0501 Health Systems and Policy
11. Explain how globalization affects global burdens of disease	PHCO 0503 Introduction to Environmental Health
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	PHCO 0503 Introduction to Environmental Health

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

Syllabi with supporting details if needed for the five core courses aligned with the 12 foundational public health learning objectives may be found in the ERF D1.2 Supporting documentation, organized by course.

DrPH students are either required to already have an MPH from a CEPH-accredited institution or complete the school's Postbaccalaureate Certificate in Population Health (15-credits). This requirement is clearly outlined in the DrPH student handbook and the school's webpage describing DrPH application requirements:

sph.rutgers.edu/admissions/apply/application-requirements/drph.

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

Strengths

- The five core courses aligned with the 12 foundational public health learning objectives specifically incorporate didactic training to ground MPH students in these learning objectives.
- These core courses recently went through the school's DEI Curriculum Assessment process (as described in E3.5 under Criteria E3. Faculty Instructional Effectiveness) to assess DEI in course content and materials, such as readings, assignments, and classroom practices.
- DrPH who do not have an MPH from a CEPH-accredited institution complete the school's Postbaccalaureate Certificate in Population Health (15-credits) comprising the five core courses aligned with the 12 foundational public health learning objectives.

Plans for Improvement

- The school is exploring how to implement an assessment tool for DrPH students who have an MPH from another country that is not CEPH-accredited (such as The London School of Hygiene & Tropical Medicine) but where the MPH training is still grounded in the 12 foundational public health learning objectives.
- The school is planning to implement cross-cutting lessons across the public health core courses to further enhance students' didactic training in the foundational public health learning objectives as well as critical public health challenges of today and tomorrow.

D2. MPH Foundational Competencies

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

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

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

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

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

The school offers three options for students to complete an MPH degree: [traditional MPH](#), [MPH Option for Clinicians](#), and [MPH Online option](#). The traditional MPH is a 45-credit program while the MPH Option for Clinicians degree is a 42-credit program. (Three credits of elective coursework is reduced to account for the knowledge clinicians have regarding the biomedical basis of disease.) Clinicians eligible for the 42-credit degree option include clinicians who have completed an accredited undergraduate program in the U.S. or its equivalent and are currently licensed as a "health care provider" in a U.S. state or territory. Health care providers include: doctor of medicine or osteopathy, podiatrist, dentist, physician assistant, chiropractor, psychologist, optometrist, nurse practitioner, nurse-midwife, pharmacist, registered dietician, social worker, or licensed professional counselor or therapist who is authorized to practice by a State and is performing within the scope of their practice as defined by State law. The MPH Online option is a 45-credit fully online, asynchronous program. See Table D2-A. MPH Options and Concentrations for an overview of the MPH options across our concentrations.

Regardless of option, students complete 18-credits of public health core courses; 15-18 credits of required concentration courses; 3-9 credits of electives; an applied practice experience (APE); a practicum capstone (integrative learning experience); and an interprofessional education experience.

- **Public Health Core Courses:** MPH students gain foundational public health competencies by completing six courses comprising the public health core curriculum.
- **Concentration Courses:** Students choose from among 15 MPH concentrations that provide in-depth training in a major field of study that aligns with their interests.
- **Applied Practical Experience:** The Applied Practice Experience (APE) is a carefully planned and supervised learning experience. It connects the skills and knowledge acquired in the classroom with the practice of public health.
- **Practicum Capstone (Integrative Learning Experience):** The Practicum Capstone is the culminating requirement for MPH students. Students demonstrate their synthesis of foundational and concentration competencies and produce a high-quality written product that is appropriate for the student's educational and professional objectives.

- Interprofessional Education Experience:** The Interprofessional Education Experience (IPE), required for MPH students, aims to prepare students in the health professions, as well as other professions, to engage in interprofessional collaborative practice.

Table D2-A. MPH Options and Concentrations			
MPH Concentrations	Traditional MPH (45-credits)	MPH Option for Clinicians (42-credits)	MPH Online Distance based (45-credits)
Biostatistics (BIST)	X	X	
Environmental Health Sciences (EHS)	X	X	
Epidemiology (EPID)	X	X	
Global Public Health (GPH)	X	X	X
Health Systems and Policy (HSAP)	X	X	
LGBTQ Health (LGBTQ)	X	X	
Occupational and Environmental Medicine (OEM)	X	X	
Occupational Safety and Health (OSH)	X	X	
Population Aging (POAG) ¹	X	X	X
Population Mental Health (PMH)	X	X	
Public Health Nutrition (PHNU)	X	X	
Public Health Practice for Health Professionals (PHP) ²		X	
Social and Behavioral Health Sciences (SBHS)	X	X	
Social Work and Public Health (SWPH) ³	X		
Urban Public Health (URPH)	X	X	

¹The MPH in Population Aging concentration will be converted from a campus-based program to a distance-based program, effective Fall 2024.

²The MPH in Public Health Practice for Health Professionals concentration is limited to individuals eligible for the MPH Options for Clinicians.

³The MPH in Social Work and Public Health is limited to individuals enrolled in the MSW/MPH dual degree (combined) program.

Template D2-1 Multiple-Concentrations		
Part A: Foundational Requirements for MPH Degree, All Concentrations and All Options		
Course Number	Course Name	Credits
Required Courses (Foundation)		
PHCO 0501	Health Systems and Policy	3
PHCO 0502	Principles and Methods of Epidemiology	3
PHCO 0503	Introduction to Environmental Health	3
PHCO 0504	Introduction to Biostatistics	3
PHCO 0505	Social and Behavioral Health Sciences in Public Health	3
PHCO 0513	Leadership and Management Essentials for Public Health	3
TOTAL CREDITS		18

Part B: Concentration Requirements for MPH Degree in Biostatistics (BIST)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0717	Practicum Capstone-Two Semester (taken in first semester of two semester capstone) [Integrative Learning Experience]	1.5
PRAC 0718	Practicum Capstone-Two Semester (taken in second semester of two semester capstone) [Integrative Learning Experience]	1.5
Concentration Courses for Biostatistics Concentration		
BIST 0535	Biostatistical Computing	3
BIST 0613	Biostatistics Theory I	3
BIST 0615	Applied Categorical Data Analysis	3
BIST 0551 -or- BIST 0610	Applied Regression Analysis for Public Health Studies -or- Advanced Regression Methods for Public Health Studies	3
BIST 0627 -or- BIST 0650	Applied Survival Data Analysis -or- Applied Longitudinal Data Analysis	3
Electives		
Electives	Varies	9
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Environmental Health Sciences (EHS)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0717	Practicum Capstone-Two Semester (taken in first semester of two semester capstone) [Integrative Learning Experience]	1.5
PRAC 0718	Practicum Capstone-Two Semester (taken in second semester of two semester capstone) [Integrative Learning Experience]	1.5
Concentration Courses for Environmental Health Sciences Concentration		
ENOH 0594	Environmental and Occupational Toxicology	3
ENOH 0656	Environmental Risk Assessment	3
ENOH 0695	Environmental Exposure Measurement and Assessment	3
ENOH 0560 ENOH 0596 ENOH 0653 ENOH 0693 EPID 0650 EPID 0656	Students select two of the following: Public Health Biology and Physiology Environmental Justice: Historical Perspectives and Justice Initiatives Biomarkers Principles of Occupational and Environmental Health Environmental and Occupational Epidemiology Intermediate Epidemiologic Research Methods	6
Electives		
Electives	Varies	9
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Epidemiology (EPID)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0717	Practicum Capstone-Two Semester (taken in first semester of two semester capstone) [Integrative Learning Experience]	1.5
PRAC 0718	Practicum Capstone-Two Semester (taken in second semester of two semester capstone) [Integrative Learning Experience]	1.5
Concentration Courses for Epidemiology Concentration		
EPID 0656	Intermediate Epidemiologic Research Methods	3
EPID 0657	Applied Methods in Epidemiologic Research	3
BIST 0535	Biostatistical Computing	3
BIST 0551	Applied Regression Analysis for Public Health Studies	3
Selective 1	Required Methods-Focused Selective (students select from a list 9 approved methods-focused courses)	3
Selective 2	Required Content-Focused Selective (students select from a list 10 approved methods-focused courses)	3
Electives		
Electives	Varies	6
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Global Public Health (GPH) [Campus-Based and Online Option]		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716	Practicum Capstone (Integrative Learning Experience)	3
Concentration Courses for Global Public Health Concentration		
UGPH 0600	Introduction to Global Public Health	3
UGPH 0515	Global Communicable and Noncommunicable Diseases	3
HBSP 0600	Health Behavior and Policy Research Design and Methods	3
HBSP 0623	Cross National Comparisons of Health Systems	3
HBSP 0652	Program Planning and Evaluation	3
Electives		
Electives	Varies	9
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Health Systems and Policy (HSAP)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716	Practicum Capstone (Integrative Learning Experience)	3
Concentration Courses for Health Systems and Policy Concentration		
HBSP 0600	Health Behavior and Policy Research Design and Methods	3
HBSP 0620	Public Health Ethics and Law	3
HBSP 0621	Health Care Economics	3
HBSP 0622 HBSP 0623 HBSP 0624 HBSP 0625 UGPH 0630	Students select two of the following: Health Politics and Policy Cross National Comparison of Health Systems Population Health and Public Policy Issues in Private and Public Health Insurance Global Food Systems and Policy	6
Electives		
Electives	Varies	9
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in LGBTQ Health (LGBTQ)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716	Practicum Capstone (Integrative Learning Experience)	3
Concentration Courses for LGBTQ Health Concentration		
UGPH 0640	LGBTQ Health: History and Context	3
UGPH 0642	LGBTQ Health and Health Disparities	3
UGPH 0644	Methods for Hard to Reach Populations	3
UGPH 0646	Transgender Health	3
UGPH 0648	Public Health Aspects of HIV Prevention and Care	3
HBSP 0652	Program Planning and Evaluation	3
Electives		
Electives	Varies	9
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Occupational and Environmental Medicine (OEM)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0717	Practicum Capstone-Two Semester (taken in first semester of two semester capstone) [Integrative Learning Experience]	1.5
PRAC 0718	Practicum Capstone-Two Semester (taken in second semester of two semester capstone) [Integrative Learning Experience]	1.5
Concentration Courses for Occupational and Environmental Medicine Concentration		
ENOH 0594	Environmental and Occupational Toxicology	3
ENOH 0656	Environmental Risk Assessment	3
ENOH 0693	Principles of Occupational and Environmental Health	3
ENOH 0699	Principles of Industrial Hygiene	3
EPID 0650	Environmental and Occupational Epidemiology	3
Electives		
Electives	Varies	9
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Occupational Safety and Health (OSH)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0717	Practicum Capstone-Two Semester (taken in first semester of two semester capstone) [Integrative Learning Experience]	1.5
PRAC 0718	Practicum Capstone-Two Semester (taken in second semester of two semester capstone) [Integrative Learning Experience]	1.5
Concentration Courses for Occupational Safety and Health Concentration		
ENOH 0654	Occupational Safety and Workplace Risk Mitigation	3
ENOH 0656	Environmental Risk Assessment	3
ENOH 0693	Principles of Occupational and Environmental Health	3
ENOH 0695	Environmental Exposure Measurement and Assessment	3
ENOH 0699	Principles of Industrial Hygiene	3
Electives		
Electives	Varies	9
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Population Aging (POAG)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716	Practicum Capstone (Integrative Learning Experience)	3
Concentration Courses for Population Aging Concentration		
HBSP 0600	Health Behavior and Policy Research Design and Methods	3
HBSP 0602	Long-Term Effects of Childhood Inequality and Early Life Adversity	3
HBSP 0603	Mental Health and Aging	3
HBSP 0624	Population Health and Public Policy	3
IDST 5300	Introduction to Gerontology	3
HBSP 0601	Students select one of the following: Aging in World Cities	3
HBSP 0652	Program Planning and Evaluation	
HBSP 0660	Dissemination and Implementation Research for Health Promotion	
Electives		
Electives	Varies	6
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Population Mental Health (PMH)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716	Practicum Capstone (Integrative Learning Experience)	3
Concentration Courses for Population Mental Health Concentration		
HBSP 0581	Adult Psychopathology for Public Health	3
HBSP 0582	Alcohol Use, Society, and Health: A Public Health Perspective	3
HBSP 0652	Program Planning and Evaluation	3
HBSP 0680	Mental Health Services and Systems	3
HBSP 0681	Stigma and Mental Health	3
Electives		
Electives	Varies	9
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Public Health Nutrition (PHNU)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716	Practicum Capstone (Integrative Learning Experience)	3
Concentration Courses for Public Health Nutrition Concentration		
UGPH 0630	Global Food Systems and Policy	3
UGPH 0670	Global Food & Culture	3
NUTR 5300	Nutrition Across the Lifespan	3
NUTR 5513	Global & Public Health Nutrition	3
NUTR 6490	Nutritional Epidemiology	3
HBSP 0652	Program Planning and Evaluation	3
Electives		
Electives	Varies	6
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Public Health Practice for Health Professionals (PHP)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716	Practicum Capstone (Integrative Learning Experience)	3
Concentration Courses for Public Health Practice for Health Professionals Concentration		
EPID 0656	Intermediate Epidemiologic Research Methods	3
HBSP 0600	Health Behavior and Policy Research Design and Methods	3
HBSP 0652	Program Planning and Evaluation	3
BIST 0535 EPID 0621 UGPH 0605	Students select one of the following: Biostatistical Computing Survey Research Methods in Epidemiology Qualitative Research	3
Selective	Content-Focused Selective Courses (students select from a list 9 approved methods-focused courses)	3
Electives		
Electives	Varies	6
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		24

Part B: Concentration Requirements for MPH Degree in Social and Behavioral Health Sciences (SBHS)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716	Practicum Capstone (Integrative Learning Experience)	3
Concentration Courses for Social and Behavioral Health Sciences Concentration		
HBSP 0600	Health Behavior and Policy Research Design and Methods	3
HBSP 0652	Program Planning and Evaluation	3
HBSP 0653	Modifying Health Behaviors: Theory and Practice	3
HBSP 0654	Health Communication/Risk Communication	3
HBSP 0655	Social Marketing	3
Electives		
Electives	Varies	9
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Social Work and Public Health (SWPH)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716	Practicum Capstone (Integrative Learning Experience)	3
Concentration Courses for Social Work and Public Health Concentration		
UGPH 0605	Qualitative Research Methods	3
UGPH 0680	Urban Public Health	3
HBSP 0652	Program Planning and Evaluation	3
EPID 0621	Students select one of the following: Survey Research in Epidemiology	3
HBSP 0600	Health Behavior and Policy Research Design and Methods	
19:910:501	Practice with Organizations and Communities (MSW coursework)	3
19:910:502	Human Behavior and the Social Environment (MSW coursework)	3
19:910:504	Social Welfare Policy and Services I (MSW coursework)	3
19:910:506	Diversity & Oppression (MSW coursework)	3
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Part B: Concentration Requirements for MPH Degree in Urban Public Health (URPH)		
Course Number	Course Name	Credits
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716	Practicum Capstone (Integrative Learning Experience)	3
Concentration Courses for Urban Public Health Concentration		
UGPH 0605	Qualitative Research Methods	3
UGPH 0621	Public Health and Health Disparities	3
UGPH 0680	Urban Public Health	3
HBSP 0652	Program Planning and Evaluation	3
EPID 0621 HBSP 0600	Students select one of the following: Survey Research in Epidemiology Health Behavior and Policy Research Design and Methods	3
Electives		
Electives	Varies	9
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		27

Requirements for MPH Option for Clinicians (Eligible students may complete the MPH Option for Clinicians in any concentration except for the Social Work and Public Health concentration.)		
Course Number	Course Name	Credits
Required Courses (Foundation)		
PHCO 0501	Health Systems and Policy	3
PHCO 0502	Principles and Methods of Epidemiology	3
PHCO 0503	Introduction to Environmental Health	3
PHCO 0504	Introduction to Biostatistics	3
PHCO 0505	Social and Behavioral Health Sciences in Public Health	3
PHCO 0513	Leadership and Management Essentials for Public Health	3
APE & ILE Courses		
PRAC 0715	Applied Practice Experience	0
PRAC 0716*	Practicum Capstone (Integrative Learning Experience)	3
PRAC 0717*	Practicum Capstone-Two Semester (taken in first semester of two semester capstone) [Integrative Learning Experience]	1.5
PRAC 0718*	Practicum Capstone-Two Semester (taken in second semester of two semester capstone) [Integrative Learning Experience]	1.5
<i>*MPH in BIST, MPH in EHS, MPH in EPID, MPH in OEM and MPH in OSH require two-semester Practicum Capstones, all other concentrations allow for a one-semester Practicum Capstone. Total credits for Practicum Capstone are the same either way.</i>		
Concentration Courses		
Varies	Students completing the MPH Option for Clinicians complete the required concentration courses.	15-18
Electives		
Varies	Students completing the MPH Option for Clinicians complete 3-credits less of electives to equal 42-credits.	3-6
Other Requirements for MPH Degree Completion Not Associated with a Course		
PRAC 0621	Interprofessional Education	0
TOTAL CREDITS		42

MPH Degree Requirements as Per Concentrations: (hyperlinks to webpages are noted below).

- [Biostatistics](#) (BIST)
- [Environmental Health Sciences](#) (EHS)
- [Epidemiology](#) (EPID)
- [Global Public Health \(campus-based\)](#) (GPH)
- [Global Public Health \(online option\)](#) (GPH)
- [Health Systems and Policy](#) (HSAP)
- [LGBTQ Health](#) (LGBTQ)
- [Occupational and Environmental Medicine](#) (OEM)
- [Occupational Safety and Health](#) (OSH)
- [Population Aging](#) (POAG)
- [Population Mental Health](#) (PMH)
- [Public Health Nutrition](#) (PHNU)
- [Public Health Practice for Health Professionals](#) (PHP)
- [Social and Behavioral Health Sciences](#) (SBHS)
- [Social Work and Public Health](#) (SWPH)
- [Urban Public Health](#) (URPH)

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

The Rutgers School of Public Health has worked with other degree-granting units of Rutgers University, as well as Rowan University in South Jersey, to develop several dual (or combined) degree programs to meet the needs of students in other professional and academic programs who are seeking interdisciplinary training with public health. As referenced in Template Intro-1: Instructional Matrix – Degrees and Concentrations, 13 dual programs in which the MPH degree is granted along with a separate degree (or a Dietetic Internship Certificate for the DI/MPH dual program) from another discipline are offered through the school. This large number of dual programs illustrates both the willingness of the faculty at the School of Public Health and the partner schools to be responsive to the needs of graduate students, as well as the interdisciplinary nature of public health itself.

All students participating in a dual degree program must complete the MPH core courses (as noted in Template D2-1 Multiple-Concentrations; Part A: Foundational Requirements for MPH Degree, All Concentrations and All Options), the required concentration courses for their area of specialization, an applied practice experience (APE), a practicum capstone (integrative learning experience), and an interprofessional education experience. The remainder of the credits required for each dual degree program includes course credits transferred across schools. Students may count from 6 to 15 credit hours in their non-MPH program relevant to public health towards the MPH degree. (The number of credits counted towards the MPH degree varies by dual degree program.)

Table D2-2. Dual Program Credit Requirements					
Dual Degree Programs	Public Health Curriculum				
	Public Health Core Course Credits	Concentration Credits (includes electives)	Practicum Credits	Shared Credits with the Partner School	Total Credits
MPH Alone	18	24	3	---	45
MD / MPH	18	18	3	6	45
DO / MPH	18	18	3	6	45
DMD / MPH	18	18	3	6	45
JD / MPH	18	12-18	3	6-12	45
PharmD / MPH	18	15	3	9	45
PsyD / MPH	18	15-21	3	3-9	45
MBA / MPH	18	15	3	9	45
MPA / MPH	18	18	3	9	45
MPP / MPH	18	18	3	9	45
MS / MPH (Biomedical Science)	18	15	3	9	45
MS / MPH (Clinical Nutrition)	18	12	3	12	45
MS / MPH (Physician Assistant)	18	15	3	6-9	45
MSW / MPH	18	12	3	12	45

Dual Degrees Requirements:

- Dual Degree: MD / MPH
- Dual Degree: DO / MPH
- Dual Degree: DMD / MPH
- Dual Degree: JD / MPH
- Dual Degree: PharmD / MPH
- Dual Degree: PsyD / MPH
- Dual Degree: MBA / MPH
- Dual Degree: MBS / MPH (Master of Biomedical Science)
- Dual Degree: MPA / MPH
- Dual Degree: MPP / MPH
- Dual Degree: MS-Clinical Nutrition/MPH
- Dual Degree: MS in Physician Assistant / MPH
- Dual Degree: MSW / MPH (also the MPH in Social Work and Public Health concentration)

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

Template D2-2: Assessment of Competencies for MPH (all concentrations)		
See ERF D2.2 Template, for more detailed descriptions of the assessment opportunities.		
Competency	Course numbers and names	Describe specific assessment opportunity
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	PHCO 0502 Principles and Methods of Epidemiology	Class Group Project
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	PHCO 0504 Introduction to Biostatistics ¹ (Quantitative)	PHCO 0504: Data Analysis Project/Paper [sync and async]
	PHCO 0501 Health Systems and Policy ¹ (Qualitative)	PHCO 0501: Policy Brief [sync]; Quiz 4 [async]
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	PHCO 0504 Introduction to Biostatistics ¹	Data Analysis Project/Paper (quantitative); Final Exam-Thematic Analysis (qualitative) [sync and async]
4. Interpret results of data analysis for public health research, policy, or practice	PHCO 0504 Introduction to Biostatistics ¹	Exams 1, 2, and Final [sync]; Data Analysis Paper [async]
Public Health & Health Care Systems		
5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings	PHCO 0501 Health Systems and Policy ¹	Discussion Board 6 [sync]; Discussion Board 3 [async]
6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels	PHCO 0501 Health Systems and Policy ¹	Discussion Board 1 [sync]; Discussion Board 6 [async]
Planning & Management to Promote Health		
7. Assess population needs, assets, and capacities that affect communities' health	PHCO 0501 Health Systems and Policy ¹	Policy Brief [sync]; Policy Analysis Brief [async]
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	PHCO 0505 Social and Behavioral Health Sciences in Public Health	Final Exam

Template D2-2: Assessment of Competencies for MPH (all concentrations)		
See ERF D2.2 Template, for more detailed descriptions of the assessment opportunities.		
Competency	Course numbers and names	Describe specific assessment opportunity
9. Design a population-based policy, program, project, or intervention	PHCO 0505 Social and Behavioral Health Sciences in Public Health	Health Education Program
10. Explain basic principles and tools of budget and resource management	PHCO 0513 Leadership and Management Essentials for Public Health	Coalition Letter of Inquiry; Final Exam-Part B
11. Select methods to evaluate public health programs	PHCO 0505 Social and Behavioral Health Sciences in Public Health	Health Education Program; Final Exam
Policy in Public Health		
12. Discuss the policy-making process, including the roles of ethics and evidence	PHCO 0501 Health Systems and Policy ¹	Midterm [sync]; Discussion Board 9 [async]
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PHCO 0513 Leadership and Management Essentials for Public Health	Coalition Letter of Inquiry
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations	PHCO 0501 Health Systems and Policy ¹	Policy Brief [sync]; Policy Analysis Brief [async]
15. Evaluate policies for their impact on public health and health equity	PHCO 0501 Health Systems and Policy ¹	Midterm [sync]; Policy Analysis Brief [async]
Leadership		
16. Apply leadership and/or management principles to address a relevant issue	PHCO 0513 Leadership and Management Essentials for Public Health	Critique Visions and Missions; Coalition Letter of Inquiry
17. Apply negotiation and mediation skills to address organizational or community challenges	PHCO 0513 Leadership and Management Essentials for Public Health	Coalition Letter of Inquiry; Final Exam-Part A
Communication		
18. Select communication strategies for different audiences and sectors	PHCO 0505 Social and Behavioral Health Sciences in Public Health	Final Exam
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	PHCO 0505 Social and Behavioral Health Sciences in Public Health	Behavioral and Psychological Factors Affecting Health; Health Education Program
20. Describe the importance of cultural competence in communicating public health content	PHCO 0505 Social and Behavioral Health Sciences in Public Health	Final Exam

Template D2-2: Assessment of Competencies for MPH (all concentrations)		
See ERF D2.2 Template, for more detailed descriptions of the assessment opportunities.		
Competency	Course numbers and names	Describe specific assessment opportunity
Interprofessional Practice		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	PHCO 0513 Leadership and Management Essentials for Public Health and participate in an Interprofessional Education (IPE) experience	IPE Written Assignment
Systems Thinking		
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	PHCO 0501 Health Systems and Policy ¹	Discussion Board 10 [sync]; Infographic [async]

¹For PHCO 0501 Health Systems and Policy and PHCO 0504 Introduction to Biostatistics, assessment opportunities differ slightly for synchronous courses (courses held in-person and via Zoom) and online courses (asynchronous courses)

- 4) Provide supporting documentation for each assessment activity listed in Template D2-2. Documentation should include the following, as relevant, for each listed assessment:**
- assignment instructions or guidelines as provided to students
 - writing prompts provided to students
 - sample exam question(s)

See ERF D2.4 Syllabi and supporting documentation, organized by course.

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

See ERF D2.4 Syllabi and supporting documentation, organized by course.

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

Strengths

- The five core courses aligned with the 22 MPH foundational competencies specifically incorporate didactic training and assessments to assess individual students' competency attainment.
- These core courses recently went through the school's DEI Curriculum Assessment process (as described in E3.5 under Criteria E3. Faculty Instructional Effectiveness) to assess DEI in course content and materials, such as readings, assignments, and classroom practices.
- The school has a core course coordinator assigned to each of the core courses to ensure consistency across the sections of a core course and to work with adjuncts who are teaching a core course.

Plans for Improvement

- The school is planning to implement cross-cutting lessons across the public health core courses to further enhance students' didactic training in the MPH foundational competencies as well as critical public health challenges of today and tomorrow.

D3. DrPH Foundational Competencies

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

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

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

The school offers only one DrPH degree program, a [DrPH in Leadership, Practice, and Research](#). The DrPH in Leadership, Practice, and Research prepares mid- to senior-career public health professionals to gain knowledge and skills in leadership, practice, and research that will assist them in assuming positions of greater responsibility and helping to achieve public health impact at local, state, national and international levels. The degree is 48-credits and is a part-time hybrid program (full-time study is not permitted). Most courses are completed remotely online and are supplemented with executive format face-to-face meetings on campus in New Jersey. Students will also complete an applied practice experience, a comprehensive qualifying exam (written and oral), as well as a DrPH Doctoral Research Project (integrative learning experience). All DrPH courses were specifically developed as doctoral coursework and as post-master’s, advanced coursework.

Template D3-1		
Requirements for DrPH Degree, Leadership, Practice, and Research		
Course Number	Course Name	Credits
Leadership Courses		
UGPH 0711	Leadership and Management I: Organizations Contributing to Public Health	3
UGPH 0715	Leadership and Management II: Organizations Contributing to Public Health	3
UGPH 0723	Leadership and Management III: Organizations Contributing to Public Health	3
Quantitative/Qualitative Methods Courses		
BIST 0714	Intermediate Biostatistics	3
EPID 0721	Using Public Health Surveillance to Assess Public Health Needs	3
HBSP 0722	Mixed Methods Research for Public Health	3
UGPH 0716	Evaluation and Evidence for Public Health	3
HBSP 0726	Intermediate Survey Research Methods	3
Policy and Practice Courses		
HBSP 0713	Public Health Ethics and Law	3
HBSP 0725	Effectively Teaching and Training Adults	3
UGPH 0712	Creating Interventions for Impact	3
UGPH 0724	Policy, Power and Advancing Public Health	3
Other Requirements for DrPH Degree Completion Not Associated with a Course		
PRAC 0730	DrPH Applied Practice Experience	3
PRAC 0740	DrPH Doctoral Research Project [Integrative Learning Experience]	9
---	Qualifying Exam (written and oral)	---
TOTAL CREDITS		48

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

Template D3.2 DrPH		
Assessment of Competencies for DrPH in Leadership, Practice, and Research Concentration		
Competency	Course Numbers and Names	Describe specific assessment opportunity
Data & Analysis		
1. Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels	BIST 0714 Intermediate Biostatistics (<i>quantitative</i>)	<u>Didactic:</u> This course covers various topics, including methods for randomized trials, observational studies, and quasi-experimental studies. <u>Assessment:</u> Final Project-Students prepare a presentation that summarizes a journal article (approved by the instructor) focusing on the statistical aspects and approaches.
	HBSP 0722 Mixed Methods Research for Public Health (<i>qualitative and mixed methods</i>)	<u>Didactic:</u> This course covers a variety of methodological approaches with a specific focus on mixed methods, including qualitative and quantitative methods. <u>Assessment:</u> Article Critique-Student critique a mixed methods research article (identified by the instructor) and explain the quantitative, qualitative, and mixed methods components.
	HBSP 0713 Public Health Ethics and Law (<i>policy analysis</i>)	<u>Didactic:</u> This course examines key elements of the U.S. legal system that govern and influence public health, including policy-making and policy analysis. <u>Assessment:</u> Midterm Writing Assignment (One-Pager)- Students develop a policy proposal and analysis for a health commissioner (description in the syllabus).
	UGPH 0716 Evaluation and Evidence for Public Health (<i>evaluation methods</i>)	<u>Didactic:</u> This course covers the role of program evaluation in developing evidence for policy and program decisions. <u>Assessment:</u> Reflection #3 Reading Discussion Leadership- Students lead an in-class discussion on an assigned article or textbook chapter that includes a presentation on the evaluation methods from the reading.
2. Design a qualitative, quantitative, mixed methods, policy analysis, or	HBSP 0722 Mixed Methods Research for Public Health	<u>Didactic:</u> This course covers a variety of methodological approaches with a specific focus on mixed methods, including qualitative and quantitative methods.

Template D3.2 DrPH		
Assessment of Competencies for DrPH in Leadership, Practice, and Research Concentration		
Competency	Course Numbers and Names	Describe specific assessment opportunity
evaluation project to address a public health issue		<u>Assessment:</u> Research Proposal-Students prepare a research proposal including specific aims, background and significance, design and methods.
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population's health	EPID 0721 Using Public Health Surveillance to Assess Public Health Needs	<u>Didactic:</u> This course discusses the evolution of public health surveillance efforts, the types of surveillance efforts currently in use, and the legal and ethical issues at play when surveilling populations. <u>Assessment:</u> Assignment 2: Analyzing Autism Spectrum Surveillance Systems-Students compare and contrast the surveillance systems in the U.S. and the U.K. for Autism Spectrum Disorders.
Leadership, Management & Governance		
4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners	UGPH 0712 Creating Interventions for Impact	<u>Didactic:</u> This course covers approaches and principals to creating innovative public health interventions in ongoing collaboration with members of the targeted community and other stakeholders. <u>Assessment:</u> Final Project and Presentation-Students propose an intervention and conduct a presentation in class.
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies	UGPH 0711 Leadership and Management I	<u>Didactic:</u> This course covers strategic planning, leadership approaches, governance vs management, budget, development, managing change, internal and external communications (Sessions 8 and 10), and macro theories of organizational behavior. <u>Assessment:</u> Assignment 4: Organization Failure-Students prepare a written memo and a podcast or video to communicate an analysis of an organizational crisis related to public health and ways to prevent similar problems in the future.
6. Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems	UGPH 0715 Leadership and Management II	<u>Didactic:</u> This course focuses on the comparing the popular press leadership literature with the scientific literature, negotiation and mediation skills, media skills, implicit and explicit bias in organizations, hiring and supporting staff to ensure diversity, and employee engagement.

Template D3.2 DrPH		
Assessment of Competencies for DrPH in Leadership, Practice, and Research Concentration		
Competency	Course Numbers and Names	Describe specific assessment opportunity
		<u>Assessment:</u> Final Exam-Students complete a final exam with open-ended questions to demonstrate their ability to integrate their knowledge.
7. Create a strategic plan	UGPH 0711 Leadership and Management I	<u>Didactic:</u> This course covers strategic planning (session 3 and multiple readings, including two books), leadership approaches, governance vs management, budget, development, managing change, internal and external communications, and macro theories of organizational behavior. <u>Assessment:</u> Assignment 2-Students review existing strategic plans and write new sections of a strategic plan.
8. Facilitate shared decision making through negotiation and consensus-building methods	UGPH 0723 Leadership and Management III	<u>Didactic:</u> Concepts related to decision making in organizations, including negotiation and consensus building are covered by multiple guest speakers and readings, particularly sessions 3 and 6. <u>Assessment:</u> Assignment 3: Leadership Project: TED Talk and Reflection Paper-Students engage in a leadership project during the semester and then provide examples of when they facilitated shared decision making in their TED talk and reflection paper.
9. Create organizational change strategies	UGPH 0711 Leadership and Management I	<u>Didactic:</u> This course covers strategic planning, leadership approaches, governance vs management, budget, development, managing change (sessions 4 and 10), internal and external communications and macro theories of organizational behavior. <u>Assessment:</u> Assignment 4: Organization Failure-Students prepare a written memo and a podcast or video to communicate an analysis of an organizational crisis related to public health and ways to prevent similar problems in the future.
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems	UGPH 0715 Leadership and Management II	<u>Didactic:</u> This course focuses on comparing the popular press leadership literature with the scientific literature, negotiation and mediation skills, media skills, implicit and explicit bias in

Template D3.2 DrPH		
Assessment of Competencies for DrPH in Leadership, Practice, and Research Concentration		
Competency	Course Numbers and Names	Describe specific assessment opportunity
11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency	UGPH 0715 Leadership and Management II	organizations, hiring and supporting staff to ensure diversity, and employee engagement. <u>Assessment:</u> Leadership Approach and Career Aspirations Memo-Students prepare a written document to reflect on their leadership strengths and weaknesses as well as propose strategies to enhance inclusion and equity within their organization.
12. Propose human, fiscal, and other resources to achieve a strategic goal	UGPH 0711 Leadership and Management I	<u>Didactic:</u> This course covers strategic planning, leadership approaches, governance vs management, budget (sessions 4 and 5), development, managing change, internal and external communications and macro theories of organizational behavior. <u>Assessment:</u> Final Exam-On the final exam (Questions 3 and 4), students answer essay questions related to budgeting and resources.
13. Cultivate new resources and revenue streams to achieve a strategic goal	UGPH 0711 Leadership and Management I	<u>Didactic:</u> This course covers strategic planning, leadership approaches, governance vs management, development (sessions 6 and 7), managing change, internal and external communications and macro theories of organizational behavior. <u>Assessment:</u> Development: Bringing it all Together-Students write a 1-page memo explaining how they would generate resources for a project.
Policy & Programs		
14. Design a system-level intervention to address a public health issue	UGPH 0724 Policy, Power and Advancing Public Health	<u>Didactic:</u> This course focuses on the public health care policy environment, understand power and dynamic decision-making, and the tools to design effective public health policy. <u>Assessment:</u> Campaign Plan-Students design a campaign plan to address a public health issue which includes how to reach across different systems.
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs	UGPH 0724 Policy, Power and Advancing Public Health	<u>Didactic:</u> Sessions 2-5 cover cultural values and practices in public health policies. <u>Assessment:</u> Assignment 1-PowerPoint Presentation-Students analyze a public health problem using the REIA (Racial Equity

Template D3.2 DrPH		
Assessment of Competencies for DrPH in Leadership, Practice, and Research Concentration		
Competency	Course Numbers and Names	Describe specific assessment opportunity
		Impact Assessment) tool as well as cultural values and practices.
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis	HBSP 0713 Public Health Ethics and Law	<u>Didactic:</u> This course examines key elements of the U.S. legal system that govern and influence public health, including policy-making and policy analysis. <u>Assessment:</u> Final Policy Paper-Students develop an in-depth policy paper and analysis (description in the syllabus).
17. Propose interprofessional and/or intersectoral team approaches to improving public health	UGPH 0715 Leadership and Management II	<u>Didactic:</u> Session 9 covers interprofessional approaches to improving organizational performance and well-being. <u>Assessment:</u> Final Exam-On the final exam (Question 3), students propose interprofessional team approaches to improve public health in an essay format.
Education & Workforce Development		
18. Assess an audience's knowledge and learning needs	HBSP 0725 Effectively Teaching and Training Adults	<u>Didactic:</u> This course focuses on traditional and innovative teaching approaches to facilitating learning in academic, organizational or community settings. <u>Assessment:</u> Assignment 3: Syllabus/Training Program and Narrative-Students create a syllabus for a course that they would like to teach which includes a plan for assessing their audience's knowledge and learning need.
19. Deliver training or educational experiences that promote learning in academic, organizational, or community settings	HBSP 0725 Effectively Teaching and Training Adults	<u>Didactic:</u> This course focuses on traditional and innovative teaching approaches to facilitating learning in academic, organizational or community settings. <u>Assessment:</u> Assignment 5: Micro-Teaching Presentation-Students prepare and present a 10-minute teaching presentation for a topic and audience of their choosing.
20. Use best practice modalities in pedagogical practices	HBSP 0725 Effectively Teaching and Training Adults	<u>Didactic:</u> This course focuses on traditional and innovative teaching approaches to facilitating learning in academic, organizational or community settings. <u>Assessment:</u> Assignment 3: Syllabus/Training Program and Narrative-In the narrative, students discuss how they incorporated best practices. (<i>for synchronous or asynchronous teaching modality</i>)

Template D3.2 DrPH		
Assessment of Competencies for DrPH in Leadership, Practice, and Research Concentration		
Competency	Course Numbers and Names	Describe specific assessment opportunity
		Assignment 6: Online Course Development Plan-Students develop an online lesson plan and incorporate best practices for online pedagogy. <i>(for asynchronous teaching modality)</i>

- 3) Provide supporting documentation for each assessment activity listed in Template D3-2. Documentation should include the following, as relevant, for each listed assessment:**
- assignment instructions or guidelines as provided to students
 - writing prompts provided to students
 - sample exam question(s)

See ERF D3.3 Syllabi and supporting documentation, organized by course.

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

See ERF D3.3 Syllabi and supporting documentation, organized by course.

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

Strengths

- The DrPH in Leadership, Practice, and Research courses are aligned with the 20 DrPH foundational competencies and specifically incorporate didactic training and assessments to assess individual students' competency attainment.
- The DrPH courses were specifically developed as doctoral coursework and as post-master's, advanced coursework.
- The DrPH courses recently went through the school's DEI Curriculum Assessment process (as described in E3.5 under Criteria E3. Faculty Instructional Effectiveness) to assess DEI in course content and materials, such as readings, assignments, and classroom practices.

Plans for Improvement

- The school is exploring feedback provided by the school's Education Advisory Board to incorporate additional professional development topics and experiences, such as Using EndNote, Using the Library Effectively to Conduct Literature Search and Reviews, etc., into either the executive format face-to-face meetings on campus or into the DrPH coursework. The school already incorporated Rutgers Libraries at the September 2023 Executive Session who provided hands-on training sessions on using EndNote and library databases.

D4. MPH & DrPH Concentration Competencies

The school defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justifies awarding a degree in the designated concentration (or generalist degree) and differentiates the degree offering from other concentrations offered by the unit, if applicable. The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

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

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

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

The D4-1 Templates, Competency-Assessment tables for the MPH concentrations, are listed below:

- Biostatistics (BIST)
- Environmental Health Sciences (EHS)
- Epidemiology (EPID)
- Global Public Health [campus-based and online option] (GPH)
- Health Systems and Policy (HSAP)
- LGBTQ Health (LGBTQ)
- Occupational and Environmental Medicine (OEM)
- Occupational Safety and Health (OSH)
- Population Aging (POAG)
- Population Mental Health (PMH)
- Public Health Practice for Health Professionals (PHP)
- Public Health Nutrition (PHNU)
- Social and Behavioral Health Sciences (SBHS)
- Social Work and Public Health (SWPH)
- Urban Public Health (URPH)

Assessment of Competencies for MPH in Biostatistics Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Apply basic probability theory and standard statistical methods to problems relevant to biomedical, clinical, and public health research	BIST 0613 Biostatistics Theory I	<p><u>Didactic:</u> Throughout the course, students learn about probability and distribution theory and how it relates to real applications. For example, in lecture 2 they learn about expectations, in lecture 5 about joint distributions, and in lecture 8 about conditional distributions and correlations.</p> <p><u>Assessment:</u> Final Exam-Assesses students' ability to identify probability models/distributions to calculate appropriate probabilities and distribution parameters (e.g., means and standard deviations, etc.), and use the theory of joint distribution, marginal distribution, and conditional distribution to identify and evaluate statistical independence vs. correlations.</p>
2. Use statistical computer packages to organize, analyze, and report collected data	BIST 0535 Biostatistical Computing	<p><u>Didactic:</u> The course includes reading various data types into SAS or R datasets and covers merging data and how to handle when the "same" variables may have different names across datasets. The course examines a few approaches to descriptive statistics, how to generate reports, and using ODS statement in SAS to generate an output and R packages (r2rtf, gt, flextable).</p> <p><u>Assessment:</u> Project 1-Students conduct an epidemiologic investigation on the OSWEGO outbreak); R Final Project, Homeworks 1 & 8-Include descriptive statistics in SAS and R; Homeworks 2 and 3-Students import data and data manipulation; Homeworks 3 and 7-Students combine datasets.</p>
3. Review and critique statistical methods and interpretations presented in published research studies, presentations, or reports	BIST 0615 Applied Categorical Data Analysis	<p><u>Didactic:</u> During module 2, students are required to review 3-4 abstracts in groups from peer-reviewed publications in order to identify research question, study design, predictor and response variables along with type of variable (continuous, categorical, binary, ordinal). We then discuss in class these elements, the structure of abstracts, as well as any other insights that can be gleaned from the abstracts. Three peer-reviewed journal articles that utilize statistical methods taught during the course are assigned for reading during the course.</p> <p><u>Assessment:</u> Select questions on that week's weekly discussion assessment require students to evaluate and critique the use of statistical methods and the related interpretations of results.</p>
4. Integrate relevant scientific background to design experimental and observational studies in biomedical, clinical, and public health research	BIST 0615 Applied Categorical Data Analysis	<p><u>Didactic:</u> During module 2, students are required to review 3-4 abstracts from peer-reviewed publications to identify research question, study design, predictor and response variables along with type of variable (continuous, categorical, binary, ordinal). Discussions of these abstracts draw on the various perspectives and expertise of students.</p>

Assessment of Competencies for MPH in Biostatistics Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
		<u>Assessment:</u> For the first Discussion Board of the semester, students are assigned a research question, for which they are required to suggest an appropriate study design as well as potential variables for measurement.
5. Communicate the results of statistical analyses both in writing and orally to investigators and lay community members	BIST 0615 Applied Categorical Data Analysis	<u>Didactic:</u> This course includes a heavy emphasis on interpreting and communicating results, verbally and in writing, to scientists and lay community members. <u>Assessment:</u> Final Project-Students write a final report in the form of a published journal article that summarizes the findings of their semester long research project using the NHIS data to evaluate a self-identified research question. In addition, students present on a portion of their final project (research question and table 2) using plain language.

Assessment of Competencies for MPH in Environmental Health Sciences Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Describe the major environmental health problems facing the general public as well as among specific communities or susceptible, vulnerable sub-populations	ENOH 0594 Environmental and Occupational Toxicology	<u>Didactic:</u> Lecture material and readings/resources assigned by instructor in weeks 1, 5-6 and 8-11. <u>Assessment:</u> Student Project 1 and Presentation: Emerging Environmental Health Issues.
2. Explain basic mechanism of toxicology and dose-response regarding toxicants	ENOH 0594 Environmental and Occupational Toxicology	<u>Didactic:</u> In this course, students are exposed to various mechanisms that specifically address toxicology and dose-response. <u>Assessment:</u> Mid-term (Intro to Toxicology and basic mechanisms and dose-response regarding occupational toxicants); Final Exam (Toxic effects of metals/solvents, developmental toxicology, and risk assessment/regulatory toxicology).
3. Describe the federal and state regulatory programs relating to environmental (community) protection	ENOH 0594 Environmental and Occupational Toxicology	<u>Didactic:</u> Lecture material and readings/resources in weeks 1 and 12. <u>Assessment:</u> Exam II (Final): questions 7 and 8 (Federal; State of NJ adopts federal by reference).
4. Develop a testable model of environmental exposures (one or more agents) and adverse health outcomes (causing injury, disability, other measure of morbidity or mortality)	ENOH 0695 Environmental Exposure Measurement and Assessment	<u>Didactic:</u> Lecture material and readings/resources in weeks 1, 5-8 & 14. <u>Assessment:</u> Assessment for Methods and Models-Students use a publicly available online GIS developed by US EPA for screening-level assessments of disparities in environmental exposures.

Assessment of Competencies for MPH in Environmental Health Sciences Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
5. Specify current environmental risk assessment approaches and methods for a particular hazard or risk in a community	<p>ENOH 0656 Environmental Risk Assessment (<i>For risk assessment approaches, with examples of specific hazards identified in communities affecting human and/or ecological health.</i>)</p> <p>ENOH 0695 Environmental Exposure Measurement and Assessment (<i>For risk assessment methods, using online tools like models and existing data available at different geographic levels from agencies.</i>)</p>	<p>ENOH 0656—<u>Didactic</u>: Lecture material and readings/resources assigned by the instructor or guest contributing lecturer in weeks 1-6 (for Exam I and Homework 1-2) and in weeks 11 and 13. <u>Assessment</u>: Exam I: question 2, 14, 34. Homework 1 assignments (hazard identification, dose-response assessment, exposure assessment) and Homework 2 assignments (risk characterization, advances in human health risk assessment, ecological risk assessment).</p> <p>ENOH 0695—<u>Didactic</u>: Lecture material and readings/resources assigned by instructor or guest contributing lecturer, particularly weeks 1-4, 11-12 & 14. <u>Assessment</u>: Quiz 2: Review of Methods and Models for assessing multi-route exposures to agents with tools like available online maps (e.g., US EPA EJSCREEN, US CDC Environmental Public Health Tracking Program). Assessment for Methods and Models-Students use a publicly available online GIS developed by US EPA for screening-level assessments of disparities in environmental exposures.</p>

Assessment of Competencies for MPH in Epidemiology Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Critique epidemiologic literature, assess its strengths and weaknesses, and determine if conclusion(s) are supported	EPID 0656 Intermediate Epidemiologic Research Methods	<p><u>Didactic</u>: Readings and lectures for week 14 are focused on critiquing and interpreting results from epidemiology research studies. <u>Assessment</u>: Final Project-Students are assigned an epidemiologic journal article to read and critically evaluate. Students create a poster suitable for presentation at a virtual conference and record a video presentation to accompany the poster, for viewing by the instructor and peers.</p>
2. Use epidemiologic techniques to quantitatively assess patterns in disease occurrence	EPID 0656 Intermediate Epidemiologic Research Methods	<p><u>Didactic</u>: Readings and lectures for weeks 3 and 4 are focused on measures of disease occurrence and measures of disease association. <u>Assessment</u>: In JiTT #3 Questions #3-4-Students assess patterns in disease occurrence in New Jersey and the United States.</p>
3. Formulate a specific hypothesis and an appropriate study design and analysis plan	EPID 0657 Applied Methods in Epidemiologic Research	<p><u>Didactic</u>: Readings, discussions, and lectures for week 1 focus on developing specific aims and hypotheses that can be addressed with various study designs. Lectures for Weeks 2, 5, 6, 7, 8 focus on different types of analysis that can be employed to address various research questions. <u>Assessment</u>: For the initial project proposal, students submit a project proposal in which they formulate an overall objective, 1-2 specific aims, and corresponding hypotheses, as well as identify a suitable analysis plan.</p>

Assessment of Competencies for MPH in Epidemiology Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
4. Design, implement, and assess ordinary data collection systems for public health research	EPID 0657 Applied Methods in Epidemiologic Research	<u>Didactic:</u> Week 2 lecture includes a module about design and implementation of data collection systems for epidemiology surveillance or research. Week 3 Lecture focuses on assessment of national surveillance systems, including reviewing the data and documentation to assess data quality. <u>Assessment:</u> Homework 2, question #1 asks students to describe the necessary steps and considerations for designing and implementing a hypothetical new surveillance system for a state health department. Quiz 1 includes a question that asks students to assess and explain portions of a codebook from a national public health data collection system.
5. Implement basic quality control methods during data analysis	BIST 0535 Biostatistical Computing	<u>Didactic:</u> Quality control and data management methods are a fundamental part of the course and are assessed with every homework assignment. <u>Assessment:</u> For example, in Homework 5 to manage data and identify coding errors and the Data Merge Homework involves data management and quality checks.
6. Appropriately analyze and interpret epidemiologic data, such as large national or state level datasets.	BIST 0551 Applied Regression Analysis for Public Health Studies	<u>Didactic:</u> In each lecture, students learn skills needed to analyze epidemiologic data. For example, lectures 3-7 cover topics in linear regression while weeks 9-10 focus on logistic regression. <u>Assessment:</u> Class Project Parts 1-4-Students use a variety of analytic approaches to evaluate and interpret association of interest in the national BRFSS dataset.
7. Communicate and present study findings to professional audiences	EPID 0656 Intermediate Epidemiologic Research Methods	<u>Didactic:</u> Readings and mini lecture for week 12 are focused on communicating results of epidemiologic studies. <u>Assessment:</u> Final Project-Students are assigned an epidemiologic journal article to read and critically evaluate. Students create a poster suitable for presentation at a virtual conference and record a video presentation to accompany the poster, for viewing by the instructor, peers, and external audience members. Students also propose a follow-up study.

Assessment of Competencies for MPH in Global Public Health		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Evaluate determinants of global public health based on one or more of the five major public health perspectives: systems and policies, epidemiology, biostatistics,	UGPH 0600 Introduction to Global Public Health	<u>Didactic:</u> Addressed in weekly seminars and readings throughout the semester, e.g., week 3 (complex emergencies, incl. war, genocide, refugee health), week 4 (global infectious diseases), week 12 (global mental health), etc. <u>Assessment:</u> Project and Group Presentation with rubric attached.

Assessment of Competencies for MPH in Global Public Health		
Competency	Course numbers and names	Describe specific assessment opportunity
environmental and occupational health, or health education and behavioral science		
2. Examine economic, educational, political, sociocultural, environmental, ecological, or biological conditions that represent obstacles to attaining global health	UGPH 0600 Introduction to Global Public Health	<u>Didactic</u> : Addressed in weekly seminars and readings, e.g., political/sociocultural in week 3 (complex emergencies, incl. war, genocide, refugee health), and global environmental health and climate change in week 5 (global environmental health). <u>Assessment</u> : Final Exam, essay question #4.
3. Describe how management of global health programs is influenced by international organizational, regulatory, or ethical frameworks	UGPH 0515 Global Communicable and Noncommunicable Diseases	<u>Didactic</u> : Week 11 lecture and readings: World Health Organization, Carter Foundation, Bill and Melinda Gates Foundation. <u>Assessment</u> : Final Exam.
4. Explain the global standards for the protection of human subjects in diverse cultural settings	UGPH 0600 Introduction to Global Public Health	<u>Didactic</u> : National and international standards are the focus of Week 10 (ethical considerations in global public health). <u>Assessment</u> : Project and Group Presentation.
5. Analyze causes of morbidity and/or mortality in major regions of the world and how they are affected by demographic, sociocultural, biological, or occupational and environmental factors	UGPH 0515 Global Communicable and Noncommunicable Diseases	<u>Didactic</u> : Parts I and II sessions focus on causes of morbidity and mortality in major regions of the world, incl. the influence of biological, environmental, and other factors on an array of communicable and noncommunicable diseases. <u>Assessment</u> : Term Project.
6. Apply global perspectives to public health education, research, or practice	HBSP 0623 Cross National Comparisons of Health Systems	<u>Didactic</u> : Weekly seminars and readings focus attention on social, economic, and other factors driving global variation in public health practice. <u>Assessment</u> : Group Project/Presentation.

Assessment of Competencies for MPH in Health Systems and Policy Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Use social science theories or methodologies in the analysis of current health care issues, such as health or health care inequalities	HBSP 0621 Health Care Economics	<u>Didactic</u> : Throughout the course, lectures and readings focus on the scope of health economics; the application of the economic approach and the nature of health care systems and markets; equity in health care; determinants of population health, including economic and noneconomic correlates of "Good Health;" the role of education in the production of health; health insurance; prescription drug pricing; policy application; and the health care reform.

Assessment of Competencies for MPH in Health Systems and Policy Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
		<p><u>Assessment:</u> Week 5 discussion-Students use economic theory to explain how copayments, deductibles, or coinsurance in NJ State Health Benefits Program would influence the demand for health care of beneficiaries.</p> <p>Week 7 homework-Students use Grossman model and other economic theories to explain health inequalities.</p>
2. Apply research methods to address a public health issue	HBSP 0600 Health Behavior and Policy Research Design and Methods	<p><u>Didactic:</u> Course focuses on basic research design and processes, data collection and analysis methodologies, qualitative and quantitative approaches, and interpreting and communicating results from data analysis.</p> <p><u>Assessment:</u> Exam 1,2, and 3 [synchronous sections]-Each examination overall reflects knowledge and/or skills necessary for demonstrating this competency; Data Analysis Project [asynchronous sections]-Students analyze large public health survey dataset to answer a research question they develop and presents their findings. Project involves literature review, research question formulation, and analytic plan development.</p>
3. Assess the role of social, cultural, political, legal, or economic factors in shaping health care delivery systems or public health policy	HBSP 0621 Health Care Economics	<p><u>Didactic:</u> Weeks 8-13 lectures and readings focus on the role economic factors play in shaping health care delivery system, including health insurance markets, hospital industry, pharmaceutical industry, healthcare workforce, and healthcare pricing.</p> <p><u>Assessment:</u> Week 10 homework-Students examine how economic factors, such as competition, shape hospital decision on acquiring new medical equipment. Week 12 homework -Students assess how wage regulation affects nurse shortage.</p>
4. Analyze public health policies and practices recognizing legal and ethical implications for individuals and populations	HBSP 0620 Public Health Ethics and Law	<p><u>Didactic:</u> Week 1-6, 9-12 lectures and readings focus on public health law and theories, constitutional limitations of the state and local government and how those affect individual rights and freedoms, health care regulation, taxation, right to choose and right to death, and the implications of public health law in health and social justice.</p> <p><u>Assessment:</u> Final Paper-Students analyze public health policies and practices and, in the process, to consider legal and ethical implications for individuals and populations.</p>
5. Evaluate the political, legal, social, or institutional contexts in which health policies are developed	HBSP 0620 Public Health Ethics and Law	<p><u>Didactic:</u> Weeks 1-6, 9-12 lectures and readings focus on public health law and theories, constitutional limitations of the state and local government and how those affect individual rights and freedoms, health care regulation, taxation, right to choose and right to death, and the implications of public health law in health and social justice.</p>

Assessment of Competencies for MPH in Health Systems and Policy Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
		<u>Assessment:</u> Final Paper-Students advocate for a policy, and in the process, to evaluate the political, social, or institutional contexts in which health policies are developed.

Assessment of Competencies for MPH in LGBTQ Health Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Describe the concept of gender, sex, gender identity, and sexual orientation as it is situated across public health, culture, history, legal, medicine, and the political context	UGPH 0640 LGBTQ Health: History and Context	<u>Assessment:</u> Final Paper-Survey of a particular geography/place/culture's LGBTQ history as a final paper using conceptual framework and presentation that summarizes the final paper.
2. Understand the origins, causes and manifestations of health disparities among LGBTQ populations	UGPH 0640 LGBTQ Health: History and Context	<u>Assessment:</u> Students lead a learning circle to facilitate discussion boards on weekly topics on the origins, causes, and manifestations of health disparities among LGBTQ populations. After discussion on weekly topics, students submit reflections that highlight thoughts, perspectives, and implications corresponding to each topic.
3. Use relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities	UGPH 0642 LGBTQ Health and Health Disparities	<u>Assessment:</u> Students prepare an annotated bibliography with a minimum of ten scholarly and relevant sources (including public health literature and qualitative and quantitative data) to identify the health status and disparities in specific LGBTQ populations and communities that are related to the final paper.
4. Synthesize the existing literature to identify relevant health problems, policies, programs or gaps in the research to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health	UGPH 0642 LGBTQ Health and Health Disparities	<u>Assessment:</u> Final Paper-Students write a paper on a topic of their choice. The goal of the final paper is to identify relevant health problems, policies, programs, or gaps in the research in order to identify research agendas and questions that when addressed will contribute to the improvement of LGBTQ health. Students may choose to write about topics relevant to LGBT health that have research, clinical, or policy implications.
5. Design research for diverse LGBTQ populations that address identified relevant health problems	UGPH 0644 Methods for Research among Hidden Populations	<u>Assessment:</u> Students write four sections of a research proposal following NIH proposal format (R21). 1) Significance Section, 2) Innovation Section, 3) Approach Section (including a dissemination plan), 4) Aims Page.
6. Utilize intersectionality theory to describe how to improve advocacy	UGPH 0642 LGBTQ Health and Health Disparities	<u>Assessment:</u> Students complete a Discussion post to summarize a policy or legislation that confers unequal protection to gender and/or sexual minorities in the U.S. and influences LGBTQ health outcomes. Using intersectionality theory,

Assessment of Competencies for MPH in LGBTQ Health Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
techniques for populations with multiple marginalized identities.		students describe how their chosen policy has an impact on individuals with multiple marginalized identities (i.e., Black transgender men, or Asian lesbian women) and identify advocacy techniques that can be used to improve health outcomes.

Assessment of Competencies for MPH in Occupational and Environmental Medicine Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Apply knowledge about specific environmental toxicants and exposure prevention principles to mitigate the health impacts on workers	ENOH 0693 Principles of Occupational and Environmental Health	<u>Didactic:</u> Throughout the course, students learn about the health impacts from all categories of exposure. They apply the hierarchy of controls to mitigate illness and injury in individuals and populations. <u>Assessment:</u> Paper-Students research an occupation and its typical hazards and exposures. They apply prevention concepts to their knowledge of occupationally related hazards/exposures and identified barriers to safety to mitigate the health impact on individuals and population in that occupation.
2. Explain basic mechanisms of toxicology and dose-response regarding toxicants	ENOH 0594 Environmental and Occupational Toxicology	<u>Didactic:</u> Throughout the course, students are exposed to various mechanisms that specifically address toxicology and dose-response. <u>Assessment:</u> Mid-term (Intro to Toxicology and basic mechanisms and dose-response regarding occupational toxicants); Final Exam (Toxic effects of metals/solvents, developmental toxicology, and risk assessment/regulatory toxicology).
3. Identify federal and state regulatory standards which are related to worker (occupational) safety and health protection	ENOH 0693 Principles of Occupational and Environmental Health	<u>Didactic:</u> Students gain knowledge of OSHA and ADA regulations, workers' compensation, federal and some state regulatory standards. <u>Assessment:</u> Quiz 1- questions 1, 3, 4, 6.
4. Recognize medical illnesses/conditions associated with occupational and environmental exposures	ENOH 0693 Principles of Occupational and Environmental Health	<u>Didactic:</u> Throughout the course, students learn about some typical medical conditions that result from all categories of exposure. <u>Assessment:</u> Quiz #1, question 13, question 17; Quiz #3, question 1, question #5.
5. Interpret epidemiological data associated with occupationally related disorders	EPID 0650 Environmental and Occupational Epidemiology	<u>Didactic:</u> Week 12 includes lecture and readings on occupationally related disorders. <u>Assessment:</u> Student complete a written discussion involving the interpretation of World Trade Center Health Program data.

Assessment of Competencies for MPH in Occupational and Safety and Health Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Identify occupational safety and health hazards in the workplace	ENOH 0699 Principles of Industrial Hygiene	<u>Didactic:</u> Methods for anticipating and recognizing occupational hazards in various workplaces or environments is covered throughout the course. <u>Assessment:</u> Midterm.
2. Explain basic mechanisms of toxicology and dose-response regarding toxicants	ENOH 0656 Environmental Risk Assessment	<u>Didactic:</u> This course covers the risks of exposure to various chemicals in occupational settings, relation to dose-response, and impact from exposure to biological systems. <u>Assessment:</u> Midterm.
3. Apply federal and state regulatory standards which are related to worker (occupational) safety and health protection	ENOH 0654 Occupational Safety and Workplace Risk Mitigation	<u>Didactic:</u> Readings and in-class workshops from Weeks 4 and 5 are dedicated to applying federal USDOL-OSHA and state (PEOSHA) regulatory standards to improve workplace safety and health. Students submit a technical report of their findings/recommendations as part of their project assignment and present it at the end of the semester. <u>Assessment:</u> Project assignment.
4. Explain testable models for assessing occupational exposures (one or more agents) and their adverse health outcomes (causing injury, disability, or other morbidity or mortality)	ENOH 0654 Occupational Safety and Workplace Risk Mitigation	<u>Didactic:</u> Throughout the course, students are assigned readings from peer-reviewed journals to demonstrate the impact safety management systems have on occupational safety. Experience Modified Rates (EMRs) and other models are used to demonstrate best practices. <u>Assessment:</u> Homework #7-Construction Incident Investigation homework assignment; Discussion Board 1 assignment; critical review of working conditions in high-hazard Industries.
5. Apply current quantitative risk assessment approaches and methods for specific occupational safety or other health hazards	ENOH 0654 Occupational Safety and Workplace Risk Mitigation	<u>Didactic:</u> Week 6 lecture and readings cover job hazard analysis to identify exposures to occupational safety and health hazards and learn to quantify them using risk methods. <u>Assessment:</u> Homework #4-A case study is presented to students on potential occupational health and safety exposures workers may encounter. They are tasked with quantifying them and offering mitigation strategies.

Assessment of Competencies for MPH in Population Aging Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Explain the obstacles to, or facilitators of, improved older adult outcomes and population aging outcomes	IDST 5300 Introduction to Gerontology	<u>Didactic:</u> Week 1 discussion about the demographic trends in an aging society, week 5 discussion regarding how health literacy and clear communication are key to engaging older adults in the medical system and can help older adult's outcomes, week 6 explores how policy impacts population aging.

Assessment of Competencies for MPH in Population Aging Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
		<u>Assessment:</u> Financing retirement-Students consider how finances impact older adult outcomes by working through different income scenarios for retirement.
2. Compare the experience of aging in in the United States with the experience of aging outside the United States	HBSP 0602 Long-Term Effects of Childhood Inequality and Early Life Adversity	<u>Didactic:</u> Week 10 includes lectures and readings on the life course in low- and middle-income countries. <u>Assessment:</u> Midterm Exam. In the second half of the exam (Section B) students are asked to compare the experience of aging in the United States with the experience of aging outside the United States. Students are asked to explore changes in health outcomes in the U.S. with elsewhere and how this affects the experience of aging.
3. Analyze interventions or policies to improve population aging outcomes (physical health, mental health, well-being, morbidity, mortality, etc.)	HBSP 0603 Mental Health and Aging	<u>Didactic:</u> In weeks 3-11, 13 and 14, students learn about and discuss various mental health conditions, their interventions, etiology, and policies. Discussion boards for journal club – each journal club article focuses on mental health pathology and explores the etiology and interventions of the psychopathology. Discussion boards frequently ask questions regarding interventions to improve aging outcomes. <u>Assessment:</u> Exam 2-Many questions refer to mental health interventions to improve aging outcomes.
4. Analyze the effects of inequality at birth and adverse childhood experiences on population aging outcomes	HBSP 0602 Long-Term Effects of Childhood Inequality and Early Life Adversity	<u>Didactic:</u> Weeks 5-7 include lectures and readings on how inequalities in birth and childhood impact later life outcomes. <u>Assessment:</u> In the first half of the exam (Section A), students explore how material covered in the first half of the course informs our understanding of the effects of inequality at birth and adverse childhood experiences on population aging outcomes by including questions on the effects of unequal access to nutrition at birth on older adult outcomes, models that can be used to analyze the effects of inequality at birth and adverse childhood experiences on population aging outcomes, physiological consequences of chronic exposure to fluctuating or heightened neural or neuroendocrine response related to adverse childhood experiences).
5. Analyze treatments and interventions to improve end-of-life outcomes	HBSP 0603 Mental Health and Aging	<u>Didactic:</u> Articles on epidemiology of depression and anxiety at the very end and in the last year of life; PBS video on ‘Being Mortal.’ <u>Assessment:</u> Pop Quiz: Question on ‘What can we do as public health scholars to help people achieve a "good death" at end of life? Design a brief public health initiative based on the knowledge you have gained throughout this course to help older adults on their path to achieving a good death.’
6. Use theories of aging in the analysis and evaluation of current health care issues.	HBSP 0603 Mental Health and Aging	<u>Didactic:</u> Weeks 1-3 includes lectures and readings on multiple theoretical frameworks to consider when studying aging. <u>Assessment:</u> Exam 1 Students are asked to define normal aging and discuss which definitions and theories you are drawing from.

Assessment of Competencies for MPH in Population Mental Health Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Examine the relationship between stigma, population mental health, and health inequity	HBSP 0681 Stigma and Mental Health	<p><u>Didactic:</u> This competency is addressed throughout the entire course. Lectures and class discussion include stigma and population mental health, healthcare engagement and stigma, structural stigma, stigma as a driver of substance use and barrier to treatment, intersectionality, systems and structural interventions, health and culturally responsive care, and strategies to reduce stigma.</p> <p><u>Assessment:</u> Student-designed intervention (Two parts: a written summary of chosen topic and an intervention outline). Students generate an idea of a potential intervention to help a stigmatized group cope with the condition or identity they choose. They describe intervention needs of population, idea for intervention outcomes, intervention components, significance, anticipated barriers, facilitators of success). The proposed intervention focuses on: 1) developing a new or applying an existing intervention to reduce the impact of stigma on mental health by improving individual or community level coping skills; 2) reducing health inequities caused by structural stigma; and/or 3) improving community resilience to the mental health impact of stigma.</p>
2. Identify biological, psychological, socioeconomic, structural, or sociocultural correlates of population mental health	<p>HBSP 0581 Adult Psychopathology for Public Health <i>(Overview of biological, psychological, sociocultural, and socioeconomic contributors to mental health).</i></p> <p>HBSP 0582 Alcohol use and Society and Health <i>(Overview of biological, structural, sociocultural, and socioeconomic contributors to mental health).</i></p>	<p>HBSP 0581—<u>Didactic:</u> This competency is addressed throughout the entire course, especially in week 3 (overview of biological, psychological, sociocultural, and socioeconomic contributors to mental health).</p> <p><u>Assessment:</u> Public health approaches to mental health Paper and Presentation—Students select mental health concern covered in class and prepares a brief paper and presentation on a public health initiative addressing that concern in a specific population and discussing theory and evidence).</p> <p>HBSP0582—<u>Didactic:</u> Weeks 2-12 include lectures and readings on biological; sociocultural and socioeconomic, and structural implications of alcohol use.</p> <p><u>Assessment:</u> Students identify a contemporary alcohol related topic that they would like to investigate (e.g., adolescent/young adult alcohol use; gender, ethnic and/or racial inequalities), conduct a thorough review of the relevant literature, critique the retrieved articles, and deliver an in-class PowerPoint presentation that includes critiques of the retrieved articles, a summary of the findings, methodological strengths and limitations (e.g., study design, measurement, sample characteristics) of reviewed articles, a statement regarding the interpretability of the findings, and future recommendations.</p>
3. Evaluate the impact of population mental health burden	HBSP 0581 Adult Psychopathology for Public Health	<p><u>Didactic:</u> This competency is addressed throughout the entire course. Lectures and readings in week 1 provide an overview of the burden of mental illness in the US and globally. Lectures and readings in weeks 4-13 focus on population mental</p>

Assessment of Competencies for MPH in Population Mental Health Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
		<p>health burden with respect to specific mental health problems (e.g., suicide, depression, schizophrenia).</p> <p><u>Assessment:</u> Public health approaches to mental health paper & presentation-5 Students select a specific mental illness or related behavior and a specific population, prepare a written paper and completes an in-class oral presentation that demonstrates knowledge of the topic and population, along with a public health initiative addressing illness/behavior in the chosen population. The assignment require students to research, evaluate, and summarize available evidence of the burden of the illness/behavior both in their chosen population and in the general population.</p>
4. Analyze the policy context and resource dependencies of the mental and behavioral health delivery systems in the US	HBSP 0680 Mental Health Services & Systems	<p><u>Didactic:</u> Written Reading Summary assignments posted to the Discussion Board assess students' ability to identify key information from course materials and draw connections across course content to describe broad themes and areas of consensus or debate. In particular, weeks 3-5 address mental health systems structure, organization, financing, and the policy context, and weeks 9-12 further address workforce challenges, emerging service types with potential to fill resource gaps (virtual/telehealth care), and the adjunctive roles of the public/social service and legal systems.</p> <p><u>Assessment:</u> Policy Analysis assignments represent scaffolded assessments of students' ability to identify a specific behavioral health or health system problem, describe its magnitude/scope, identify multiple viable policy solutions based on current resource constraints, synthesize the evidence base and relevant literature on contributing factors and the health system/policy context, and operationalize and apply well-established evaluation criteria (e.g., effectiveness, equity, efficiency, feasibility given current systems-level constraints) in analyzing the proposed policy options to recommend and justify a specific policy or course of action supported by the analysis and grounded in evidence.</p>
5. Evaluate interventions that promote population mental health or wellbeing	HBSP 0660 Dissemination and Implementation Research for Health Promotion	<p><u>Didactic:</u> This competency is addressed in week 3 (adaptation of evidence-based interventions/Fidelity), week 9 (overview of design and analysis; pragmatic implementation trials and hybrids), week 10 (design and analysis: participatory research and qualitative methods), week 11 (design and analysis: mixed methods), week 12 (measures and measurement issues), and week 14 (racial/ethnic minority and other vulnerable populations; global contexts; and future issues).</p> <p><u>Assessment:</u> Assignment 3-Students develop an evaluation plan to assess process and outcome measures of an implemented evidence-based intervention</p>

Assessment of Competencies for MPH Public Health Nutrition Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Analyze local and global food systems	UGPH 0670 Global Food and Culture	<p><u>Didactic:</u> Lectures 1 (Introduction to food and culture), 2 (Understanding food choice and the social determinants of food choice), 6 (weaponization of food and culture), 7 (food culture in Central and South America), 8 (food typologies, dietary patterns, and health), 12 (food movements and diet culture: the role of social media, food stylists, and chefs in shaping diet and nutrition) and all guest lectures (i. resistance through food and culture; ii. Food culture and identity; iii. Language and food; iv. Urban Agriculture; v. Ethiopian culinary culture); however, all lectures in this class touch on this to some extent.</p> <p><u>Assessment:</u> Analysis of the food system-Paper with graphs-Students conduct an analysis of the food system in a specific country in the world. The analysis comprises: 1) an overview of the food system (including political, economic, social, environmental and cultural drivers); 2) a description of dietary patterns, and how the food system may influence those patterns; and 3) the main diet-related health problems (e.g., obesity, anemia, etc.) and priorities in the country. Students use existing data sources (e.g., Global Dietary Database, Demographic Health Surveys, etc.) to describe current dietary patterns in the country.</p>
2. Assess the nutritional status of communities	UGPH 0670 Global Food and Culture	<p><u>Didactic:</u> Lectures 5 (indigenous food cultures in the US), 6 (weaponization of food and culture), 7 (food culture in Central and South America), 8 (food typologies, dietary patterns, and health), and all guest lectures (i. resistance through food and culture; ii. Food culture and identity; iii. Language and food; iv. Urban Agriculture; v. Ethiopian culinary culture).</p> <p><u>Assessment:</u> Analysis of the food system-Paper with graphs-Students conduct an analysis of the food system in a specific country in the world. The analysis contains: 1) an overview of the food system (including political, economic, social, environmental, and cultural drivers); 2) a description of dietary patterns, and how the food system may influence those patterns; and 3) the main diet-related health problems (e.g., obesity, anemia, etc.) and priorities in the country. Students use existing data sources (e.g., Global Dietary Database, Demographic Health Surveys, etc.) to describe current dietary patterns in the country.</p>
3. Demonstrate the use of evidence-based research in practice to study the relationships between diet, nutrition and health outcomes across the life span.	UGPH 0630 Global Food Systems and Policy	<p><u>Didactic:</u> Lecture 8 (nutrition assessments and designing evaluations), lecture 9 (nutrition specific- and nutrition sensitive interventions, lecture 10 (obesity and diet-related non communicable disease policies). However, all lectures in this class touch on this to some extent.</p>

Assessment of Competencies for MPH Public Health Nutrition Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
		<p><u>Assessment:</u> 2: Program/policy/intervention design Paper 1. Program, policy, or intervention evaluation framework-Students submit a paper that summarizes the different components of a programs, policy (e.g., soda tax), or intervention (e.g., behavior change communication) aimed at addressing the food system problem they described in their infographic. Students: 1) design the different components of the program/policy/intervention; 2) justify why they have designed the in the way that they have; and 3) describe the pathways by which it will address the food system problem identified. In addition to the written description, students design a program impact pathway (i.e., logic model) that will depict the way in which the program/policy/intervention could impact the outcomes of interest.</p>
4. Design an evaluation framework for a population-based nutrition intervention or program.	UGPH 0630 Global Food Systems and Policy	<p><u>Didactic:</u> Lecture 8 (nutrition assessments and designing evaluations), lecture 9 (nutrition specific- and nutrition sensitive interventions, lecture 10 (obesity and diet-related non communicable disease policies).</p> <p><u>Assessment:</u> Assignment 3. Evaluation Framework Presentation-Building on their previous work, students conduct a presentation that outlines an evaluation framework for examining the impact of the program/policy/intervention that they designed as part of Paper 1. (Description in syllabus.)</p>
5. Utilize culturally appropriate assessment methodologies to identify and prioritize diet and nutritional problems for members of diverse populations	NUTR 6490 Nutritional Epidemiology	<p><u>Didactic:</u> Module 3 (dietary assessment methods); module 5 (discussion/reflection on student experiences of advantages and disadvantages of various diet assessment methods).</p> <p><u>Assessment:</u> Report on various dietary assessment methods. Diet Assessment Activity/assignment-Students complete various 24-hour assessment methods (24-hour recall, diet record, food frequency questionnaire, fruit and vegetable screener) on themselves. Afterward, they write a reflection/report on the advantages and disadvantages of various techniques from the view of the subject.</p>
6. Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health nutrition practice or policy.	NUTR 6490 Nutritional Epidemiology	<p><u>Didactic:</u> Module 2 (epidemiologic study designs); module 3 (dietary assessment methods); module 6 (energy intake validation, energy adjustment, dietary over-and-under reporting); module 9 (issues in analysis and presentation of dietary data); module 10 (role of systematic reviews, meta-analysis and umbrella reviews in nutritional epidemiology).</p> <p><u>Assessment:</u> Research Proposal-Students develop a brief research proposal on a nutrition topic of interest which includes: a literature review, specific aims and hypothesis, epidemiologic study design (and rationalization), study measures, integrated diet and nutrition assessment plan (incorporating dietary, biochemical, and anthropometric methods), brief analytical plan and a timeline.</p>

Assessment of Competencies for MPH in Public Health Practice Concentration-		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Critique epidemiologic literature, assess its strengths and weaknesses, and determine if conclusion(s) are supported	EPID 0656 Intermediate Epidemiologic Research Methods	<u>Didactic:</u> Readings and lectures for week 14 are focused on critiquing and interpreting results from epidemiology research studies. <u>Assessment:</u> Final Project-Students are assigned an epidemiologic journal article to read and critically evaluate. Students create a poster suitable for presentation at a virtual conference and record a video presentation to accompany the poster, for viewing by the instructor and peers.
2. Use epidemiologic techniques to quantitatively assess patterns and changes in disease occurrence	EPID 0656 Intermediate Epidemiologic Research Methods	<u>Didactic:</u> Readings and lectures for weeks 3 and 4 are focused on measures of disease occurrence and measures of disease association. <u>Assessment:</u> In JiTT #3 Questions #3-4-Students assess patterns in disease occurrence in New Jersey and the United States.
3. Interpret results of qualitative and quantitative research methods in the analysis of health services data	HBSP 0600 Health Behavior and Policy Research Design and Methods	<u>Didactic:</u> Week 9 (quantitative research); week 10 (evaluation research); week 12 (qualitative research). <u>Assessment:</u> Chapter 10-assesses knowledge of qualitative research; Quiz Chapter 12-assesses knowledge of evaluation research; Quiz Chapter 14 Quiz-assesses knowledge of quantitative research.
4. Develop objectives and a logic model for program evaluation	HBSP 0652 Program Planning and Evaluation	<u>Didactic:</u> Logic models are introduced in readings and lecture in module 3, including a brief logic model practice exercise; module 5 includes more focused readings and lecture on logic models and also types of program objectives. <u>Assessment:</u> Module 5 Objectives/Model Assignment-Students write SMART objectives and draw a logic model representing how they think a presented program is conceptually supposed to work get to its ultimate health goal.
5. Prepare program evaluation or research findings for professional	HBSP 0600 Health Behavior and Policy Research Design and Methods	<u>Didactic:</u> Week 12 (reading and writing research) and week 13 and 14 (data analysis support). <u>Assessment:</u> Week 15 Student Presentation and Panel Critique. Final presentation in which each group discuss their research question and presents it to their peers who respond to questions posed by their fellow panelists.

Assessment of Competencies for MPH in Social and Behavioral Health Sciences Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Utilize health behavior theories or models for understanding health behaviors;	HBSP 0653 Modifying Health Behaviors: Theory and Practice	<u>Didactic:</u> Course focuses on learning theories, social cognitive theory, health behavior theoretical models, self-regulation theory, assessments and behavior change, and practical applications/skill building (e.g., motivational interviewing). <u>Assessment:</u> Behavior change project (teams of two students identify a contemporary behavioral health concern. Team develops a theoretically based

Assessment of Competencies for MPH in Social and Behavioral Health Sciences Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
		behavior change protocol to modify the selected behavior(s) that includes an overview of the theoretical model, a description of the procedures that will be used to modify the selected behavior(s), and a protocol for monitoring behavior change); behavior change theoretical model (teams of two students review the relevant HBSP literature regarding a specific behavior change theory and/or model. They present a summary of the relevant literature regarding the model's utility/efficacy as well as an overview of the theoretical model that depicts the interrelationships among model components.
2. Develop an evaluation plan, including process and impact evaluation approaches, for a population-based intervention, program, or issue	HBSP 0652 Program Planning and Evaluation	<u>Didactic:</u> Course focuses on program planning models, needs assessments, logic models, program implementation, process evaluation, impact and outcome evaluations, sampling data and methods, and data analysis and reporting. <u>Assessment:</u> Final Project
3. Apply research methods to address a public health issue	HBSP 0600 Health Behavior and Policy Research Design and Methods	<u>Didactic:</u> Course focuses on basic research design and processes, data collection and analysis methodologies, qualitative and quantitative approaches, and interpreting and communicating results from data analysis. <u>Assessment:</u> Exam 1,2, and 3 [synchronous sections]-Each examination overall reflects knowledge and/or skills necessary for demonstrating this competency; Data Analysis Project [asynchronous sections]-Students analyze large public health survey dataset to answer a research question they develop and presents their findings. Project involves literature review, research question formulation, and analytic plan development.
4. Develop or critique health education, or health promotion, or health intervention materials, methods or programs	HBSP 0655 Social Marketing	<u>Didactic:</u> Course focuses on behavior change theories, audience segmentation and insights, setting objectives and goals, marketing strategies (including the 4 P's), communication channels, materials design and pretesting, monitoring and evaluation, persuasion, use of social media, and real-world applications. <u>Assessment:</u> Final project-Students utilize behavior change theory to develop a social marketing plan to targets a specific behavior, create a marketing strategy for a specific target audience, messages/materials, and an evaluation plan.
5. Utilize principles of health communication and risk communication in addressing public health issues or concerns	HBSP 0654 Health Communication/Risk Communication	<u>Didactic:</u> Course focuses on health communication theories, understanding audiences, reaching audiences, media and risk, interpersonal health communication, mass media/social media (health campaigns and advocacy), message principles for risk data, and crisis communication. <u>Assessment:</u> Health communication project-Entails issue and audience analysis, theoretical application and strategy, and presentation).

Assessment of Competencies for MPH in Social Work and Public Health Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Analyze the role of individual, biological, social, economic, political, and/or environmental factors that influence health status.	UGPH 0680 Urban Public Health	<u>Assessment:</u> Semester Project-Public Health Policy Brief-In a four part project, students develop a public health policy brief in which they identify a public health problem, explore its social and structural causes within urban environments and advocate for an effective way to address health inequities caused by the problem.
2. Develop an evaluation plan, including process and impact evaluation approaches, for a population-based intervention, program, or issue	HBSP 0652 Program Planning and Evaluation	<u>Assessment:</u> Final Project-Students develop a program plan to address a public health/population issue.
3. Apply research methodology, interpretation of research literature, and integration of research principles into evidence-based public health	UGPH 0605 Qualitative Research Methods	<u>Assessment:</u> Ethnographic methods and, participation observation and fieldnotes-Students conduct an unstructured observation or participant observation related to their research interest, aims, or research questions. During the unstructured or participant observation, the student takes notes during the observation and submit their notes from the unstructured observation or participant observation.
4. Critically evaluate and integrate various theories of human behavior regarding individuals/families and/or communities	19:910:502 Human Behavior and the Social Environment (MSW coursework)-	<u>Assessment:</u> Assignments #1,2,3: These assignments prompt students to think critically, evaluate various theories of human behavior to deepen their understanding about different social environments to learn how to provide guidance to individuals or families.
5. Analyze a racial, social, economic, or environmental justice strategy of social welfare policy or program	19:910:501 Practice with Organizations and Communities (MSW coursework)	<u>Assessment:</u> Community/Advocacy Meeting Reflection Paper-Student write a summary of a meeting that they attended that focuses on racial, social, economic and environmental strategies of a social welfare policy of interest. The paper will include the following sections: Introduction, Meeting Content, Meeting Power Dynamics, and Meeting Effectiveness. This assignment provides students with an opportunity to sharpen skills of summarizing a meeting's content, identifying a meeting's power dynamics and analyzing a meeting's effectiveness (Environment and Social justice strategies).

Assessment of Competencies for MPH in Urban Public Health Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Analyze the role of multiple factors (such as individual, biological, social, economic, political, and environmental factors) that influence the health status of urban populations	UGPH 0680 Urban Public Health	<u>Assessment:</u> Policy brief assignment in a four-part project, students develop a public health policy brief in which they identify a public health problem, explore its social and structural causes within urban environments and advocate for an effective way to address health inequities caused by the problem.
2. Describe the health status and disparities in urban populations and communities using relevant research	UGPH 0605 Qualitative Research Methods	<u>Assessment:</u> Ethnographic methods and, participation observation and fieldnotes-Students conduct an unstructured observation or participant observation related to their research interest, aims, or research questions. During the unstructured or participant observation, the student takes notes during the observation and submit their notes from the unstructured observation or participant observation.
3. Propose a solution to address an urban public health issue in light of the characteristics, challenges and opportunities of urban communities	UGPH 0621 Public Health and Health Disparities	<u>Assessment:</u> This photovoice project includes students using photographs to understand a public health issue and to develop a paper that highlights the challenges and characteristics of a public health issue to gain a deeper understanding of urban public health challenges and opportunities in an urban context.
4. Develop an evaluation plan, including process and impact evaluation approaches, for a population-based intervention, program, or issue	HBSP 0652 Program Planning and Evaluation	<u>Assessment:</u> Final Project: Program Proposal Research Paper based on a relevant health problem in an urban/global/rural population, that includes a proposed program monitoring and evaluation plan.
5. Design a research proposal using qualitative, quantitative, or mixed research methods	UGPH 0605 Qualitative Research Methods	<u>Assessment:</u> Final Qualitative Research Proposal-Students design a qualitative research project from developing a research question to collecting data, analyzing data and crafting a research proposal.

The D4-1 Template, Competency-Assessment table for the DrPH concentration, are listed below:

- Leadership, Practice, and Research (LPR)

Assessment of Competencies for DrPH in Leadership, Practice and Research Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
1. Analyze principles for effective communication in traditional and social media and develop skills for effectively representing organizations in the media	EPID 0721 Public Health Surveillance to Assess Public Health Needs <i>(traditional media)</i> UGPH 0711 Leadership & Management I <i>(social media)</i>	EPID 0721— <u>Didactic</u> : Week 6 focuses on interpreting surveillance data and communicating the findings. <u>Assessment</u> : Press Release-Students write a press release for the New Jersey Behavioral Risk Factor Survey (NJBRFS). UGPH 0711— <u>Didactic</u> : This course covers strategic planning, leadership approaches, governance vs management, budget, development, managing change, internal and external communications (including social media, Sessions 8 and 10), and macro theories of organizational behavior. <u>Assessment</u> : Assignment 3: Organization failure-Students prepare a written memo and a podcast or video to communicate an analysis of an organizational crisis related to public health.
2. Use statistical computing packages to organize, analyze and report data	EPID 0721 Public Health Surveillance to Assess Public Health Needs	<u>Didactic</u> : Weeks 4,5,6,7 include lectures and student discussions on data sources and data collection instruments, analyzing and interpreting surveillance data and communicating the findings. <u>Assessment</u> : Assignment 3: Surveillance Abstract-Students analyze surveillance data and create an abstract supported by data tables and figures.
3. Generate appropriate methods of formative and summative evaluation in training or educational experiences	HBSP 0725 Effectively Teaching and Training Adults	<u>Didactic</u> : This course focuses on traditional and innovative teaching approaches to facilitating learning in academic, organizational or community settings. Students learn formative and summative evaluation approaches particularly in Weeks 4, 9, 11, and 12. <u>Assessment</u> : Assignment 3: Syllabus/Training Program and Narrative-Students develop a syllabus for an academic course or a training program which includes grading and evaluation procedures. Assignment 6: Online Course Development Plan-Students prepare an online lesson plan which includes a formative or summative assessment method.
4. Design reliable and valid measurement instruments	HBSP 0726 Intermediate Survey Research Methods	<u>Didactic</u> : This course provides advanced training on survey research methods. <u>Assessment</u> : Final Survey and Presentation-Students develop a survey and present their survey in class, including how they considered reliability and validity.

Assessment of Competencies for DrPH in Leadership, Practice and Research Concentration		
Competency	Course numbers and names	Describe specific assessment opportunity
5. Create a measurable, equitable, community centered advocacy campaign plan to advance a public health issue	UGPH 0724 Policy, Power, and Advancing Public Health	<p><u>Didactic</u>: Sessions 9-13 include lectures, readings, and discussions on campaign planning strategies.</p> <p><u>Assessment</u>: Campaign Plan-Students design a campaign plan to address a public health issue that is measurable, equitable, and community centered.</p>

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

Not Applicable.

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

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

See ERF Criterion D4.3 Syllabi and supporting documentation, organized by concentration then course.

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

Strengths

- The school provides several concentrations for students to gain strong preparation in an area that aligns with their career goals.
- The concentration courses are aligned with appropriate concentration competencies to specifically incorporate didactic training and assessments to assess individual students' competency attainment.
- The DrPH courses were specifically developed as DrPH coursework and as post-master's, advanced coursework to address the DrPH competencies.
- The school's Education Advisory Board reviewed all of the concentration competencies to ensure they are aligned to meet current and future public health practice needs.
- Concentration courses recently went through the school's DEI Curriculum Assessment process (as described in E3.5 under Criteria E3. Faculty Instructional Effectiveness) to assess DEI in course content and materials, such as readings, assignments, and classroom practices.

Plans for Improvement

- We continue to review and monitor our concentration competencies to ensure that students are provided with the knowledge, skills, and abilities that align with public health practice needs and that best match their career goals.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

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

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

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

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

All MPH students at Rutgers School of Public Health, regardless of concentration, are required to complete a minimum of 150 hours of Applied Practice Experience (APE) under the supervision of a preceptor and with the support of a faculty advisor. The APE is a carefully planned and supervised learning experience in which students directly engage in public health practice across a myriad of organizations delivering public health services including local, county, and state health departments, non-profit organizations, pharmaceutical companies, healthcare facilities, and academic institutions who offer programs and services to the external community. The APE connects the skills and knowledge acquired in the classroom with the practice of public health across local communities and beyond. The APE provides students with opportunities to sharpen communication-, project management-, and problem solving-skills through the implementation of public health methodologies, principles, and/or practices. It promotes the exploration of career options and can strengthen public health networks across health systems and services. APE projects are relevant to MPH students' concentrations and reflect understanding of the academic principles studied in the core and concentration courses.

To be eligible to complete APE, students must fulfill the following pre-requisites: (1) PHCO 0502: Principles and Methods of Epidemiology, (2) PHCO 0504: Introduction to Biostatistics, and (3) a concentration specific course (The Table D5-1 for the list of concentration specific courses is in ERF D5.1 APE Pre-requisite courses). Eligible students are given access to a Canvas site with information and resources regarding APE policies and procedures. Students are also required to attend an APE/Practicum Capstone orientation session, facilitated by the Office for Public Health Practice (OPHP), where all requirements are outlined and discussed. These orientation sessions are held for students twice a semester and for new faculty once a year (through the Faculty Orientation training program). Additionally, faculty are encouraged to attend the student orientation if they need additional information or guidance.

Below is a sample schedule of when full-time MPH students do their Applied Practice Experience.

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
Coursework	MPH Core				
		Concentration courses			
			Elective Courses		
Public Health Practice	Orientation	APE Learning Agreement			
			Applied Practice Experience		
			Practicum Capstone Learning Agreement		
				Practicum Capstone	

The process for ensuring that students attain foundational- and concentration-specific competencies involves several components:

1. Students develop an APE Learning Agreement in consultation with their preceptor and faculty advisor. The learning agreement requires that:
 - a. Students select at least five competencies to be addressed in their APE. Three of those must be foundational- and two concentration-specific.
 - b. Students identify and describe two deliverables to be developed during their APE.
 - c. Students map each of the five competencies selected in association with each deliverable.
2. The APE Learning Agreement is reviewed by their APE faculty advisor, the site preceptor, and approved by OPHP. This Learning Agreement process is iterative between the student, the site preceptor, and the faculty advisor. It can involve multiple rounds of edits to ensure that the site’s needs, the student’s academic requirements, and faculty standards are being met. The OPHP provides reviews and edits to the draft Learning Agreement to ensure that all documentation and curricular requirements are being met.
3. After completion of APE, the students’ deliverables are reviewed and assessed using the APE Portfolio Assessment Rubric by their APE faculty advisor. The faculty advisor assesses the application of the competencies identified.

Before advising their first APE student, faculty advisors are provided with an APE/Practicum Capstone orientation session. In this session they are given an overview of the curricula, the paperwork, and how to complete it.

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

The following materials are provided in the ERF D5.2 APE requirements

- APE Syllabus PRAC 0715: Applied Practice Experience 0-credit course
- APE Guidelines (for each concentration)
- APE Learning Agreement template
- APE Portfolio Assessment Rubric
- Student and Preceptor APE evaluations
- Copies of sections of the APE Canvas webpage providing relevant policies and procedures

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

Samples of APE Learning Agreements, deliverables, and rubrics demonstrating the application of competencies can be found in ERF D5.3 Student samples. Five samples for each concentration are included. The following concentrations were recently launched and as such all available samples are included on the ERF: (1) Social Work Public Health (initiated Fall 2020), (2) Population Aging (initiated Spring 2021), and (3) Population Mental Health (Initiated Fall 2022).

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

Strengths

- In February 2022, the school appointed its inaugural leader of community engagement, a goal outlined in the school's Strategic Plan. Dr. Rafael E. Pérez-Figueroa, associate dean for community engagement and public health service, serves in this capacity.
- The school has a robust learning management system, Canvas, as a resource for students and faculty. OPHP has a Canvas site with information and resources for students and faculty. Through this site, the school manages and reposit APE related materials.
- The school has expanded its concentrations to be responsive to evolving public health needs across the state and the nation. OPHP creates resources for students in these concentrations.
- The school was awarded a HRSA grant to provide scholarships for promoting public health practice in underserved areas and address health inequities. Students who receive a HRSA scholarship complete their APE project in underserved areas of New Jersey.
- OPHP holds office hours and orientation semesters throughout the academic year. The office hours are held twice a week throughout the academic year. These office hours are well attended with 253 students attending during AY2022-2023. The orientation sessions are held twice a semester throughout the academic year. These orientations are mandatory with 279 students attending during AY2022-2023.
- There are multiple sub-populations of students who require additional and specific information related to their APE requirements. These include medical residents, MPH and Dietetic Internship Certificate dual degree students, MSW/MPH dual degree students, HRSA Scholarship recipients and international students. Each of these sub-populations have additional Canvas resources, degree specific checklists, learning agreements and other resources. Additionally, they all have supplemental APE/Practicum Capstone orientation sessions.
- The school has an active global program offering study abroad courses. Since 2019, the school has offered collaborative educational programs with the University of Dodoma (Tanzania), University of West Attica (Greece), and Harokopio University (Greece). A Rutgers faculty led program will be offered in London in January 2024. A short course is being developed for Harokopio students to study in New Jersey with SPH students in Summer 2024. A collaborative course will be offered with the University of West Attica in Summer 2024, and we are planning a course for Spring 2025 with a one-week travel component in St. Lucia (with cooperation from the Caribbean Public Health Agency). These collaborations will assist in efforts to offer global practice opportunities.

Weaknesses

- Due to COVID-19 travel restrictions, global APE sites were limited.

Plans for Improvement

- We are working on expanding opportunities for students to engage in global public health practice through our global partners. Both the University of West Attica and Harokopio University have agreed to supervise our students in global practice experiences.
- We are seeking funding for promoting global public health practice in underserved areas of the world and address health inequities. The Office of Global Programs has had discussions with Rutgers Foundations to jointly work on fundraising to support supports who wish to attend the global course offerings and those who wish to complete Applied Practice Experiences in a global setting.
- We are working to increase the number of paid APE opportunities for our students.

D6. DrPH Applied Practice Experience

The work product may be a single project or a set of related projects that demonstrate a depth of competence. It may be completed as a discrete experience (such as a practicum or internship) or integrated into school coursework. In either case, the deliverable must contain a reflective component that includes the student's expression of personal and/or professional reactions to the applied practice experience. This may take the form of a journal or other written product, a professional portfolio, or another deliverable as appropriate for the school.

The school identifies a minimum of five foundational and/or concentration-specific competencies (as defined in Criteria D3 and po) that are reinforced and/or assessed through application. The school may either choose at least one competency from the leadership, management, and governance domain in Criterion D3 or choose a concentration-specific competency identified in Criterion D4 if it relates to leadership skills. Competencies may differ from student to student.

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

All DrPH students engage in a 3-credit Applied Practice Experience (APE), PRAC 0730, regardless of the amount or level of prior experience. PRAC 0730 DrPH Applied Practice Experience is a carefully planned and comprehensive learning experience (150 hours minimum) in which students directly engage in advanced public health practice. The APE connects the skills and knowledge acquired in the classroom with the advanced practice of public health across local communities and beyond. It provides students with the opportunity to sharpen leadership skills through the implementation of advanced-level practical experiences collaborating with practitioners. A DrPH student's APE project may be completed in the organization where the student is employed provided that it is not part of their regular job duties. The APE project must take place in an organization external to the Rutgers School of Public Health.

PRAC 0730 is initiated concurrently with UGPH 0723 Leadership and Management III: Organizations Contributing to Public Health (second year, second semester). All students are registered for 1-credit of PRAC 0730 in conjunction with UGPH 0723. Then the remaining two (2) credits are completed over the subsequent 1-2 semesters depending on the student's project.

Through a required assignment in UGPH 0723, students complete the DrPH APE Learning Agreement. This learning agreement includes information on the student's APE project including: a description of the organizational site, proposed project, activities, and deliverables; the public health issue and background of the problem; the benefits of the proposed project to the organization and to the student; the student's role and responsibilities as it relates to the project, including the leadership aspects for the student; and the competencies that will be addressed through the project. Students must identify a minimum of five DrPH foundational and concentration competencies with at least one competency from the Leadership, Management & Governance domain. Students consult with their APE faculty advisor (who may serve as their dissertation committee chair) and their APE site preceptor to identify the appropriate competencies.

2) Explain, with references to specific deliverables or other requirements, the manner through which the school ensures that the applied practice experience requires students to demonstrate leadership competencies.

DrPH students have the opportunity to demonstrate public health leadership through their DrPH APE project. Students are required to identify an APE site that aligns with their career interests and/or their intended dissertation focus area. Then, working with both their APE faculty advisor and their APE site preceptor, the student develops a plan for an APE project that advances their leadership skills and abilities by identifying a gap or unmet need at the APE site and developing a project that addresses that gap or unmet need. Students are responsible for the completion of at least one project that is meaningful for an organization and advances public health practice.

The student must have a minimum of two deliverables: A DrPH APE work product for their project and a reflection paper. The APE work product may take on many different formats, including a detailed policy brief or description of the intervention or evaluation that was planned and/or developed as part of the APE project, a guiding document or case study for the development or impact of a new public health/workforce policy, an examination of the role of and challenges associated with leadership in public health, strategic plan or other substantial written report approved by both the APE faculty advisor and students' site preceptor. The students complete the reflection paper describing personal and/or professional reactions to the project, such as their approach to leadership in public health as it related to their project, the impact of their contribution to the organization on the community or population or the impact the organization had on them, or how their own values, priorities, and principles were visible in their project. The APE faculty advisor assesses the student's APE project and deliverable(s) using the APE Product Rubric.

Students submit their DrPH APE deliverables, including their APE work product for their project and a reflection paper, as well as the APE Product Rubric (signed by the APE faculty advisor) to the SPH DrPH Student Connect page on Canvas.

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

The following documents are located in ERF D6.3 APE requirements:

- DrPH Student Handbook
- PRAC 0730 DrPH Applied Practice Experience Syllabus
- DrPH Applied Practice Experience Learning Agreement (completed by the student)
- DrPH APE Reflection Paper Deliverable Guidance (completed by the student)
- DrPH APE Product Rubric (signed by the APE faculty advisor)

4) Provide samples of practice-related materials for individual students from each concentration or generalist degree. The school must provide samples of complete sets of materials (i.e., Template D6-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the school has not produced five students for which complete samples are available, note this and provide all available samples.

Samples of practice-related materials for individual students (APE work products) may be found in ERF D6.4 Student samples.

A summary of practice-related materials for all students who have completed PRAC 0730 DrPH Applied Practice Experience is below.

DrPH in Leadership, Practice, and Research

- Student 1, Spring-Summer 2022, with ETR
- Student 2, Spring 2022, with New Jersey Public Health Association
- Student 3, Spring-Summer 2022, with NYU Langone Health
- Student 4, Spring-Summer 2022, with Vital Strategies-Resolve To Save Lives (RTSL)
- Student 5, Spring-Fall 2022, with Yale Department of Psychiatry

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

Strengths

- The school provides substantial opportunity for students to practice leadership competencies as part of their DrPH Applied Practice Experience and be assessed by qualified faculty.

Plans for Improvement

- Currently the DrPH program is relatively small and as DrPH program continues to grow, additional faculty will be involved as practicum faculty advisors.
- Since this the DrPH in Leadership, Practice, and Research degree program, the first cohort of DrPH students began in Fall 2020, we will continue to monitor the progress of the students in this program closely to ensure the success of the program.

D7. MPH Integrative Learning Experience

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

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

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

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

Integrative learning experience	How competencies are synthesized
Individual-based Practicum Capstone Course (All MPH concentrations)	Students propose a practicum capstone product (e.g., epidemiological report, program evaluation report, training manual, policy brief, etc.) according to their educational and professional objectives and self-identify a minimum of two foundational and one concentration-specific competencies in the proposal stage; a faculty advisor reviews and approves the proposed written product and evaluates the appropriateness of the specified competencies After the student synthesizes information learned in their MPH core classes, their concentration classes, their electives and their Applied Practice Experience to produce the product, the faculty uses a rubric that is populated with the competencies (previously identified in the Practicum Capstone Learning Agreement) to assess the student's ability to appropriately integrate and synthesize the competencies specified; the student delivers a presentation summarizing the product to an audience of faculty members, other students, and external stakeholders such as community-based organizations and department of health representatives.

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

All students at the Rutgers School of Public Health are required to complete a 3-credit individual-based practicum capstone course over one (PRAC 0716) or two (PRAC 0717 and 0718, 1.5 credits each semester) semesters. (See Table D7-2: Courses Related to the Integrative Learning Experience by Concentration.) Students enrolled in Practicum Capstone are responsible for:

- Formulating a concentration specific topic of focus for investigation;
- Synthesizing current literature and available data to address the topic of focus;
- Completing the IRB application and securing IRB approval, if applicable;
- Producing a high-quality written report; and
- Producing a presentation that will be presented at school presentation session.

Students prepare a high-quality written product according to their educational and professional objectives as part of their practicum capstone course. The written report is a synthesis of information learned in their MPH core

classes, their concentration classes, their electives, and their Applied Practice Experience. Examples of products include epidemiological reports, program planning and/or evaluation reports, training manuals, policy briefs, etc. Students, under the supervision of a faculty advisor, develop a learning agreement identifying a minimum of two foundational and one concentration-specific competencies associated with the product. Once the faculty approves the learning agreement, the student works on the product with the advice of and under consultation with the faculty over one or two semesters and submits the product for the faculty’s review. The format and length of the Practicum Capstone report is at the discretion of their faculty advisor. The faculty use a rubric that is populated with the competencies (previously identified in the Practicum Capstone Learning Agreement) to assess the student's ability to appropriately integrate and synthesize the competencies specified in the product. The student delivers a presentation summarizing the product in a virtual event organized by the Office for Public Health Practice (OPHP) to an audience of faculty members, other students, and external stakeholders such as community-based organizations (CBOs) and department of health representatives. Once the student fulfills all the requirements and submits the corresponding documentations the faculty member provides a Pass/Fail grade for the student. The practicum capstone course is the culminating experience of the MPH.

Before advising their first Practicum Capstone student, faculty advisors are provided with an APE/Practicum Capstone orientation session. In this session they are given an overview of the curricula, the paperwork, and how to complete it.

Table D7-2: Courses Related to the Integrative Learning Experience by Concentration	
PRAC 0716 Practicum Capstone-One Semester	PRAC 0717 and 0718 Practicum Capstone-Two Semesters (Students enrolled in the Summer 2022 and after)
For MPH concentrations that allow students to complete practicum capstone over one semester, students register for PRAC 0716 (3 credits) in one semester	For MPH concentrations that require students to complete practicum capstone over two semesters, students register for PRAC 0717 and PRAC 0718 (1.5 credits each semester) in two different semesters
Applicable concentrations: <ul style="list-style-type: none"> • Global Public Health • Health Systems and Policy • LGBTQ Health • Population Aging • Population Mental Health • Public Health Nutrition • Public Health Practice for Health Professionals • Social and Behavioral Health Science • Social Work and Public Health • Urban Public Health 	Applicable concentrations: <ul style="list-style-type: none"> • Biostatistics • Environmental Health Sciences • Epidemiology • Occupational and Environmental Medicine • Occupational Safety and Health

As a prerequisite, all students must complete the APE (0-credit) before beginning their Practicum Capstone (3-credits). Additionally, BIST or EPID MPH students have additional prerequisite courses for PRAC 0718:

- For MPH-BIST: Students need to have completed either BIST 0551 (Applied Regression) or BIST 0610 (Advanced Regression)
- For MPH-EPID: Students need to have completed EPID 0657 (Applied Methods in Epidemiologic Research)

Below is a sample schedule of when full-time MPH students do their Practicum Capstone.

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
Coursework	MPH Core				
		Concentration courses			
			Elective Courses		
Public Health Practice	Orientation	APE Learning Agreement			
			Applied Practice Experience		
			Practicum Capstone Learning Agreement		
				Practicum Capstone	

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

The following materials communicating practicum capstone related policies and procedures to students are provided in ERF D7.3 ILE requirements:

- Practicum capstone paper templates
- Practicum capstone presentation template
- Practicum capstone presentation guide
- Practicum capstone rubric
- Copies of sections of the practicum capstone Canvas webpage providing relevant policies and procedures

The Practicum Capstone paper template provides guidelines for students to follow. The suggested outline includes:

- Abstract: Background: study objectives, hypothesis, or a description of the problem. Methods: study design, including a description of participants, procedures, measures, and statistical analyses, if appropriate. Results: specific results in summary form. Conclusions: description of the main outcome of the study. Subject Keywords: List up to 6 keywords for your report at the end of the Summary page. The abstract should be 300 words or less. Reference should not be included in abstracts.
- List of Figures
- List of Tables
- Chapter 1 - Literature Review: Your Capstone report should include a literature review of the public health issue or concern on which your project(s) focuses. There is no length requirement, but the literature review should be comprehensive. Your faculty advisor can help advise on the length, depth and breadth.
- Chapter 2 - Learning Objectives and Project Description: List the learning objectives and expectations for the project(s) completed. Include a description of the project(s) and your responsibilities.
- Chapter 3 – Methods: List the learning objectives and expectations for the project(s) completed. Include a description of the project(s) and your responsibilities.
- Chapter 4 – Results: Report the results of the project(s) completed. This chapter should be a straightforward commentary of exactly what you observed, found, and accomplished.
- Chapter 5 – Discussion: In the discussion section you interpret and describe the significance of your findings, including limitations in light of what was already known and understood. Explain any new understandings or insights about the problem. The discussion should connect to your report and literature review, but it does not simply repeat or rearrange your report. The discussion should always explain how your study has moved the subject area understanding forward. You may want to include a conclusion statement or paragraph at the end of the section.

- Chapter 6 – Competencies: A Capstone requires the student to synthesize and integrate knowledge acquired in coursework, the Applied Practice Experience and apply theory and principles. It is a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. All MPH degree students at Rutgers School of Public Health must complete a Capstone. Each student should document and address the identified MPH Competencies for their project(s). Explain how they were attained and utilized during the culminating experience. This chapter must contain the following table, in addition to a written detailed explanation of each competency and how it was addressed and/or attained.
- References: Include a separate chapter for your references or bibliography. Please use APA format.
- Appendix: An appendix is supplemental material pertinent to your report. It is not required and may include a copy of products (brochures, slides, training modules, reports, etc.) you created.

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

The following materials that explain the methods through which faculty members assess the practicum capstone regarding student's ability to demonstrate synthesis and integration of selected competencies are provided in ERF D7.4 Methods of competency assessment.

- Practicum Capstone Learning Agreement templates
- Practicum Capstone Assessment Rubric

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

Samples of practicum capstone learning agreements, products, posters, and rubrics demonstrating the ability of students to appropriately integrate and synthesize foundational and concentration-specific competencies may be found in the ERF D7.5 Student samples. Forty-five samples of students (more than 10% of the MPH population at the school in the last 3 years) representing different concentrations are included. Please note that while students currently integrate and synthesize a minimum of two foundational and one concentration-specific competencies associated with their practicum capstone products, in the 2016 CEPH Criteria did not required a minimum number of foundational and concentration-specific competencies.

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

Strengths

- Students have the flexibility to align their practicum capstone products with their specific educational and professional goals with the advice of and under consultation with a faculty advisor.
- The school used a robust learning management system, Canvas, which is as a resource for students and faculty. OPHP has a Canvas site with information and resources for students and faculty. Through this site, the school can manage and deposit practicum capstone related materials. Also, students have access to the RU-SPH Student Connect page and faculty can access a Faculty Advising Toolkit page through Canvas, which provides information about the practicum capstone.
- The ubiquity of a remote virtual practicum capstone presentation allows the school to engage different stakeholders in a convenient way and provide a platform for students to disseminate their work among our community partners.

- OPHP holds office hours and orientation semesters throughout the academic year. The office hours are held twice a week throughout the academic year. These office hours are well attended with 253 students attending during AY22-23. The orientation sessions are held twice a semester throughout the academic year. These orientations are mandatory with 279 students attending during AY22-23.
- There are multiple sub-populations of students who require additional and specific information related to their APE requirements. These include medical residents, MPH and Dietetic Internship Certificate dual degree students, MSW/MPH dual degree students, HRSA Scholarship recipients and international students. Each of these sub-populations has additional Canvas resources, degree specific checklists, learning agreements and other resources. Additionally, they all have supplemental APE/Practicum Capstone orientation sessions.

Weaknesses

- The practicum capstone products align with the academic perspective and scientific expectations of the specific MPH concentrations. However, the format and content of the products might not be the most impactful to community-based organizations and or other stakeholders in the public health system. (See the first plan for improvement.)
- The practicum capstone is designed to be similar to an independent study research project with a faculty advisor. This means that while there are similar requirements for each Practicum Capstone project, some students might benefit from a more structured format. (See the second plan for improvement.)

Plans for Improvement

- We are actively seeking feedback from community partners (e.g., community-based organizations, departments of health representatives, pharmaceutical companies, hospitals) through an education advisory board and focus groups with community partners to ensure practicum capstones align with the needs of the local communities and public health workforce needs.
- The Epidemiology Concentration has a robust Practicum Capstone paper template that is very detailed. OPHP is working on creating a similar template for all of the concentrations.
- In April 2023, we hosted our first annual Spring 2023 Career & Practice Fair, featuring approximately 20 local employers and practice experience sites and approximately 70 student and alumni job-seekers. Based on post-event satisfaction feedback, both employers and student/alumni job-seekers reported a positive experience. Participating students are exposed to panels of alumni and community partners that help them prepare for practicum capstone. We plan to continue offering the Career & Practice Fair annually.

D8. DrPH Integrative Learning Experience

As part of an integrative learning experience, DrPH candidates generate field-based products consistent with advanced practice designed to influence schools, policies or systems addressing public health. The products demonstrate synthesis of foundational and concentration-specific competencies.

The integrative learning experience is completed at or near the end of the school of study. It may take many forms consistent with advanced, doctoral-level studies and university policies but must require, at a minimum, production of a high-quality written product.

1) List, in the format of Template D8-1, the integrative learning experience for each DrPH concentration or generalist degree. The template also requires the school to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

All DrPH students engage in a 9-credit DrPH Doctoral Research Project, PRAC 0740, that serves as the integrative learning experience as well as the culmination activity of the DrPH degree. The DrPH Doctoral Research Project demonstrates synthesis of foundational and concentration competencies, mastery of the literature on the subject, and an ability to carry out independent research that results in a contribution to public health knowledge, or an original interpretation of existing knowledge.

Template D8-1: DrPH Integrative Learning Experience for Leadership, Practice, and Research Concentration	
Integrative learning experience	How competencies are synthesized
DrPH Research Project (dissertation)	In designing their DrPH Research Project (dissertation), DrPH students select a combination of foundational and concentration competencies that will be addressed in their dissertation. DrPH candidates synthesize their coursework into a rigorous, high-quality study of a current public health problem within a particular, field-based context. The emphasis is typically on applied problems relevant to public health practice or programs and/or evaluating policy or practice approaches or program in public health.

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

DrPH in Leadership, Practice, and Research degree students follow the same process in completing their integrative learning experience, which is defined as a DrPH Doctoral Research Project, or commonly referred to as a dissertation, at the end of their plan of study. Through independent work under the guidance of their faculty advisor and Doctoral Dissertation Committee, DrPH candidates prepare a dissertation demonstrating their ability to analyze a practice-based problem in public health. The dissertation is expected to make a contribution to the existing public health practice knowledge base drawn from the DrPH foundational and concentration competencies. Dissertations may include, but are not limited to, a comprehensive synthesis of the evidence on a topic, evaluation of policy or practice approaches or program in public health or applied public health research.

DrPH Doctoral Research Project Format and Procedures

- Training Initiative (CITI): Students must complete and submit CITI training certification to ensure standard training in research, ethics, and compliance; completed as part of the course, UGPH 0712 Creating Interventions for Impact.
- Qualifying Examination: DrPH students must pass a qualifying examination (with written and oral components) before beginning their dissertation research. Students may focus their qualifying examination on the research area on which they intend for their dissertation research.

- Dissertation Advisor: Students, working with the school (executive director for doctoral studies and/or senior associate dean for academic affairs), identify a primary faculty member to serve as their advisor and committee chair in the second year of the plan of study.
- Dissertation Committee: Working with their advisor/chair, students form their dissertation committee. Membership comprises a minimum of three members: two SPH faculty members (one who serves as chair, who is also their advisor, and the other may be a primary, secondary or adjunct faculty member) and at least one member who is not a faculty member in the school.
- Dissertation Format: Students have two dissertation format options. One is the traditional monograph. The second is a three-article dissertation with introductory and closing chapters integrating the three articles and findings.
- Dissertation Proposal Development: Students identify a public health practice dissertation topic and prepare a dissertation proposal. Students must submit a dissertation proposal within one year of passing the qualifying examination. Students meet individually with their dissertation committee chair/advisor, as well as their dissertation committee, to prepare and advance their dissertation proposal, including the Internal Review Board (IRB) protocol for their research and the oral defense of the proposal. As part of this dissertation proposal development process, students identify competencies that will be demonstrated in their dissertation in collaboration with their chair/advisor. Students update their DrPH Candidacy: Qualifying Exam & Dissertation form, on which students summarize how their research project integrates and synthesizes DrPH foundational and concentration competencies.
- Dissertation Proposal Defense: The dissertation proposal defense, which is open to the public, is an approximately 20-minute formal presentation that outlines the project, discusses its methods, provides the rationale and underlying assumptions, and decisions that were made while developing the proposal. Following the presentation, the audience is invited to ask questions. Then, the student's Dissertation Committee meets with the student in a closed session to discuss the proposal in detail.
- Conducting DrPH Doctoral Research Project: Once a Dissertation Committee approves of a student's dissertation proposal and the student has IRB approval, the student may begin their dissertation project. Students meet with their dissertation committee chair/advisor regularly while completing their dissertation project and students consult with their dissertation committee members.
- DrPH Assessment: Prior to the final dissertation defense and using the student's final dissertation, the student's dissertation committee chair/advisor evaluates the student's integration and synthesis of the DrPH foundational and concentration competencies using the rubric on student's DrPH Candidacy: Qualifying Exam & Dissertation form.
- Dissertation Defense: Similar to the dissertation proposal defense, the dissertation defense has two parts. First, in a presentation open to the public, the student provides a presentation on the results of their dissertation. Following questions and discussion from the audience, a closed session is held between the student, the student's Dissertation Committee and any member of the SPH faculty that wishes to attend. Those present will pose additional questions and engage in further discussion. Final approval is granted when all members of the student's Dissertation Committee are satisfied with the written product. Upon successful completion of the dissertation, the student follows university policies for submission and publishing.

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

The DrPH Student Handbook, which documents and communicates the DrPH Doctoral Research Project, commonly referred to as dissertation (integrative learning experience) policies and procedures to students, is in ERF D8.3 ILE requirements.

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

The documentation is provided in the ERF, D8.4 Methods of student assessment.

5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations. The school must provide at least 10% of the number produced in the last three years or five examples, whichever is greater. If the school does not have five recent samples for an option, note this and provide all available samples.

The DrPH in Leadership, Practice, and Research degree program launched in Fall 2020. At this time, no DrPH student has yet completed their DrPH Doctoral Research Project, PRAC 0740. DrPH students have defended their DrPH Doctoral Research Project proposal, but none have completed and defended their final project. We expect the first students to defend their final DrPH Doctoral Research Projects, starting in Spring 2024.

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

Strengths

- The school provides ample opportunity for students to demonstrate synthesis of foundational and concentration competencies as part of their DrPH Doctoral Research Project and be assessed by qualified faculty.
- The school has carefully designed its curriculum to build student knowledge, skills, and abilities in the foundational and concentration competencies in preparation for students to complete their DrPH Doctoral Research Project, or integrative learning experience.
- The school has carefully delineated the difference between DrPH Doctoral Research Project and the PhD in Public Health Doctoral Research.

Plans for Improvement

- Currently the DrPH program is relatively small and as DrPH program continues to grow, additional faculty will be involved as dissertation committee chairs and advisors.
- Since this the DrPH in Leadership, Practice, and Research degree program, the first cohort of DrPH students began in Fall 2020, we will continue to monitor the progress of the students in this program closely to ensure the success of the program.

D9. Public Health Bachelor's Degree Foundational Domains

Not applicable.

D10. Public Health Bachelor's Degree Foundational Competencies

Not applicable.

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

Not applicable.

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

Not applicable.

D13. MPH Program Length

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

Schools use university definitions for credit hours.

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

The school offers three options for students to complete an MPH degree: [traditional MPH](#); [MPH Option for Clinicians](#) and [MPH Online option](#). The traditional MPH is a 45-credit program while the MPH Option for Clinicians degree is a 42-credit program. The MPH Online option is a 45-credit fully online, asynchronous program. See Table D13.1 for minimum credit-hour requirements for all MPH degree options.

MPH Curriculum	MPH (traditional)	MPH Option for Clinicians	MPH Online option
	Number of Credits		
Core Courses	18	18	18
Required Concentration courses	15-18	15-18	15
Elective Courses	6-9	3-6	9
Applied Practice Experience	0	0	0
Practicum Capstone	3	3	3
Interprofessional Education Experience	0	0	0
Total	45	42	45

Clinicians eligible for the 42-credit degree option include clinicians who have completed an accredited undergraduate program in the U.S. or its equivalent and are currently licensed as a “health care provider” in a U.S. state or territory. Health care providers include: doctor of medicine or osteopathy, podiatrist, dentist, physician assistant, chiropractor, psychologist, optometrist, nurse practitioner, nurse-midwife, pharmacist, registered dietitian, social worker, or licensed professional counselor or therapist who is authorized to practice by a State and is performing within the scope of their practice as defined by State law.

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

The school offers its courses of instruction on a traditional semester system that requires 15 contact hours of classroom instruction per credit for all degree programs. A three-credit course requires at least 45 contact hours. Fall and Spring Semesters are approximately 15 weeks in length, including a final exam period (week), while summer sessions may range from 6-13 weeks with classes meeting once or twice weekly.

D14. DrPH Program Length

The DrPH degree requires a minimum of 36 semester-credits, 48 quarter-credits of post-master’s coursework or its equivalent. Credits associated with the integrative learning experience and, if applicable, a residency, internship or other applied practice experience conducted outside of a didactic course, do not count toward this requirement. The minimum credit requirement also does not count MPH-level prerequisite courses or their equivalent.

Schools use university definitions for credit hours.

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

The school offers only one DrPH degree program, a [DrPH in Leadership, Practice, and Research](#). The DrPH in Leadership, Practice, and Research prepares requires a minimum of 48 credit hours for completion.

Table D14.1 DrPH Degree Requirements	
DrPH Curriculum	Number of Credits
Post-Master’s Coursework (Concentration Courses)	36
DrPH Applied Practice Experience	3
DrPH Integrative Learning Experience (DrPH Research Project)	9
Total	48

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

Similar to the MPH degree, the school offers its courses of instruction on a traditional semester system that requires 15 contact hours of classroom instruction per credit for all degree programs. A three-credit course requires at least 45 contact hours. Fall and Spring Semesters are approximately 15 weeks in length, including a final exam period (week), while summer sessions for the DrPH degree program are 13 weeks.

D15. Bachelor's Degree Program Length

Not applicable.

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

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

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

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

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

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

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

The school offers three academic master’s degrees: MS in Biostatistics, MS in Epidemiology, and MS in Health Outcomes, Policy and Economics (HOPE). The MS in Epidemiology degree program has two concentrations: epidemiology and pharmacoepidemiology. The MS in HOPE degree program is jointly sponsored by Rutgers School of Public Health and Rutgers Ernest Mario School of Pharmacy. Academic master’s degrees are at least 30-credits and students must complete either a research paper, research thesis, or a capstone project.

Requirements for MS in Biostatistics (30 credits)		
Course Number	Course Name	Credits
Core Courses		
PHCO 0502	Principles and Methods of Epidemiology	3
PHCO 0512	Public Health Foundations	3
Concentration Courses		
BIST 0610	Advanced Regression Methods for Public Health Studies	3
BIST 0613	Biostatistics Theory I	3
BIST 0614	Biostatistics Theory II	3
BIST 0615	Applied Categorical Data Analysis	3
BIST 0625	Fundamentals of Biostatistics	3
BIST 0627 -or- BIST 0650	Applied Survival Data Analysis -or- Applied Longitudinal Data Analysis	3
Electives		
Electives	Varies	6
Research/Thesis Courses		
RESH 0600	Master of Science Research (including high-quality written product)	0
TOTAL CREDITS		30

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

Requirements for MS in Epidemiology, Epidemiology Concentration (36 credits)		
Course Number	Course Name	Credits
Core Courses		
PHCO 0502	Principles and Methods of Epidemiology	3
PHCO 0504	Introduction to Biostatistics	3
PHCO 0512	Public Health Foundations	3
ENOH 0560	Public Health Biology and Physiology	3
Concentration Courses for Epidemiology Concentration		
EPID 0656	Intermediate Epidemiologic Research Methods	3
EPID 0657	Applied Methods in Epidemiologic Research	3
BIST 0535	Biostatistical Computing	3
BIST 0551	Applied Regression Analysis for Public Health Studies	3
Selective 1	Required Methods-Focused Selective (students select from a list 9 approved methods-focused courses)	3
Selective 2	Required Content-Focused Selective (students select from a list 10 approved methods-focused courses)	3
Research/Thesis Courses		
RESH 0620	MS in Epidemiology Thesis Proposal Seminar	3
RESH 0621	MS in Epidemiology Research	3
Other Requirements for MS Degree Completion Not Associated with a Course		
EPID 0602	MS in Epidemiology Journal Club	0
TOTAL CREDITS		36

Requirements for MS in Epidemiology, Pharmacoepidemiology Concentration (36 credits)		
Course Number	Course Name	Credits
Core Courses		
PHCO 0502	Principles and Methods of Epidemiology	3
PHCO 0504	Introduction to Biostatistics	3
PHCO 0512	Public Health Foundations	3
EPID 0672	Pharmacoepidemiology & Therapeutic Risk Management	3
Concentration Courses for Pharmacoepidemiology Concentration		
EPID 0656	Intermediate Epidemiologic Research Methods	3
EPID 0657	Applied Methods in Epidemiologic Research	3
EPID 0676	Intermediate Pharmacoepidemiology	3
EPID 0678	Analysis of Real-World Pharmacoepidemiologic Data	3
BIST 0535	Biostatistical Computing	3
BIST 0551	Applied Regression Analysis for Public Health Studies	3
Research/Thesis Courses		
RESH 0620	MS in Epidemiology Thesis Proposal Seminar	3
RESH 0621	MS in Epidemiology Research	3
Other Requirements for MS Degree Completion Not Associated with a Course		
EPID 0603	PETS Pharmacoepidemiology Research Meetings (Rutgers Center for Pharmacoepidemiology and Treatment Science [PETS])	0
TOTAL CREDITS		36

Requirements for MS in Health Outcomes, Policy, and Economics (40 credits)		
Jointly sponsored by Rutgers School of Public Health and Rutgers Ernest Mario School of Pharmacy		
Course Number	Course Name	Credits
Core Courses		
PHCO 0501	Health Systems and Policy	3
PHCO 0502	Principles and Methods of Epidemiology	3
PHCO 0504	Introduction to Biostatistics	3
PHCO 0514	Public Health Foundations for MS-HOPE	1
Concentration Courses		
HOPE 9510	Economic Modeling of Pharmaceuticals and Other Health Interventions	2
HOPE 9516	Outcomes Research Operations	1
BIST 0535	Biostatistical Computing	3
BIST 0551	Applied Regression Analysis for Public Health Studies	3
EPID 0563	Introduction to Outcomes Research	3
EPID 0656	Intermediate Epidemiologic Research Methods	3
HBSP 0621	Health Care Economics	3
Electives		
Electives	Varies	6
Research/Thesis Courses		
HOPE 9511	Capstone Project I	3
HOPE 9512	Capstone Project II	3
TOTAL CREDITS		40

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

Template D16-1		
Content Coverage for Academic Public Health Master's Degrees: For MS in Biostatistics and MS in Epidemiology (Epidemiology and Pharmacoepidemiology concentrations)		
Content	Course number and name	Describe specific assessment opportunity
1. Explain public health history, philosophy, and values	PHCO 0512 Public Health Foundations	Online weekly quiz and students select one article from a list of articles and write a short abstract (~300 words) explaining how public health history was impacted
2. Identify the core functions of public health and the 10 Essential Services	PHCO 0512 Public Health Foundations	Online weekly quiz and students write a reflection essay (~300 words) describing how their future career would be connected to the core functions and 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PHCO 0512 Public Health Foundations	Online weekly quiz
4. List major causes and trends of morbidity and mortality in the U.S.	PHCO 0512 Public Health Foundations	Online weekly quiz
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PHCO 0512 Public Health Foundations	Online weekly quiz
6. Explain the critical importance of evidence in advancing public health knowledge	PHCO 0502 Principles and Methods of Epidemiology	Class Group Project that includes students to do a small literature review, design for the epidemiological study, identify risk factors and confounders and create a conceptual framework, and interpret results of data analysis for public health research, policy, or practice (includes peer evaluation)
7. Explain effects of environmental factors on a population's health	PHCO 0512 Public Health Foundations	Online weekly quiz and students write an Op-Ed that focuses on either environmental factors or biological and genetic factors, and explaining why their chosen area deserves additional funding for research
8. Explain biological and genetic factors that affect a population's health	PHCO 0512 Public Health Foundations	Online weekly quiz and students write an Op-Ed that focuses on either environmental factors or biological and genetic factors, and explaining why their chosen area deserves additional funding for research
9. Explain behavioral and psychological factors that affect a population's health	PHCO 0512 Public Health Foundations	Online weekly quiz and students write a letter to their congressional representative that focuses on either behavioral

Template D16-1		
Content Coverage for Academic Public Health Master's Degrees: For MS in Biostatistics and MS in Epidemiology (Epidemiology and Pharmacoepidemiology concentrations)		
Content	Course number and name	Describe specific assessment opportunity
		and psychological factors or social, political, and economic factors, explaining how their selected area can improve health.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PHCO 0512 Public Health Foundations	Online weekly quiz and students write a letter to their congressional representative that focuses on either behavioral and psychological factors or social, political, and economic factors, explaining how their selected area can improve health
11. Explain how globalization affects global burdens of disease	PHCO 0512 Public Health Foundations	Online weekly quiz
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	PHCO 0512 Public Health Foundations	Online weekly quiz

Template D16-1		
Content Coverage for Academic Public Health Master's Degree For MS in Health Outcomes, Policy, and Economics (HOPE)		
Content	Course numbers and name	Describe specific assessment opportunity
1. Explain public health history, philosophy, and values	PHCO 0514 Public Health Foundations	Online weekly quiz and students select one article from a list of articles and write a short abstract (~300 words) explaining how public health history was impacted
2. Identify the core functions of public health and the 10 Essential Services	PHCO 0514 Public Health Foundations	Online weekly quiz and students write a reflection essay (~300 words) describing how their future career would be connected to the Core Functions and 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PHCO 0504 Introduction to Biostatistics <i>(Quantitative)</i> PHCO 0501 Health Systems and Policy <i>(Qualitative)</i>	PHCO 0504: Async: Data Analysis Paper; Remote: Data Analysis Project; In-person: Data Analysis Project PHCO 0501: Synchronous course: Policy Brief; Asynchronous course: Policy Analysis Brief
4. List major causes and trends of morbidity and mortality in the US	PHCO 0514 Public Health Foundations	Online weekly quiz

Template D16-1		
Content Coverage for Academic Public Health Master's Degree For MS in Health Outcomes, Policy, and Economics (HOPE)		
Content	Course numbers and name	Describe specific assessment opportunity
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PHCO 0514 Public Health Foundations	Online weekly quiz
6. Explain the critical importance of evidence in advancing public health knowledge	PHCO 0502 Principles and Methods of Epidemiology	Class Group Project that includes students to do a small literature review, design for the epidemiological study, identify risk factors and confounders and create a conceptual framework, and interpret results of data analysis for public health research, policy, or practice (includes peer evaluation)
7. Explain effects of environmental factors on a population's health	PHCO 0514 Public Health Foundations	Online weekly quiz and students write an Op-Ep that focuses on either environmental factors or biological and genetic factors, and explaining why their chosen area deserves additional funding for research
8. Explain biological and genetic factors that affect a population's health	PHCO 0514 Public Health Foundations	Online weekly quiz and students write an Op-Ep that focuses on either environmental factors or biological and genetic factors, and explaining why their chosen area deserves additional funding for research.
9. Explain behavioral and psychological factors that affect a population's health	PHCO 0514 Public Health Foundations	Online weekly quiz and students write a letter to their congressional representative that focuses on either behavioral and psychological factors or social, political, and economic factors, explaining how their selected area can improve health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PHCO 0501 Health Systems and Policy	Synchronous: Policy Brief Asynchronous: Policy Analysis Brief
11. Explain how globalization affects global burdens of disease	PHCO 0514 Public Health Foundations	Online weekly quiz
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	PHCO 0514 Public Health Foundations	Online weekly quiz

- 3) Provide supporting documentation for each assessment activity listed in Template D16-1. Documentation should include the following, as relevant, for each listed assessment:
- assignment instructions or guidelines as provided to students
 - writing prompts provided to students
 - sample exam question(s)

The documentation for each assessment activity listed in Template D16-1 (Foundational) is in ERF D16.6 Syllabi and supporting documentation.

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

Competencies for Academic Master's Degrees in Public Health (MS in Biostatistics)	
Competency	Describe how this competency is covered
1. Apply probability and statistical methods to design experimental and observational studies in biomedical, clinical, and public health research	9 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0610 Advanced Regression Methods for Public Health Studies (3) • BIST 0615 Applied Categorical Data Analysis (3) • BIST 0627 Applied Survival Data Analysis (3) or BIST 0650 Applied Longitudinal Data Analysis (3) RESH 0600 Master of Science Research (biostatistics research paper)
2. Use probability and statistical theory to evaluate and identify appropriate methods of analysis	6 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0613 Biostatistics Theory I (3) • BIST 0614 Biostatistics Theory II (3)
3. Conduct appropriate statistical analysis of data to solve medical and public health problems	9 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0610 Advanced Regression Methods for Public Health Studies (3) • BIST 0615 Applied Categorical Data Analysis (3) • BIST 0627 Applied Survival Data Analysis (3) or BIST 0650 Applied Longitudinal Data Analysis (3) RESH 0600 Master of Science Research (biostatistics research paper)
4. Use a variety of statistical computer packages	12 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0610 Advanced Regression Methods for Public Health Studies (3) • BIST 0615 Applied Categorical Data Analysis (3) • BIST 0625 Fundamentals of Biostatistics (3) • BIST 0627 Applied Survival Data Analysis (3) or BIST 0650 Applied Longitudinal Data Analysis (3) RESH 0600 Master of Science Research (biostatistics research paper)
5. Communicate the results of statistical studies both in writing and orally to investigators and lay community members	6 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0615 Applied Categorical Data Analysis (3) • BIST 0625 Fundamentals of Biostatistics (3) RESH 0600 Master of Science Research (biostatistics research paper)

Competencies for Academic Master's Degrees in Public Health (MS in Epidemiology, Epidemiology Concentration)	
Competency	Describe how this competency is covered
1. Identify and synthesize scientific literature on clinical and public health topics in order to generate hypotheses, conclusions, and recommendations	6 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0656 Intermediate Epidemiologic Research Methods (3) • EPID 0657 Applied Methods in Epidemiologic Research (3) 6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3)
2. Select and implement epidemiologic techniques to quantitatively assess patterns and changes in disease occurrence	9 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0656 Intermediate Epidemiologic Research Methods (3) • EPID 0657 Applied Methods in Epidemiologic Research (3) • Required Advanced Methods Selective (3) 6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3)
3. Develop and test a specific hypothesis using an appropriate study design and analysis plan	6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3)
4. Evaluate strengths and limitations of health data for public health research and/or practice	6 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0656 Intermediate Epidemiologic Research Methods (3) • EPID 0657 Applied Methods in Epidemiologic Research (3) EPID 0602 MS in Epidemiology Journal Club (0)
5. Design and implement data quality control and management methods during data collection and/or analysis	6 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0535 Biostatistical Computing (3) • EPID 0657 Applied Methods in Epidemiologic Research (3) 6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3)
6. Appropriately analyze and interpret epidemiologic data to extend the current knowledge of public health research or practice	6 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0656 Intermediate Epidemiologic Research Methods (3) • EPID 0657 Applied Methods in Epidemiologic Research (3) 6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3)
7. Discuss study findings and their implications with professional audiences	6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3) [Students defend their thesis to two or more relevant faculty members via an oral presentation.] EPID 0602 MS in Epidemiology Journal Club (0)

Competencies for Academic Master's Degrees in Public Health (MS in Epidemiology, Pharmacoepidemiology Concentration)	
Competency	Describe how this competency is covered
1 Synthesize epidemiologic literature on pharmacoepidemiology topics in order to generate conclusions and recommendations	9 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0672 Pharmacoepidemiology & Therapeutic Risk Management (3) • EPID 0676 Intermediate Pharmacoepidemiology (3) • EPID 0678 Analysis of Real-World Pharmacoepidemiologic Data (3) 6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3)
2. Select and implement pharmacoepidemiologic techniques to quantitatively assess patterns and changes in disease and treatment of disease	9 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0672 Pharmacoepidemiology & Therapeutic Risk Management (3) • EPID 0676 Intermediate Pharmacoepidemiology (3) • EPID 0678 Analysis of Real-World Pharmacoepidemiologic Data (3) 6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3)
3. Develop and test a specific hypothesis using an appropriate pharmacoepidemiologic study design and analysis plan	6 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0676 Intermediate Pharmacoepidemiology (3) • EPID 0678 Analysis of Real-World Pharmacoepidemiologic Data (3) 6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3)
4. Determine appropriate use and implement data systems in pharmacoepidemiologic research and/or practice	6 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0672 Pharmacoepidemiology & Therapeutic Risk Management (3) • EPID 0678 Analysis of Real-World Pharmacoepidemiologic Data (3) 6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3) EPID 0603 PETS Pharmacoepidemiology Research Meetings (0)
5. Implement complex quality control methods during pharmacoepidemiologic data analysis	3 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0678 Analysis of Real-World Pharmacoepidemiologic Data (3) 6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3)
6. Appropriately analyze and interpret pharmacoepidemiologic data, including large national or international level datasets	9 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0672 Pharmacoepidemiology & Therapeutic Risk Management (3) • EPID 0676 Intermediate Pharmacoepidemiology (3)

Competencies for Academic Master's Degrees in Public Health (MS in Epidemiology, Pharmacoepidemiology Concentration)	
Competency	Describe how this competency is covered
	<ul style="list-style-type: none"> • EPID 0678 Analysis of Real-World Pharmacoepidemiologic Data (3) 6 credits of master's research <ul style="list-style-type: none"> • RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3) • RESH 0621 MS in Epidemiology Research (3) EPID 0603 PETS Pharmacoepidemiology Research Meetings (0)

Competencies for Academic Master's Degrees in Public Health (MS in Health Outcomes, Policy and Economics; MS-HOPE)	
Competency	Describe how this competency is covered
1. Design, evaluate, interpret, and communicate the results of non-randomized, observational research for applications in health outcomes, health economics, and health policy research	8 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0563 Introduction to Outcomes Research (3) • HBSP 0621 Health Care Economics (3) • HOPE 9510 Economic Modeling of Pharmaceuticals and Other Health Interventions (2) 6 credits of master's research <ul style="list-style-type: none"> • HOPE 9511 Capstone Project I (3) • HOPE 9511 Capstone Project II (3)
2. Evaluate the reliability, validity, and generalizability of individual biomedical research studies	9 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0656 Intermediate Epidemiologic Research Methods (3) • EPID 0657 Applied Methods in Epidemiologic Research (3) • EPID 0563 Introduction to Outcomes Research (3) 6 credits of master's research <ul style="list-style-type: none"> • HOPE 9511 Capstone Project I (3) • HOPE 9511 Capstone Project II (3)
3. Synthesize evidence for health policy decision makers to facilitate translation of interventions, applications, or programs	8 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0563 Introduction to Outcomes Research (3) • HBSP 0621 Health Care Economics (3) • HOPE 9510 Economic Modeling of Pharmaceuticals and Other Health Interventions (2) 6 credits of master's research <ul style="list-style-type: none"> • HOPE 9511 Capstone Project I (3) • HOPE 9511 Capstone Project II (3)
4. Use statistical and business software to analyze health outcomes, health care costs, health policy, and health economics	14 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0535 Biostatistical Computing (3) • BIST 0551 Applied Regression Analysis for Public Health (3) • EPID 0657 Applied Methods in Epidemiologic Research (3) • EPID 0563 Introduction to Outcomes Research (3)

Competencies for Academic Master's Degrees in Public Health (MS in Health Outcomes, Policy and Economics; MS-HOPE)	
Competency	Describe how this competency is covered
	<ul style="list-style-type: none"> • HOPE 9510 Economic Modeling of Pharmaceuticals and Other Health Interventions (2) 6 credits of master's research <ul style="list-style-type: none"> • HOPE 9511 Capstone Project I (3) • HOPE 9511 Capstone Project II (3)
5. Work independently and as part of a team to conduct health outcomes and economics research (HEOR) projects	1 credit of didactic coursework <ul style="list-style-type: none"> • HOPE 9516: Outcomes Research Operations (1) 6 credits of master's research <ul style="list-style-type: none"> • HOPE 9511 Capstone Project I (3) • HOPE 9511 Capstone Project II (3)

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

The documentation for Template D16-2 (organized by concentration/course) is in ERF D16.6 Syllabi and supporting documentation.

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

The Rutgers School of Public Health ensures that all MS students receive instruction and assessment in basic public health knowledge through a minimum of two 3-credit courses (minimum total of six credits).

- MS in Biostatistics: Students complete PHCO 0502 Principles and Methods of Epidemiology (3 credits) and PHCO 0512 Public Health Foundations (3 credits).
- MS in Epidemiology (epidemiology and pharmacoepidemiology concentrations): Students complete PHCO 0502 Principles and Methods of Epidemiology (3 credits), PHCO 0504 Introduction to Biostatistics (3 credits) and PHCO 0512 Public Health Foundations (3 credits).
- MS in Health Outcomes, Policy, and Economics: Students complete PHCO 0501 Health Systems and Policy (3 credits), PHCO 0502 Principles and Methods of Epidemiology (3 credits), PHCO 0504 Introduction to Biostatistics (3 credits) and PHCO 0514 Public Health Foundations for MS-HOPE (1 credit).

Three courses, PHCO 0501 Health Systems and Policy (3 credits), PHCO 0502 Principles and Methods of Epidemiology, and PHCO 0504 Introduction to Biostatistics (3 credits), are the same courses that MPH students take and are aligned with the defined foundational public health learning objectives.

PHCO 0512 Public Health Foundations (3 credits) was designed to provide instruction and assessment in the foundational public health knowledge objectives for MS degree students. PHCO 0514 Foundations MS-HOPE (1-credit) was designed to provide instruction and assessment in the foundational public health knowledge objectives not covered by PHCO 0501 Health Systems and Policy, PHCO 0502 Principles and Methods of Epidemiology or PHCO 0504 Introduction to Biostatistics for MS-HOPE degree students.

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

All MS students complete PHCO 0502 Principles and Methods of Epidemiology (3 credits). PHCO 0502 introduces students to a variety of public health research methods employed in the context of a population health framework to foster discovery and/or translation of public health knowledge.

MS students complete additional more advanced coursework on public health research methods depending on the degree.

- MS in Biostatistics: Students complete BIST 0610 Advanced Regression Methods for Public Health Studies (3 credits) which emphasizes the theoretical concepts and applications of regression models for public health research and studies, as well as BIST 0615 Applied Categorical Data Analysis which emphasizes

descriptive and inferential statistics for univariate and multivariate categorical data with applications to epidemiological and clinical studies.

- **MS in Epidemiology (epidemiology and pharmacoepidemiology concentrations):** Students complete EPID 0656 Intermediate Epidemiologic Research Methods (3 credits) and EPID 0657 Applied Methods in Epidemiologic Research (3 credits). EPID 0656 is an intermediate-level epidemiologic methods course that builds on information and skills learned in PHCO 0502, an introductory epidemiology course. The EPID 0656 course provides a strong foundation for the design, analysis, and interpretation of epidemiologic studies. The course focuses on theories of causation, study design, possible threats to validity and how they can be recognized and addressed, as well as a critical view of epidemiology and its role in public health. EPID 0657 is a more advanced course designed to provide students with hands-on experience in the integration of epidemiologic theories and concepts with the analysis of study data. MS-Epidemiology students also participate in a journal club (epidemiology concentration) or research meetings (pharmacoepidemiology concentration) which provides them with the opportunity to discuss peer-reviewed academic literature and apply their skills to evaluate the literature, review scientific findings, and learn about historical, controversial, or current topics.
- **MS in Health Outcomes, Policy, and Economics:** Students complete EPID 0656 Intermediate Epidemiologic Research Methods (3 credits) and EPID 0563 Introduction to Outcomes Research (3 credits). EPID 0656 is an intermediate-level epidemiologic methods course that builds on information and skills learned in PHCO 0502, an introductory epidemiology course. The EPID 0656 course provides a strong foundation for the design, analysis, and interpretation of epidemiologic studies. The course focuses on theories of causation, study design, possible threats to validity and how they can be recognized and addressed, as well as a critical view of epidemiology and its role in public health. The EPID 0563 course focuses on the principles of health outcomes research and the practical applications of these principles to public health.

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

All MS students conduct research and prepare a written, high-quality paper to demonstrate their ability to conduct research in their discipline under the guidance of a faculty advisor; however, the curriculum requirements vary slightly by degree.

- **MS in Biostatistics:** Students complete RESH 0600 Master of Science Research (0 credits) in the form of a research paper. The purpose of the MS in Biostatistics research paper is for students to gain further experience in most or all of the following: reviewing literature and formulating hypotheses or research questions; data management/cleaning; applying statistical models and methods in practice; writing computer code; creating summary tables and figures; writing in such a way as to communicate effectively to a broad audience. For full time students, they will generally start their research and paper in their fourth (or last) semester of their plan of study. However, students are encouraged to start the foundations for the research project during the penultimate semester so that they can identify a research question and data and start background reading. The semester-long research work then focused on completing the data analysis and writing. Student work under the guidance of a faculty advisor who then approves (or disapproves) their research paper.
- **MS in Epidemiology (epidemiology and pharmacoepidemiology concentrations):** The curriculum for the MS in Epidemiology degree program is more heavily weighted toward methods coursework and students are required to complete a substantial research project in the form of a 6-credit master's thesis that allows students to demonstrate their proficiency as researchers. The 6-credit thesis requirement is completed through two 3-credit courses: RESH 0620 MS in Epidemiology Thesis Proposal Seminar (3 credits) and RESH 0621 MS in Epidemiology Research (3 credits). RESH 0620 provides a structured environment for MS in Epidemiology students (epidemiology and pharmacoepidemiology concentrations)

to develop their individual thesis proposals. Class sessions address scientific approaches, and intensive, constructive discussion of proposed student thesis research projects and proposals, from definition of research goals and hypotheses through research design and expected data analysis and presentation. After completing the seminar course (RESH 0620), students complete 3-credits of MS in Epidemiology Research (RESH 0621) under the guidance of a faculty advisor. Students prepare a written thesis and defend their thesis in front of two or more relevant faculty members who then approves (or disapproves) their research thesis.

- **MS in Health Outcomes, Policy, and Economics:** Students complete HOPE 9511 Capstone I (3 credits) and HOPE 9512 Capstone II (3 credits) as part of their research for the culmination of the MS-HOPE degree. The purpose of the capstone project is to demonstrate mastery of the program curriculum through an independent, faculty-supervised research project. Capstone I (HOPE 9511) includes the planning, drafting a proposal, and data preparation and Capstone II (HOPE 9512) includes the implementation, analysis, and report write-up. MS-HOPE capstone projects tend to be quantitative and empirically focused than MPH practicum projects. Students, in consultation with the MS-HOPE program director, form a Capstone Project Committee comprising a faculty advisor designated as the Capstone Committee Chair and an industry mentor. The Capstone Committee evaluates the student's performance and who then approves (or disapproves) their capstone project.

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

Policies and Procedures for the assessment of the final research project or paper for each degree is in ERF D16.8 Final research project or paper requirements.

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

The samples are in ERF D16.9 Student samples. The MS in Epidemiology degree program launched in Fall 2022. At this time, only one MS in Epidemiology student has completed their 6-credit thesis requirement so only one sample is provided for this degree program in the ERF. (This one MS in Epidemiology student had previously started their graduate study under the MPH in Epidemiology degree program and then switched to the MS in Epidemiology degree program when it became available.)

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

Strengths

- The school offers three rigorous MS degrees and four concentrations to meet student career goals as well as industry needs for graduates with specialized knowledge, skills, and abilities.
- The MS degree programs provide students with a strong foundation in public health foundational knowledge and research methods skills, as well as advanced knowledge and skills in the specific discipline including a substantial research project.

Plans for Improvement

- Since the MS in Epidemiology degree program launched in Fall 2022, we will monitor the progress of the students in this program closely to ensure the success of the program.

D17. Academic Public Health Doctoral Degrees

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

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

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

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

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

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

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

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

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

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

Our Approach for the PhD In Public Health Degree Program

In Fall 2018, the PhD in Public Health degree program became a full-time research-intensive, mentorship-based program with tuition and stipend support for students. This change was made to align with the standards of the most coveted public health PhD programs and with the competencies and learning goals of the PhD, differentiating it farther from the DrPH. In this research-intensive, mentorship-based program, students still take courses but also work closely with mentors in their labs with the goal of developing a CV that would place them in an academic setting upon graduation. In these roles, the students function as research assistants on all aspects of the research process, preparing them for their dissertation which is very often an extension of these experiences.

Prior to this change, PhD students could pursue their studies part-time or full-time which allowed students to have outside employment at least some of the time. However, the program was not research intensive nor based on the current close mentoring model. As a result, students did not fully immerse themselves in research activities alongside their advisors, and their research experience was primarily developed through their own dissertation research. This previous approach was not aligned with the goals of aspirational PhD training programs.

In an effort to approach doctoral training more holistically and through the school's mission related to equity and social justice, the school developed a full-time funded PhD program to provide students with advanced training in and outside of the classroom. As a result of the change to a full-time program, the number of PhD applications the

school received more than doubled within four years, with the school receiving 333 applications for admission in Fall 2023. (The school received 148 applications the year prior to the change to the full-time program.)

Full-time enrollment is an important aspect of our PhD training process. Being a full-time student allows students to immerse themselves fully in their research, allowing them to be actively engaged with their mentor, the subject matter, and make meaningful contributions to their academic discipline. Students actively publish and seek external funding for their research. In addition, switching to a full-time program enabled the school to enroll students as a cohort. For the first two years, a cohort takes Doctoral Colloquium I (first year) and Doctoral Colloquium II (second year) together which offers a sense of community and creates a supportive and collaborative network.

Since a PhD program demands an intense commitment it was essential for the school to provide financial support starting in Fall 2018, allowing students to focus on their research without the burden of financial stress. The school has three types of funded appointments that support PhD student training. These three types include:

- 21st Century Pre-Doctoral Fellow [funded by the school];
- Graduate Student Research Assistant [funded through academic advisor's research]; and
- NRSA Fellow/Trainee [such as funded through NIH F31 or T32 grant].

These funded appointments provide a paid stipend (two years) and tuition and health insurance coverage (three years to start). The school expects students and their advisors to secure external funding after the first two years to support their dissertation research.

Mentorship is another crucial facet of our funded PhD doctoral training. Experienced faculty members are assigned at the start of a student's PhD studies to serve as mentors and advisors. Through the funded appointments, all PhD students are fully engaged in research with their academic advisor or another School of Public Health faculty member that contributes to their doctoral research. Students are engaged in the faculty member's research as well as research lab meetings with other faculty, staff and/or students. This active engagement in faculty research plays a pivotal role in advancing doctoral training.

Coursework forms the final element of our PhD doctoral training. The PhD in Public Health curriculum requirements include a combination of doctoral core courses, coursework in the student's discipline, quantitatively-focused coursework, as well as selective and elective courses that allow students to tailor their training to their specific research interests. A primary distinction between the PhD in Public Health and master's programs is the number of research methods and quantitatively-focused courses required by the PhD program. (In alignment with the Rutgers School of Graduate Studies Transfer of Credits Policy, students may transfer up to 24 of credits from a previous master's or doctoral degree program; transfer courses must meet the school's [Transfer of Credits Policy](#).)

Full-time enrollment, funded appointments for students (providing stipend and tuition support), active mentorship, engagement in research, and doctoral curricula forms a PhD in Public Health doctoral training program that provides students with a rigorous and multifaceted journey to prepare students for their roles as future scholars and researchers.

PhD in Public Health Degree Program and Degree Requirements

Through Rutgers School of Graduate Studies, the school offers a PhD in Public Health degree program with five concentrations: [Biostatistics](#); [Environmental and Occupational Health](#); [Epidemiology](#); [Health Systems and Policy](#); and [Social and Behavioral Health Sciences](#).

The PhD in Public Health degree requires a minimum of 72 credit hours, including 9-credits of public health core courses; 39 credits of required concentration courses (including elective courses); and 24-credits of doctoral research.

- **Public Health Core Courses:** PhD in Public Health students gain knowledge in the foundational public health learning objectives, as well as advanced training in public health research ethics and theoretical frameworks.
- **Concentration Courses:** Students choose from among five PhD in Public Health concentrations that provide in-depth training in a major field of study that aligns with their interests.
- **Doctoral Research:** The dissertation is the culmination of the PhD in Public Health degree. The dissertation demonstrates not only mastery of the literature on the subject, but also an ability to carry out independent research that results in a genuine contribution to public health knowledge, or an original interpretation of existing knowledge.
- **Doctoral Colloquia** Students participate in Doctoral Colloquium I and II in the first two years of study. In Doctoral Colloquium I, students gain knowledge and skills to prepare a comprehensive literature review which students are encouraged to submit for publication. In Doctoral Colloquium II, students gain knowledge and skills to develop a high-quality grant application (e.g., F31) or equivalent to obtain mentored research training and funding while conducting dissertation research.
- **Other Requirements:** Students participate in PhD Seminar as well as complete an individual development plan each year they are enrolled in the program; complete and pass a qualifying examination (written and oral) before being admitted to PhD candidacy; and students complete a teaching requirement which includes either earning a Teaching Certificate from the Rutgers Teaching Assistant Program (TAP) or completing the doctoral course for teaching (HBSP 0725 Effectively Teaching and Training Adults; 3 credits).

In the following tables that layout the core and concentration requirements for each PhD in Public Health concentration, doctoral level courses are denoted by 700-level courses (indicated by use of shading). The 700-level courses are focused on developing advanced knowledge, skills, and abilities that prepare students with the confidence and independence to become distinguished scholars.

PhD in Public Health Degree in Biostatistics (BIST)

The PhD in Public Health in Biostatistics (BIST) is designed to equip students with the skills and knowledge needed to address complex statistical challenges in biomedical, clinical, or public health fields. The curriculum combines a strong theoretical foundation (advanced theory courses) with advanced quantitative analysis training.

Core and Concentration Requirements for PhD in Public Health Degree in Biostatistics (BIST)		
<i>The doctoral level courses are denoted by 700-level courses (indicated by use of shading).</i>		
Course Number	Course Name	Credits
Required Public Health Courses		
PHCO 0512	Public Health Foundations <i>If a student holds an MPH from a CEPH-accredited school or program of public health, course is waived, but not the credits.</i>	3
ENOH 0701	Public Health Research Ethics	3
HBSP 0700	Advances in Public Health Theories	3
Concentration Courses for Biostatistics Concentration		
BIST 0700	Advanced Theory of Biostatistics I [or 16:960:652 within Department of Statistics, Rutgers School of Arts and Sciences]	3
BIST 0701	Advanced Theory of Biostatistics II [or 16:960:652 within Department of Statistics, Rutgers School of Arts and Sciences]	3
BIST 0720	Advanced Biostatistical Computing	3
BIST 0725	Generalized Linear Models	3
BIST 0727	Survival Analysis	3
BIST 0750	Longitudinal Data Analysis	3
Electives		
Electives	Varies	21
Doctoral Research		
RESH 0701	Doctoral Colloquium I	0
RESH 0702	Doctoral Colloquium II	0
RESH 0760 ¹	Doctoral Research	20
RESH 0761	Doctoral Research: Dissertation Proposal Seminar	3
1611-5556	Ethical Scientific Conduct (1 credit) [Offered through School of Graduate Studies]	1
Other Requirements for PhD in Public Health Degree Completion Not Associated with a Course		
---	Pass Qualifying Exam (written and oral)	0
RESH 0730	PhD Seminar	0
---	Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) [0 credits] or complete HBSP 0725 Effectively Teaching and Training Adults (3 credits)	0
---	Complete Ethical Scientific Conduct Refresher (Taken in Year 5)	0
TOTAL CREDITS		72

¹RESH 0760 – Students take a total of 20 Doctoral Research credits for their dissertation research; credit hours per semester varies

PhD in Public Health Degree in Environmental and Occupational Health (ENOH)

The PhD in Public Health in Environmental and Occupational Health (ENOH) equips students with essential skills that allow them to tackle complex challenges in environmental and occupational health and safety. The program's interdisciplinary approach integrates advanced scientific knowledge, research methodology training, and practical applications, enabling students to understand, characterize, and mitigate health risks associated with environmental and occupational exposures. The curriculum spans a broad range of topics, including exposure assessment, toxicology, risk analysis, and occupational safety. A key distinction of the PhD program from the MPH in ENOH is the doctoral students' rigorous laboratory-based training, that is tailored to their dissertation topics, complemented by their regular participation in group activities, including a journal club and trainee seminar series.

Core and Concentration Requirements for PhD in Public Health Degree in Environmental and Occupational Health (ENOH) <i>The doctoral level courses are denoted by 700-level courses (indicated by use of shading).</i>		
Course Number	Course Name	Credits
Required Public Health Courses		
PHCO 0512	Public Health Foundations <i>If a student holds an MPH from a CEPH-accredited school or program of public health, course is waived, but not the credits.</i>	3
ENOH 0701	Public Health Research Ethics	3
HBSP 0700	Advances in Public Health Theories	3
Concentration Courses for Environmental and Occupational Health Concentration		
ENOH 0594	Environmental and Occupational Toxicology ¹	3
ENOH 0656	Environmental Risk Assessment ¹	3
ENOH 0695	Environmental Exposure Measurement and Assessment ¹	3
BIST 0535	Biostatistical Computing	3
BIST 0551	Applied Regression Analysis for Public Health Studies	3
BIST 0615	Applied Categorical Data Analysis	3
EPID 0656	Intermediate Epidemiologic Research Methods	3
HBSP 0703	Evaluation and Research Design for Public Health Interventions	3
HBSP 0724	Population Health and Public Policy	3
HBSP 0726	Intermediate Survey Research Methods	3
Electives		
Electives	Varies	9
Doctoral Research		
RESH 0701	Doctoral Colloquium I	0
RESH 0702	Doctoral Colloquium II	0
RESH 0760 ²	Doctoral Research	20
RESH 0761	Doctoral Research: Dissertation Proposal Seminar	3
1611-5556	Ethical Scientific Conduct (1 credit) [Offered through School of Graduate Studies]	1
Other Requirements for PhD in Public Health Degree Completion Not Associated with a Course		
---	Pass Qualifying Exam (written and oral)	0
RESH 0730	PhD Seminar	0
---	Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) [0 credits] or complete HBSP 0725 Effectively Teaching and Training Adults (3 credits)	0
---	Complete Ethical Scientific Conduct Refresher (Taken in Year 5)	0
TOTAL CREDITS		72

¹Doctoral students in the ENOH concentration for the PhD in Public Health Program complete additional readings and assignments when taking the ENOH courses which provide for advanced training in their discipline.

²RESH 0760 – Students take a total of 20 Doctoral Research credits for their dissertation research; credit hours per semester varies

PhD in Public Health Degree in Epidemiology (EPID)

The PhD in Public Health in Epidemiology (EPID) offers intense didactic and experiential training in epidemiological methods. Training is based on ten competencies related to the review and interpretation of prior epidemiologic research, study design, data collection and analysis, science communication, and teaching. Most (but not all) students enter the EPID concentration with an MPH or MS degree, while others enter from adjacent fields and may not have completed a full sequence of formal didactic training in epidemiology. A primary distinction between the PhD in Public Health and MPH program in EPID is the number of research methods and quantitatively-focused courses required by the PhD program. EPID doctoral students select additional topical and/or methods-oriented electives germane to their research interests.

Core and Concentration Requirements for PhD in Public Health Degree in Epidemiology (EPID)		
<i>The doctoral level courses are denoted by 700-level courses (indicated by use of shading).</i>		
Course Number	Course Name	Credits
Required Public Health Courses		
PHCO 0512	Public Health Foundations <i>If a student holds an MPH from a CEPH-accredited school or program of public health, course is waived, but not the credits.</i>	3
ENOH 0701	Public Health Research Ethics	3
HBSP 0700	Advances in Public Health Theories	3
Concentration Courses for Epidemiology Concentration		
ENOH 0560 -or- ENOH 0594	Public Health Biology and Physiology -or- Environmental & Occupational Toxicology <i>Can be waived by the Academic Advisor for students with a biology or clinical background, but not the credits</i>	3
EPID 0656	Intermediate Epidemiologic Research Methods	3
EPID 0657	Applied Methods in Epidemiologic Research	3
EPID 0702	Epidemiology Journal Club-PhD (0.5 credit; required 6x)	3
EPID 0753	Advanced Epidemiologic Research Methods with Applications	3
BIST 0551-or-BIST 0610	Applied Regression Analysis for Public Health Studies -or- Advanced Regression Methods for Public Health Studies	3
BIST 0615	Applied Categorical Data Analysis	3
BIST 0627 -or- BIST 0727	Applied Survival Data Analysis -or- Survival Analysis	3
BIST 0650 -or- BIST 0750	Applied Longitudinal Data Analysis -or- Longitudinal Data Analysis	3
HBSP 0726	Intermediate Survey Research Methods	3
Electives		
Electives	Varies (6 credits must be doctoral level)	9
Doctoral Research		
RESH 0701	Doctoral Colloquium I	0
RESH 0702	Doctoral Colloquium II	0
RESH 0760 ¹	Doctoral Research	20
RESH 0761	Doctoral Research: Dissertation Proposal Seminar	3
1611-5556	Ethical Scientific Conduct (1 credit) [Offered by School of Graduate Studies]	1
Other Requirements for PhD in Public Health Degree Completion Not Associated with a Course		
---	Pass Qualifying Exam (written and oral)	0
RESH 0730	PhD Seminar	0
---	Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) [0 credits] or complete HBSP 0725 Effectively Teaching and Training Adults (3 credits)	0
---	Complete Ethical Scientific Conduct Refresher (Taken in Year 5)	0
TOTAL CREDITS		72

¹RESH 0760 – Students take a total of 20 Doctoral Research credits for their dissertation research; credit hours per semester varies

PhD in Public Health Degree in Health Systems and Policy (HSAP)

The PhD in Public Health in Health Systems and Policy (HSAP) offers doctoral studies specializing in health systems research and policy analysis. The program is designed to provide students with the analytical and quantitative skills, discipline-specific knowledge, and research experience necessary to become independent and creative scholars. Students acquire the necessary skills in contemporary policy analysis and applied quantitative research that are essential for addressing the unique problems and challenges of public health and health care delivery. A primary distinction between the PhD in Public Health and MPH program in HSAP is the number of research methods and quantitatively-focused courses required by the PhD program.

Core and Concentration Requirements for PhD in Public Health Degree in Health Systems and Policy (HSAP)		
<i>The doctoral level courses are denoted by 700-level courses (indicated by use of shading).</i>		
Course Number	Course Name	Credits
Required Public Health Courses		
PHCO 0512	Public Health Foundations <i>If a student holds an MPH from a CEPH-accredited school or program of public health, course is waived, but not the credits.</i>	3
ENOH 0701	Public Health Research Ethics	3
HBSP 0700	Advances in Public Health Theories	3
Concentration Courses for Health Systems and Policy Concentration		
HBSP 0621	Health Care Economics	3
HBSP 0625	Issues in Private and Public Health Insurance	3
HBSP 0701	Grant Writing for Public Health, Behavioral and Biomedical Research	3
HBSP 0703	Evaluation and Research Design for Public Health Interventions	3
HBSP 0724	Population Health and Public Policy	3
HBSP 0726	Intermediate Survey Research Methods	3
BIST 0535	Biostatistical Computing	3
BIST 0551	Applied Regression Analysis for Public Health Studies	3
BIST 0615	Applied Categorical Data Analysis	3
EPID 0656	Intermediate Epidemiologic Research Methods	3
Electives		
Electives	Varies	6
Doctoral Research		
RESH 0701	Doctoral Colloquium I	0
RESH 0702	Doctoral Colloquium II	0
RESH 0760 ¹	Doctoral Research	20
RESH 0761	Doctoral Research: Dissertation Proposal Seminar	3
1611-5556	Ethical Scientific Conduct (1 credit) [Offered through School of Graduate Studies]	1
Other Requirements for PhD in Public Health Degree Completion Not Associated with a Course		
---	Pass Qualifying Exam (written and oral)	0
RESH 0730	PhD Seminar	0
---	Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) [0 credits] or complete HBSP 0725 Effectively Teaching and Training Adults (3 credits)	0
---	Complete Ethical Scientific Conduct Refresher (Taken in Year 5)	0
TOTAL CREDITS		72

¹RESH 0760 – Students take a total of 20 Doctoral Research credits for their dissertation research; credit hours per semester varies

PhD in Public Health Degree in Social and Behavioral Health Sciences (SBHS)

The PhD in Public Health in Social and Behavioral Health Sciences (SBHS) offers students rigorous training in the concepts, theories/models, methods and analytic approaches used in the behavioral sciences to design and conduct research studies related to health behavior. A primary distinction between the PhD in Public Health and MPH program in SBHS is the number of research methods and quantitatively-focused courses required by the PhD program.

Core and Concentration Requirements for PhD in Public Health Degree in Social and Behavioral Health Sciences (SBHS)		
<i>The doctoral level courses are denoted by 700-level courses (indicated by use of shading).</i>		
Course Number	Course Name	Credits
Required Public Health Courses		
PHCO 0512	Public Health Foundations <i>If a student holds an MPH from a CEPH-accredited school or program of public health, course is waived, but not the credits.</i>	3
ENOH 0701	Public Health Research Ethics	3
HBSP 0700	Advances in Public Health Theories	3
Concentration Courses for Social and Behavioral Health Sciences Concentration		
HBSP 0654	Health Communication/Risk Communication	3
HBSP 0701	Grant Writing for Public Health, Behavioral and Biomedical Research	3
HBSP 0703	Evaluation and Research Design for Public Health Interventions	3
HBSP 0724	Population Health and Public Policy	3
HBSP 0726	Intermediate Survey Research Methods	3
BIST 0535	Biostatistical Computing	3
BIST 0551	Applied Regression Analysis for Public Health Studies	3
BIST 0615	Applied Categorical Data Analysis	3
EPID 0656	Intermediate Epidemiologic Research Methods	3
Electives		
Electives	Behavioral Sciences Electives selected with Advisor approval	6
Electives	Analytical Electives (6 credits) selected with Advisor approval	6
Doctoral Research		
RESH 0701	Doctoral Colloquium I	0
RESH 0702	Doctoral Colloquium II	0
RESH 0760 ¹	Doctoral Research	20
RESH 0761	Doctoral Research: Dissertation Proposal Seminar	3
1611-5556	Ethical Scientific Conduct (1 credit) [Offered through School of Graduate Studies]	1
Other Requirements for PhD in Public Health Degree Completion Not Associated with a Course		
---	Pass Qualifying Exam (written and oral)	0
RESH 0730	PhD Seminar	0
---	Earn a Teaching Certificate from Rutgers Teaching Assistant Program (TAP) [0 credits] or complete HBSP 0725 Effectively Teaching and Training Adults (3 credits)	0
---	Complete Ethical Scientific Conduct Refresher (Taken in Year 5)	0
TOTAL CREDITS		72

¹RESH 0760 – Students take a total of 20 Doctoral Research credits for their dissertation research; credit hours per semester varies

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

Template D17-1		
Content Coverage for Academic PhD in Public Health Degree (all concentrations)		
Content	Course number and name	Describe specific assessment opportunity
1. Explain public health history, philosophy, and values	PHCO 0512 Public Health Foundations	Online weekly quiz and students select one article from a list of articles and write a short abstract (~300 words) explaining how public health history was impacted
2. Identify the core functions of public health and the 10 Essential Services	PHCO 0512 Public Health Foundations	Online weekly quiz and students write a reflection essay (~300 words) describing how their future career would be connected to the core functions and 10 Essential Services.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PHCO 0512 Public Health Foundations	Online weekly quiz
4. List major causes and trends of morbidity and mortality in the U.S.	PHCO 0512 Public Health Foundations	Online weekly quiz
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	PHCO 0512 Public Health Foundations	Online weekly quiz
6. Explain the critical importance of evidence in advancing public health knowledge	PHCO 0512 Public Health Foundations	Online weekly quiz
7. Explain effects of environmental factors on a population's health	PHCO 0512 Public Health Foundations	Online weekly quiz and students write an Op-Ed that focuses on either environmental factors or biological and genetic factors, and explaining why their chosen area deserves additional funding for research
8. Explain biological and genetic factors that affect a population's health	PHCO 0512 Public Health Foundations	Online weekly quiz and students write an Op-Ed that focuses on either environmental factors or biological and genetic factors, and explaining why their chosen area deserves additional funding for research
9. Explain behavioral and psychological factors that affect a population's health	PHCO 0512 Public Health Foundations	Online weekly quiz and students write a letter to their congressional representative that focuses on either behavioral and psychological factors or social, political, and economic factors, explaining how their selected area can improve health.

Template D17-1		
Content Coverage for Academic PhD in Public Health Degree (all concentrations)		
Content	Course number and name	Describe specific assessment opportunity
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	PHCO 0512 Public Health Foundations	Online weekly quiz and students write a letter to their congressional representative that focuses on either behavioral and psychological factors or social, political, and economic factors, explaining how their selected area can improve health
11. Explain how globalization affects global burdens of disease	PHCO 0512 Public Health Foundations	Online weekly quiz
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	PHCO 0512 Public Health Foundations	Online weekly quiz

- 3) Provide supporting documentation for each assessment activity listed in Template D17-1. Documentation should include the following, as relevant, for each listed assessment:**
- assignment instructions or guidelines as provided to students
 - writing prompts provided to students
 - sample exam question(s)

The documentation for each assessment activity listed in Template D17-1 (Foundational) is in ERF D17.6 Syllabi and supporting documentation.

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

Competencies for Academic Doctoral Degrees in Public Health (PhD in Public Health, Biostatistics Concentration)	
Competency	Describe how this competency is covered
1. Apply new and existing probability and statistical models to address biomedical, clinical, or public health research problems	15 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0700 Advanced Theory of Biostatistics I (3) • BIST 0701 Advanced Theory of Biostatistics II (3) • BIST 0725 Generalized Linear Models (3) • BIST 0727 Survival Analysis (3) • BIST 0750 Longitudinal Data Analysis (3) qualifying examination; dissertation research (proposal and final); mentored scholarship
2. Use statistical computer packages to organize, analyze and report collected data	12 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0720 Advanced Biostatistical Computing (3) • BIST 0725 Generalized Linear Models (3) • BIST 0727 Survival Analysis (3) • BIST 0750 Longitudinal Data Analysis (3) dissertation research; mentored scholarship
3. Communicate the results of statistical studies both orally and in writing to senior statisticians and other investigators	dissertation proposal and defense; final dissertation paper and defense; mentored scholarship

Competencies for Academic Doctoral Degrees in Public Health (PhD in Public Health, Environmental and Occupational Health Concentration)	
Competency	Describe how this competency is covered
1. Conduct environmental and occupational health literature review across the exposure-disease continuum, assess its strengths and weaknesses and identify knowledge gaps and future research directions	9 credits of didactic coursework with additional reading and assignments for PhD students (in conjunction with the 500- and 600-level courses) <ul style="list-style-type: none"> • ENOH 0594 Environmental and Occupational Toxicology (3) • ENOH 0656 Environmental Risk Assessment (3) • ENOH 0695 Environmental Exposure Measurement and Assessment (3) RESH 0701 Doctoral Colloquium I (0) dissertation research (proposal and final); mentored scholarship
2. Design a testable hypothesis to investigate the environmental health effects of a toxicant, toxin, or hazard event	12 credits of didactic coursework with additional reading and assignments for PhD students (in conjunction with the 500- and 600-level courses) <ul style="list-style-type: none"> • ENOH 0594 Environmental and Occupational Toxicology (3) • ENOH 0695 Environmental Exposure Measurement and Assessment (3) • ENOH 0656 Environmental Risk Assessment (3)

Competencies for Academic Doctoral Degrees in Public Health (PhD in Public Health, Environmental and Occupational Health Concentration)	
Competency	Describe how this competency is covered
	<ul style="list-style-type: none"> • HBSP 0703 Evaluation and Research Design for Public Health Interventions (3) dissertation research (proposal and final); mentored scholarship
3. Develop and/or apply novel and cutting-edge research methods in the laboratory and/or in the field to obtain and analyze data to test research hypotheses	dissertation research (proposal and final); laboratory-based training
4. Assess and explain the connections of environmental justice and health disparities	6 credits of didactic coursework with additional reading and assignments for PhD students <ul style="list-style-type: none"> • ENOH 0656 Environmental Risk Assessment (3) • ENOH 0695 Environmental Exposure Measurement and Assessment (3) qualifying examination
5. Communicate basic principles in environmental and occupational health sciences including toxicology, quantitative risk assessment, epidemiology, and exposure sciences to professional audiences	dissertation proposal and defense; final dissertation paper and defense; mentored scholarship; doctoral and post-doctoral trainee seminar series
6. Demonstrate competency in teaching and/or presenting environmental and occupational health topics at the graduate level	Serve as a course assistant (teaching assistant); Earn Teaching Certificate from Rutgers Teaching Assistant Program (TAP) [0] or complete HBSP 0725 Effectively Teaching and Training Adults (3)
7. Demonstrate knowledge of the responsible conduct of research and conduct research following the rules and policies for ethical research	4 credits of didactic coursework <ul style="list-style-type: none"> • 1611-5556 Ethical Scientific Conduct (1) • ENOH 0701 Public Health Research Ethics (3) dissertation research (proposal and final); mentored scholarship

Competencies for Academic Doctoral Degrees in Public Health (PhD in Public Health, Epidemiology Concentration)	
Competency	Describe how this competency is covered
1. Evaluate epidemiologic literature, assessing methodological approaches, strengths, weaknesses and threats to validity	12 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0656 Intermediate Epidemiologic Research Methods (3) • EPID 0657 Applied Methods in Epidemiologic Research (3) • EPID 0702 Epidemiology Journal Club-PhD (3) • EPID 0753 Advanced Epidemiologic Research Methods with Applications (3) RESH 0701 Doctoral Colloquium I (0) qualifying examination; dissertation research (proposal and final); mentored scholarship
2. Conduct independent epidemiologic literature reviews and summarize studies using qualitative or quantitative techniques	RESH 0701 Doctoral Colloquium I (0); dissertation research (proposal and final)

Competencies for Academic Doctoral Degrees in Public Health (PhD in Public Health, Epidemiology Concentration)	
Competency	Describe how this competency is covered
3. Quantitatively analyze public health data sets using epidemiologic and biostatistical techniques	12 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0551 Applied Regression Analysis for Public Health Studies -OR- BIST 0610 Advanced Regression Methods for Public Health Studies (3) • BIST 0615 Applied Categorical Data Analysis (3) • BIST 0627 Applied Survival Data Analysis -OR- BIST 0727 Survival Analysis (3) • BIST 0650 Applied Longitudinal Data Analysis -OR- BIST 0750 Longitudinal Data Analysis (3) qualifying examination; dissertation research (proposal and final); mentored scholarship
4. Identify gaps in the epidemiologic literature develop specific aims and hypotheses suitable for an epidemiologic research proposal	dissertation research (proposal and final)
5. Demonstrate understanding of epidemiological study designs and advanced epidemiological methods in order to develop an appropriate approach to address a specific study question	12 credits of didactic coursework <ul style="list-style-type: none"> • EPID 0656 Intermediate Epidemiologic Research Methods (3) • EPID 0657 Applied Methods in Epidemiologic Research (3) • EPID 0702 Epidemiology Journal Club-PhD (3) • EPID 0753 Advanced Epidemiologic Research Methods with Applications (3) qualifying examination; dissertation research (proposal and final); mentored scholarship
6. Conduct epidemiological studies using primary and/or secondary data and synthesize study findings	dissertation research (proposal and final); mentored scholarship
7. Design reliable and valid measurement instruments	3 credits of didactic coursework <ul style="list-style-type: none"> • HBSP 0726 Intermediate Survey Research Methods
8. Present and defend study findings from original research to professional audiences	dissertation proposal and defense; final dissertation paper and defense
9. Demonstrate competency in teaching epidemiologic research methods at the graduate level	Serve as a course assistant (teaching assistant) and during this assistantship students lead a class session Earn Teaching Certificate from Rutgers Teaching Assistant Program (TAP) [0] or complete HBSP 0725 Effectively Teaching and Training Adults (3)
10. Demonstrate knowledge of the responsible conduct of research and conduct research following the rules and policies for ethical research	4 credits of didactic coursework <ul style="list-style-type: none"> • 1611-5556 Ethical Scientific Conduct (1) • ENOH 0701 Public Health Research Ethics (3) dissertation research (proposal and final); mentored scholarship

Competencies for Academic Doctoral Degrees in Public Health (PhD in Public Health, Health Systems and Policy Concentration)	
Competency	Describe how this competency is covered
1. Review and interpret scientific literature in health systems and policy	15 credits of didactic coursework <ul style="list-style-type: none"> • HBSP 0621 Health Care Economics (3) • HBSP 0624 Issues in Private and Public Health Insurance (3) • HBSP 0701 Grant Writing for Public Health, Behavioral and Biomedical Research (3) • HBSP 0703 Evaluation and Research Design for Public Health Interventions (3) • HBSP 0724 Population Health and Public Policy (3) RESH 0701 Doctoral Colloquium I (0) dissertation research (proposal and final); mentored scholarship
2. Apply social science theories and methods to the analyses of key issues in health systems and policy	9 credits of didactic coursework <ul style="list-style-type: none"> • HBSP 0621 Health Care Economics (3) • HBSP 0625 Issues in Private and Public Health Insurance (3) • HBSP 0724 Population Health and Public Policy (3) qualifying examination; dissertation research (proposal and final); mentored scholarship
3. Apply appropriate statistical techniques and software to the analyses of data sets	9 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0535 Biostatistical Computing (3) • BIST 0551 Applied Regression Analysis for Public Health Studies (3) • BIST 0615 Applied Categorical Data Analysis (3) dissertation research (proposal and final); mentored scholarship
4. Analyze a contemporary health policy issue	12 credits of didactic coursework <ul style="list-style-type: none"> • HBSP 0621 Health Care Economics (3) • HBSP 0625 Issues in Private and Public Health Insurance (3) • HBSP 0701 Grant Writing for Public Health, Behavioral and Biomedical Research (3) • HBSP 0724 Population Health and Public Policy (3) qualifying examination; dissertation research (proposal and final); mentored scholarship
5. Evaluate ethical concerns in public health policy and administration	4 credits of didactic coursework <ul style="list-style-type: none"> • 1611-5556 Ethical Scientific Conduct (1) • ENOH 0701 Public Health Research Ethics (3) dissertation research (proposal and final); mentored scholarship

Competencies for Academic Doctoral Degrees in Public Health (PhD in Public Health, Social and Behavioral Health Sciences)	
Competency	Describe how this competency is covered
1. Design and conduct research investigations related to health behavior	9 credits of didactic coursework <ul style="list-style-type: none"> • HBSP 0701 Grant Writing for Public Health, Behavioral and Biomedical Research (3) • HBSP 0703 Evaluation and Research Design for Public Health Interventions (3) • HBSP 0726 Intermediate Survey Research Methods (3) dissertation research (proposal and final); mentored scholarship
2. Apply univariable and multivariable analytic techniques to understand health behaviors	9 credits of didactic coursework <ul style="list-style-type: none"> • BIST 0535 Biostatistical Computing (3) • BIST 0551 Applied Regression Analysis for Public Health Studies (3) • BIST 0615 Applied Categorical Data Analysis (3) dissertation research (proposal and final); mentored scholarship
3. Demonstrate ability to critically analyze and interpret the scientific literature	9 credits of didactic coursework <ul style="list-style-type: none"> • HBSP 0701 Grant Writing for Public Health, Behavioral and Biomedical Research (3) • HBSP 0703 Evaluation and Research Design for Public Health Interventions (3) • HBSP 0726 Intermediate Survey Research Methods (3) RESH 0701 Doctoral Colloquium I (0) qualifying examination; dissertation research (proposal and final); mentored scholarship
4. Develop grant writing skills to establish a program of funded research	3 credits of didactic coursework <ul style="list-style-type: none"> • HBSP 0701 Grant Writing for Public Health, Behavioral and Biomedical Research (3)
5. Demonstrate proficiency in individual or organizational models of behavior change	6 credits of didactic coursework <ul style="list-style-type: none"> • HBSP 0701 Grant Writing for Public Health, Behavioral and Biomedical Research (3) • HBSP 0703 Evaluation and Research Design for Public Health Interventions (3) qualifying examination; dissertation research (proposal and final); mentored scholarship
6. Construct conceptual or empirical models describing the behavior of individuals or households regarding their health status	3 credits of didactic coursework <ul style="list-style-type: none"> • HBSP 0703 Evaluation and Research Design for Public Health Interventions (3) dissertation research (proposal and final)

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

The documentation for Template D17-2 (organized by concentration/course) is in ERF D17.6 Syllabi and supporting documentation.

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

All PhD in Public Health students without a prior MPH degree are required to take PHCO 0512 Public Health Foundations (3 credits). PHCO 0512 was designed for PhD in Public Health degree students to provide instruction and assessment in introductory public health knowledge. PHCO 0512 is organized into 15 weekly topics that reinforce the 12 foundational public health learning objectives required to ensure they have a broad understanding of public health. Overarching themes for this course include public health history, philosophy, and values; core functions and essential services of public health; quantitative and qualitative methods and sciences in public health; health disparities and health promotion; OneHealth; global public health; and environmental, biological, genetic, social, political, economic, psychological, and behavioral determinants.

If a student holds an MPH from a CEPH-accredited school or program of public health, the PHCO 0512 Public Health Foundations course is waived, but not the credits.

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

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

All PhD in Public Health students complete ENOH 0701 Public Health Research Ethics (3 credits) and HBSP 0700 Advances in Public Health Theories (3 credits). Both of these courses were designed as doctoral-level coursework (post-master's) to address a variety of public health research methods employed in the context of a population health framework to foster discovery and/or translation of public health knowledge.

The ENOH 0701 Public Health Research Ethics course addresses ethical issues related to public health research. Lectures and discussions focus on ethical theory and current ethical issues in public health research, informed consent for research participation, role and function of institutional review boards, just selection of research subjects, ethical aspects of study design, and privacy and confidentiality.

The HBSP 0700 Advances in Public Health Theories course is designed to provide an overview of applied public health theories, concepts, and methods in the field of public health practice, policy, and research. The primary aim of this course is for students to cultivate an understanding of modern paradigms to understand public health problems. Its emphasis is on multidisciplinary and holistic theories related to the social determinants of health and how psychosocial, cultural, environmental, and political factors affect the health of populations and communities over the life course. The course uses innovative public health approaches and draws heavily on public health literature and data to address health inequalities that burden diverse populations and communities.

PhD in Public Health students complete additional coursework on public health research methods depending on the concentration.

- Epidemiology: Students complete EPID 0753 Advanced Epidemiologic Research Methods with Application (3 credits). This doctoral-level course (post-master's) is an advanced course in epidemiologic methods designed to help students develop an in-depth understanding of theories, concepts, and principles underlying epidemiologic study designs and analyses. Epidemiologists need to draw on a wide set of tools to integrate contextual information, account for data structures, and address concerns about bias. The emphasis is on deepening, expanding, integrating and applying epidemiologic concepts to analytic problems so that students understand the relationship between epidemiologic methods and their application with real-life examples.
- Environmental and Occupational Health; Health Systems and Policy; and Social and Behavioral Health Sciences: Students complete HBSP 0730 Evaluation and Research Designs for Public Health Interventions (3-credits). This doctoral-level course (post-master's) provides students with the necessary knowledge for understanding and conducting behavioral health intervention research. Students develop the essential skills for designing and implementing rigorous behavioral health intervention evaluation and research as well as for effective communication of research procedures, findings, and conclusions.

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

The policies and procedures relating to the production and assessment of the final research project (dissertation) are governed by the Rutgers School of Graduate Studies (SGS). The dissertation is the culmination of the PhD in Public Health degree.

PhD in Public Health students must pass a qualifying examination (with written and oral components) before beginning their dissertation research. Through independent work under the guidance of their faculty advisor and Dissertation Committee, PhD in Public Health degree candidates prepare a dissertation proposal to demonstrate not only mastery of the literature on the subject, but also an ability to carry out independent research that results in a genuine contribution to public health knowledge, or an original interpretation of existing knowledge. This may be accomplished in one of two formats (traditional monograph or three-article dissertation) chosen by the student in consultation with the Dissertation Committee Chair. Within one year of advancing to candidacy, the student is expected to successfully defend their dissertation proposal.

A student's dissertation committee comprises a minimum of four members: three must be SPH faculty members and one must be outside of the school. Of the three SPH faculty members, a minimum of two faculty members must be from the candidate's concentration (one who will serve as chair must be a primary faculty member) and a third faculty member may hold a primary or secondary appointment at the school. All internal Rutgers faculty members serving on a student's dissertation committee must also be a member (member, associate member or affiliate member) of the public health graduate faculty at the SGS. Once the Dissertation Committee Chair and at least one other member of the student's committee has approved the entire dissertation, the defense of the dissertation may be scheduled. This entails submitting a dissertation announcement in accordance with school's timeline. All oral defenses include a public presentation with a question-and-answer period followed by closed-door examination by the committee. Generally, the dissertation committee may pass the student unconditionally, request additional revisions before passing the student, or fail the student. The student will be informed of the committee's decision by the chair immediately following the vote.

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

See ERF D17.8 Final research project or paper requirements.

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

See ERF D17.9 Student samples.

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

Strengths

- Since Fall 2018, the school has provided financial support to PhD in Public Health students including a stipend for two years and tuition and health insurance support for three years.
- Our current approach for PhD studies, a full-time research-intensive, mentorship-based program aligns with the goals of aspirational PhD training programs to provide advanced training in and out of the classroom.
- The school offers a rigorous PhD in Public Health degree with five concentrations to meet student career goals as well as industry needs for graduates with specialized knowledge, skills and abilities.
- The PhD in Public Health degree program provide doctoral students with a strong foundation in public health foundational knowledge and research methods skills, as well as advanced knowledge and skills in the specific discipline including a substantial doctoral research project.
- The graduate school houses the PhD degree, and the school administers the PhD in Public Health program.
- The school has carefully delineated the difference between DrPH Doctoral Research Project and the PhD in Public Health Doctoral Research.

Plans for Improvement

- The school plans to convert all or some of the PhD in Public Health degree program into a STEM-based degree program.
- The school will continue to seek and diversify our funding sources to support doctoral funding for students to accommodate the increasing number of talented students who apply to our PhD in Public Health program each year. The school has already submitted one training grant with three additional training grants under different stages of development.

D18. All Remaining Degrees

Not applicable.

D19. Distance Education

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

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

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

The Rutgers School of Public Health is offering one distance education degree option, the online MPH in Global Public Health. This online MPH in Global Public Health degree program enrolled its first cohort of students in Fall 2022. The MPH in Population Aging concentration will be converted to fully online starting in Fall 2024.

2) Describe the public health distance education programs, including

a. an explanation of the model or methods used

The online MPH in Global Public Health degree option employs a cohort model; students take courses together as a cohort. The first cohort were accepted in Fall 2022 and included only full-time students. Starting in Fall 2023, full-time and part-time students will be accepted. Full-time students are accepted for starting in Fall semesters only and part-time students are accepted for starting in the Fall or Spring semester. Full-time students are expected to complete 9 credits (3 courses) each semester (fall, spring and summer) to complete the online MPH in five (5) semesters. Part-time students are expected to complete 6 credits (2 courses) each semester (fall, spring and summer) to complete the online MPH in seven (7) semesters. This same model will be used for the MPH in Population Aging concentration.

b. the school's rationale for offering these programs,

The school had committed substantial resources toward the development of a variety of online asynchronous courses for several years prior to offering the online MPH in Global Public Health degree option. Based on this experience, the school began developing the online MPH in Global Public Health degree option prior to the COVID-19 pandemic. The pandemic confirmed the school's commitment to offering an online MPH degree option as student preference for distance education options increased as a result of the pandemic. Adding an option to complete a fully online MPH degree also increased graduate public health training opportunities for those who work full-time as well as those who do not live in close proximity to one of the two school locations or who live in locations outside of New Jersey. The MPH in Global Public Health concentration was selected as the first concentration for the online MPH degree option as it is one of the most popular concentrations at the school. The MPH in Population Aging concentration was selected as the second concentration to expand the reach of this niche program.

c. the manner in which it provides necessary administrative, information technology and student support services,

Administrative services: The Department of Urban-Global Public Health provides administrative support for the faculty teaching in the Online option for the MPH in Global Public Health degree program as this is the home department of the Global Public Health concentration. The Department of Health Behavior, Society, and Policy will continue to provide administrative support for the faculty teaching in the MPH in Population Aging concentration

when it is converted to fully online. Canvas support is provided by the school's e-learning support specialist as well as standard support from instructional designers from Rutgers Teaching and Learning with Technology (TLT) and Canvas Help through Rutgers University. (Canvas Help through Rutgers University is provided 24/7.) As the program grows and/or additional concentrations are available online, an additional support staff person may be needed to support the learners and faculty in the online MPH degree option.

Communication with students: Recruitment and retention services are provided for online MPH students through the school's Office for Admissions and Recruitment and the Global Public Health concentration. The Population Aging concentration will assist with recruitment and retention services for its program. If the school determines additional support is needed, the school can take advantage of Rutgers coaching services for online programs. The school's Office for Student Service and Alumni Affairs and the Office of the Registrar also contribute to providing retention services.

Student support services: Student support is provided by the school's Office for Student Service and Alumni Affairs as well as other standard support services currently offered through RBHS, such as the Office of Disability Services. These services are augmented by the support services offered by Rutgers University through Uwill, which provides licensed clinicians and psychological services at no cost for all Rutgers students. Online and campus-based students are able to access the same or equivalent services.

Information technology: The school's Office for Information Technology offers technical support to online MPH students which are the same supports provided to campus-based students. All students are required to meet the school's [Minimum Computer and Software Requirements](#). Additional recommendations for computer requirements are provided for online MPH students, such as a minimum internet connection (bandwidth) and headphones. All courses at the school are offered on the Canvas LMS (learning management system). Rutgers Office of Information Technology's Help Desk offers 24/7 support for students and faculty. Access to Canvas and Library Resources is restricted to those with a Rutgers NetID and password and two factor authentication; online MPH students are able to access these online resources as well.

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

All faculty who are interested in teaching an asynchronous course work with the senior associate dean for education and global program development. Online asynchronous courses (both core and advanced) are developed by faculty with the assistance of instructional designers from Rutgers Teaching and Learning with Technology (TLT), after faculty have registered for a non-credit Course Design Foundations course. Faculty create a course map to map competencies to class readings, activities, and assessments. Courses assess the same competencies, regardless of the mode of teaching. The Office for Academic Affairs and each department that teaches a public health core course in the MPH program have been collaborating on an effort to standardize the MPH core courses. Each department has identified a core course coordinator who are developing standard syllabus templates and standard Canvas course templates. These standard templates are then used by all core course instructors in order to ensure that students receive the same baseline knowledge, regardless of the instructor teaching the course or the educational mode (i.e., in-person, remote synchronous, or online asynchronous). This ensures equivalence across our core course offerings. The Global Public Health concentration has hired a full-time teaching faculty member who is the primary liaison for the online MPH student. This primary liaison and the Global Public Health concentration director work together to review courses between the campus-based and the online program.

e. the manner in which it evaluates the educational outcomes, as well as the format and methods.

Assessment of competencies in core and required courses are being measured using the Outcomes tool in Canvas, which allows course assessments to be linked to the program competencies. Competencies are being assessed by course instructors using rubrics to provide feedback and grades to students in both the online and campus-based MPH in Global Public Health concentration. Instructors are encouraged to utilize alternative assessments (rather

than multiple choice assessments) for online courses. Faculty development sessions are offered to instructors of required courses related to assessments, rubric development, and the use of the Outcomes tool in Canvas. The Office for Academic Affairs will begin to monitor the mastery of competencies using the Mastery reports available in Canvas in the 2023-2024 academic year.

In addition, the primary liaison for the online MPH degree option, the Global Public Health concentration director, the e-learning support specialist, the academic support counselor who advises the online students, the senior associate dean for academic affairs and the senior associate dean for educational and global program development meet monthly to discuss and review the online MPH degree option.

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

Students access course materials including assignments and quizzes via the learning management system (LMS), Canvas, using their school issued electronic credential (NetID) and password. As of April 2022, all students at Rutgers University are required to use a two-step login with Duo. Students need to use their NetID password and another method, typically a smartphone with the Duo app, to verify their identity when logging into any service requiring the NetID, including the LMS.

Within the LMS, we have additional tools installed to safeguard academic integrity. Turnitin is a plagiarism checking tool that scans written work to find matches from the internet or within their database of known work. For assessments, Respondus lockdown browser and Respondus Monitor are installed for proctoring exams. Lastly, if the need arises, we can arrange for the student to take assessments at a local testing center within and outside of New Jersey.

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

Strengths

- The school had developed substantial experience in online asynchronous course development prior to launching the online MPH in Global Public Health degree option.
- The school benefits from the strong support of instructional designers at the Teaching and Learning with Technology office and the Office of Continuing Studies and Distance Education at the university-wide level.
- Instructors teaching online asynchronous courses have access to Rutgers Media Production, including two state-of-the-art studios for video production.
- The school hired a full-time teaching faculty member in the Department of Urban-Global Public Health to serve as the primary liaison for students in the online MPH in Global Public Health degree program.

Plans for Improvement

- Since this is the first online degree program offered by the School of Public Health and the first cohort of these students will begin in Fall 2022, we will monitor the progress of the students in this program closely to ensure the success of the program.
- The school is planning to convert the MPH in Population Aging concentration to fully online, starting in Fall 2024.

E1. Faculty Alignment with Degrees Offered

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

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

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

Template-E1.1 Primary Instructional Faculty						
Primary Instructional Faculty Alignment with Degrees Offered						
Name	Title/ Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Allem, Jon Patrick	Assoc. Professor	Tenure Track	PhD, MA	Keck School of Medicine of USC, CA; San Diego State Univ.	Health Behavior Research, Political Science	SBHS- Additional
Anestis, Joye	Assoc. Professor	NTT (Non-Tenure Track)	PhD, MS	Florida State Univ.	Psychology	PMH-1
Anestis, Michael	Assoc. Professor	Tenure	PhD	Florida State Univ.	Psychology	URPH-3
April-Sanders, Ayana	RBHS Instructor	NTT	PhD, MPH	Columbia	Epidemiology	EPID-4
Barnes, Richard Thurman	Assoc. Professor	NTT	JD, Mdiv	Rutgers (UMDNJ), Princeton	Law	LPR-Additional
Barrett, Emily	Professor	Tenure	PhD, MA	Harvard	Biological Anthropology	EPID-1
Bushnell, Greta	Asst. Professor	Tenure Track	PhD, MS	UNC, Chapel Hill, NC	Epidemiology	PHEP-1
Cedeno-Laurent, Jose Guillermo	Asst. Professor	Tenure Track	PhD, MS	Harvard, RWTH, Germany	Environmental Health, Energy Engineering	ENOH-2
Chen-Sankey, Julia	Asst. Professor	Tenure Track	PhD, MA	Univ. of MD, Johns Hopkins	Behavioral & Community Health, Public Policy	SBHS-1
Clifford, Patrick	Professor	Tenure	PhD, MA	Univ. of Texas, City Univ. of NY	Community Health Science, Psychology	PMH-3

Template-E1.1 Primary Instructional Faculty						
Primary Instructional Faculty Alignment with Degrees Offered						
Name	Title/ Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Darabos, Kathleen (Katie)	RBHS Instructor	NTT	PhD, MS	The Graduate Center, NY, Seton Hall Univ., NJ	Health Psychology and Clinical Science, Experimental Psychology	SBHS- Additional
Delnevo, Cristine	Professor	Tenure	PhD, MPH	Temple	Health Studies	SBHS- Additional
Demokritou, Philip	Professor	Tenure	PhD	National Technical Univ. Of Athens, Greece	Mechanical Engineering	ENOH- Additional
Downs, Shauna	Assoc. Professor	Tenure Track	PhD, MS	Univ. of Sydney, Univ. of Alberta, Canada	Public Health, Nutrition & Metabolism	PHNU-1
Duberstein, Paul	Professor	Tenure	PhD	SUNY	Clinical and Community Psychology	POAG-2
Eliasson, Gwyneth	Asst. Professor	NTT	JD, MPH	Brooklyn Law School, Rutgers	Law, Health Systems & Policy	HSAP-2
English, Devin	Asst. Professor	Tenure Track	PhD, MPhil	George Washington Univ., Johns Hopkins Univ.	Clinical and Community Psychology	URPH-2
Eyal, Nir	Professor	Tenure	PhD	Oxford, Princeton	Political Philosophy, Bioethics	HSAP-4
Fiedler, Nancy	Professor	Tenure	PhD, MA	Bowling Green State Univ., Ohio	Clinical Psychology	EHS-2
Francis, Ellen	Assist. Professor	Tenure Track	PhD	Clemson Univ.	Applied Health Research & Evaluation	EPID- Additional
Fredericks-James, Merlene	Assoc. Professor	NTT	DrPH, MPH	Univ. of West Indies, Univ. of South Florida	Field Epidemiology	GPH-2
Friedman, Mackey	Assoc. Professor	Tenure	PhD, MPH	Univ. of Pittsburgh	Behavioral & Community Health Services, LGBTQ	LGBTQ-1
Ganz, Ollie	Asst. Professor	Tenure Track	DrPH, MS	George Washington Univ., Johns Hopkins Univ.	Health Education and Health Communication	LPR-3
Georgopoulos, Panagiotis (Panos)	Professor	Tenure	PhD	CalTech, CA	Chemical Engineering	LPR-1
Graber, Judith	Assoc. Professor	NTT	PhD, MS	Univ. of Illinois	Epidemiology	EPID-2

Template-E1.1 Primary Instructional Faculty						
Primary Instructional Faculty Alignment with Degrees Offered						
Name	Title/ Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Griffin, Marybec	Asst. Professor	NTT	PhD, MPH	NYU	Social and Behavioral Science, Global Leadership	LPR-2
Grosso, Ashley	Asst. Professor	Tenure Track	PhD, MS	Rutgers; The New School, NY	Public Administration, Nonprofit Management	URPH- Additional
Halkitis, Perry (Dean)	Distinguished Professor, Hunterdon Professor of Public Health & Health Equity	Tenure	PhD, MS, MPH	Graduate Center of the City Univ. of NY	Quantitative Methods in Educational & Psychological Research, Human Development, Urban Public Health	BIST- Additional
Haque, Ubydul	Assistant Professor	Tenure Track	PhD	Nagasaki Univ., Japan	Global Health	GPH- Additional
Hong, Jun-Yan	Professor	Tenure	PhD, MS	Rutgers (UMDNJ); Shanghai Institute of Cell Biology, China	Biochemistry, Cell Biology	ENOH-3
Hrywna, Mary	Asst. Professor	NTT	PhD, MPH	Rutgers; UNC, Chapel Hill	Health Systems and Policy, Health Education and Health Behavior	SBHS- Additional
Hu, Liangyuan	Assoc. Professor	Tenure Track	PhD, MS	Brown; Univ. of Alberta, Canada	Biostatistics, Statistics	BIST- Additional
Ibitoye, Mobolaji	RBHS Instructor	NTT	DrPH, MPH	Columbia Univ.; St Louis Univ.	Behavioral Science, Health Education, Epidemiology Sociomedical Sciences	UGPH- Additional
Jeong, Michelle	Asst. Professor	Tenure Track	PhD, MA	UPenn	Communication	SBHS-2
Kantor, Leslie	Professor	NTT	PhD, MPH	Columbia	Population Health, Social Work	SWPH-2
Kelesidis, Georgios	Assistant Professor	Tenure Track	PhD	Swiss Institute of Technology, Zurich, Switzerland	Mechanical and Process Engineering	EHS-Additional
Khosrow-Khavar, Farzin	RBHS Instructor	NTT	PhD, MS	McGill, Univ. of British Columbia	Epidemiology, Biostatistics, Occupational Health	PHEP- Additional

Template-E1.1 Primary Instructional Faculty						
Primary Instructional Faculty Alignment with Degrees Offered						
Name	Title/ Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Kinney, Anita	Professor	Tenure	PhD	Univ. of Texas	Epidemiology and Community Health	EPID- Additional
Kipen, Howard	Professor	Tenure	MD, MPH	UC San Francisco; Columbia	Environmental and Occupational Health	OEM-3
Kohler, Racquel	Asst. Professor	Tenure Track	PhD, MSPH	Univ. of North Carolina	Health Policy and Management, Health Service Research	SBHS- Additional
Koshy, Koshy	Assoc. Professor	NTT	PhD, MS	Rutgers; NJIT	Environmental Sciences	OSH-1
Kozlov, Elissa	Asst Professor	Tenure Track	PhD	Washington Univ. at St. Louis	Psychology: Aging &Clinical	POAG-1
Krause, Kristen	RBHS Instructor	NTT	PhD, MPH	Rutgers; NYU	Social and Behavioral Sciences Sociomedical Sciences	LGBTQ- Additional
Laskin, Jeffrey	Distinguished Professor	Tenure	PhD	SUNY	Pharmacology	OSH-3
Lassiter, Teri	Asst. Professor	NTT	PhD, MPH	Rutgers (UMDNJ)	Nursing	URPH-1
Laumbach, Robert	Assoc. Professor	Tenure Track	MD, MPH	Rutgers (UMDNJ); Columbia	Environmental and Occupational Health	OEM-2
Lee, Gwyneth	Asst. Professor	Tenure Track	PhD, MSH	Johns Hopkins Univ.	Biostatistics, International Health	EPID- Additional
Liang, Laura	Assoc. Professor	NTT	DrPH, MPH	Rutgers; Rutgers (UMDNJ)	Health Education and Behavioral Sciences	SWPH-3
Lin, Yong	Professor	Tenure	PhD, MS	Penn State Univ., Xiamen Univ., China	Statistics, Mathematics	BIST-4
Lindberg, Laura	Professor	Tenure	PhD	Univ. of Michigan	Sociology: Demography	URPH- Additional
Liu, Hao	Professor	Tenure	PhD, MS	Univ. of Washington; Peking Univ.	Biostatistics	BIST- Additional
Lu, Shou-En	Assoc. Professor	Tenure	PhD	Johns Hopkins Univ.	Biostatistics	BIST-3
Luo, Lan	Assist. Professor	Tenure Track	PhD, MS	Univ. of Michigan	Biostatistics	BIST- Additional

Template-E1.1 Primary Instructional Faculty						
Primary Instructional Faculty Alignment with Degrees Offered						
Name	Title/ Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Manderski, Michelle	Asst. Professor	Tenure Track	PhD, MPH	Rutgers; Rutgers (UMDNJ)	Epidemiology	EPID- Additional
McGovern, Mark	Asst. Professor	Tenure Track	PhD, MA	Univ. College, Dublin	Economics	POAG-3
Merchant, Emily	Asst. Professor	NTT	PhD	Rutgers	Plant Biology	PHNU-2
Moore, Dirk	Assoc. Professor	NTT	PhD	Univ. of Washington	Biostatistics	HOPE-1
Ohman Strickland, Pamela	Assoc. Professor	Tenure	PhD, MS	Cornell	Statistics	BIST-2
Passannante, Marian	Professor	Tenure	PhD	Johns Hopkins Univ.	Population Dynamics- Demography	PHP-1
Perez-Figueroa, Rafael	Assoc. Professor	NTT	MD, MPH	NYU; PUCMM	Global Health	URPH- Additional
Pratt, Michael	Asst. Professor	NTT	MD, MPH	Indiana Univ.; Rutgers (UMDNJ)	Occupational and Environmental Medicine	OEM-1
Purcell, Wendy	Professor	NTT	PhD	UCL/UH, UK	Immunopharmacology	EHS-3
Raymond, Henry	Assoc. Professor	Tenure Track	DrPH, MPH	UC Berkeley; San Jose State Univ.	Public Health, PH Health Education	LGBTQ-2
Rivera-Nunez, Zorimar	Asst. Professor	Tenure Track	PhD, MS	Univ. of Michigan; Univ. of Puerto Rico	Environmental Health Sciences and Environmental Health	HOPE-2
Rockafellow-Baldoni, Megan	Asst. Professor	NTT	PhD, MPH	Rutgers; Rutgers (UMDNJ)	Environmental and Occupational Health	EHS- Additional
Rokicki, Slawa	Asst. Professor	Tenure Track	PhD, MS	Harvard	Health Policy, Global Health	HSAP-3
Rosen, Mitchel	Assoc. Professor	NTT	MS, PhD	Rutgers	Planning & Policy	OSH-2
Roy, Jason	Professor	Tenure	PhD, MS	Univ. of Michigan	Biostatistics	BIST-1
Samples, Hillary	Asst. Professor	Tenure	PhD MS	Johns Hopkins Univ.	Epidemiology, Bioethics & Public Health Policy, Mental Health	PMH-2
Satagopan, Jaya	Professor	Tenure	PhD, MS	Univ. of Wisconsin; Univ. of Edinburgh	Statistics, Science Communication & Public Engagement	PHP-2
Schroth, Kevin	Assoc. Professor	NTT	JD	Rutgers	Law	HSAP-1

Template-E1.1 Primary Instructional Faculty						
Primary Instructional Faculty Alignment with Degrees Offered						
Name	Title/ Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Schwander, Stephan	Assoc. Professor	Tenure	MD, PhD	Hamburg Univ., Germany	Medical Sciences	GPH-3
Shendell, Derek	Professor	NTT	DEnv, MPH	Univ. of California; Dartmouth	Environmental Science and Engineering, Environmental Health Sciences	EHS-1
Shiau, Stephanie	Asst. Professor	Tenure Track	PhD, MPH	Columbia	Epidemiology	EPID-3
Silenzio, Vincent	Professor	NTT	MD, MPH	Rutgers (UMDNJ)	Family & Community Health	GPH-1
Sterling, Kymberle	Assoc. Professor	Tenure	DrPH, MPH	Univ. of Texas Health Sciences, TX; Tulane Univ., LA	Health Promotion and Behavioral Sciences, Community Health Sciences	SBHS- Additional
Suarez, Elizabeth	RBHS Instructor	NTT	PhD, MPH	Univ. of North Carolina; Boston Univ.	Epidemiology	PHEP-2
Valera, Pamela	Asst. Professor	Tenure Track	PhD, MSW	Univ. of South Carolina; Univ. of Michigan	Social Work, Program Evaluation	SWPH-1
Villanti, Andrea	Assoc. Professor	Tenure	PhD, MPH	Johns Hopkins Univ.	Social and Behavioral Science, Sociomedical Sciences	SBHS- Additional
Wackowski, Olivia	Assoc. Professor	Tenure	PhD, MPH	Rutgers (UMDNJ)	Public Health, Health Education & Behavioral Science	SBHS-3
Wei, Chongyi	Assoc. Professor	Tenure Track	DrPH, MA	Univ. of Pittsburgh; Duquesne Univ, PA	Behavioral and Community Health Services, Policy Analysis and Administration	LGBTQ-3
Yang, Cui	Assoc. Professor	Tenure	PhD, MD	Johns Hopkins Univ.	Public Health	SBHS-4
Zarbl, Helmut	Professor	Tenure	PhD	McGill Univ.	Biochemistry	ENOH-1

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

Template-E1.2						
Non-Primary Instructional Faculty Alignment with Degrees Offered						
Name	Title/Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Caruth, Julie	Asst. Professor	NTT	MD, MPH	Univ. of West Indies; Rutgers (UMDNJ)	Environmental Medicine	OEM-Additional
Dave, Chintan	Assistant Professor	NTT	PharmD, PhD	St. Louis College of Pharmacy; College of Pharmacy, Univ. of Florida	Pharmacoepidemiology and Pharmacoeconomics	HOPE-3
Gerhard, Tobias	Professor	Tenure	PhD, PharmD equivalent (Germany)	Univ. of Florida; Albert-Ludwig Univ., Freiburg, Germany	Pharmacoepidemiology, Registered Pharmacist	PHEP-3
Handorf, Elizabeth	Assoc. Professor	NTT	PhD, MS	UPenn	Biostatistics	BIST-Additional
Jan, Yi-Hua	Asst. Professor	NTT	PhD, MS	Rutgers; National Tsing Hua Univ., Taiwan	Toxicology, Environmental Chemistry	EHS-Additional
Sackey, Joachim	Assistant Professor	NTT	MS, PhD, MPhil	Tufts Univ.; Univ. of Ghana	Nutritional Epidemiology, Dietetics	PHNU-3
Stroup, Antoinette	Professor	NTT	PhD, MS	UC Berkeley; Univ. of Utah	Epidemiology	EPID-Additional
Thomas, Pauline	Professor	NTT	MD, Fellow	Yale Univ.; Univ. of Rochester School of Medicine	Medical degree, Fellow in general Pediatrics, Epidemic Intelligence Service Officer (CDC)	PHP-3
Udasin, Iris	Professor	NTT	MD	SUNY	Occupational Medicine	OEM-Additional

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

Faculty CVs may be found in the ERF E1.3 Faculty CVs.

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

Definitions for school faculty are as follows:

- **Primary Instructional Faculty:** Tenure, tenure-track or non-tenure track (NTT) faculty who have their primary appointment in the Rutgers School of Public Health, are considered 100% or 1.0 FTE, and have regular responsibility for instruction.
- **Non-Primary Instructional Faculty:** Are non-Rutgers School of Public Health primary faculty including:
 - Secondary faculty whose primary appointments are elsewhere in the university and teach courses and/or mentor students at the school; or
 - Per diem adjunct faculty (hired to teach on a course-by-course basis).Primary faculty who do not teach courses but may provide advising to students are also considered non-primary instructional faculty.

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

Strengths

- All faculty holding titles at the assistant professor level and above have a terminal doctoral degree in a field that is directly relevant to their teaching and research.
- The school's faculty has grown more than 50% since Dr. Perry N. Halkitis became dean in 2017 (from 55 faculty in 2017 to 88 faculty today).
- The school has recruited faculty from outside the Rutgers community in the last several years.
- Research productivity, as measured by grants and publications, teaching evaluations, and service commitments, provides evidence that faculty are qualified, productive, and actively engaged in public health.
- Faculty also cover a range of areas within their disciplines including, but not limited to, public health, psychology, social work, nursing, medicine, and pharmacy. For example, several faculty in the Department of Biostatistics and Epidemiology have worked extensively with clinical trials data (including Phase 1 and 2 trials), while others have worked with observational data including longitudinal analysis techniques. In addition, they are publishing in areas that include pharmacoepidemiology, maternal and child health, cancer, and infectious disease. In the Department of Environmental and Occupational Health and Justice, faculty cover areas as diverse as toxicology, exposure assessment, risk assessment and occupational health. Faculty in the Department of Health Behavior, Society and Policy have studied the impact of health insurance expansions of dependent coverage for young adults, the relationship between nurse staffing and neonatal outcomes, and how neighborhood characteristics affect the health of older adults. Faculty in the Department of Urban-Global Public Health are working on key topics in HIV/AIDS, LGBT+ health, stigma and discrimination, reproductive and maternal health, gun violence, and food systems.
- Overall faculty strength is excellent in each department and faculty collaborate across our four departments and two locations. Faculty collaborations have been made easier in the post-COVID era as the use of technology has been more widely adopted and accepted.

Plans for Improvement

- The school expects to continue to grow its faculty over the next five years.
- The school plans to continue recruiting faculty from traditionally under-represented minority groups.

E2. Integration of Faculty with Practice Experience

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

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

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

Faculty and adjunct faculty have extensive experience in research, education, and public health practice, and many have worked for years in both academia and/or organizations other than the school. Hence, they bring a rich and diverse understanding into the classroom to share with public health students. In many classes, instructors bring in guest speakers to supplement, complement, or enhance individual learning experiences for current and future practice needs and opportunities. The faculty also actively engage MPH students in their Applied Practice Experience (APE) and Practicum Capstone (Integrative Learning Experience), which expose students to fields of their expertise and give them an opportunity to develop and improve their communication, problem-solving, and project management skills through learning in public health practice, and in implementation of public health methodologies.

Faculty Experience in Public Health Practice

We integrate perspectives from the field of practice by hiring faculty with prior practice experience. As an example, five faculty members previously worked at city or state departments of health or community affairs; two faculty members worked in public health practice at non-profit organizations before joining the school; and one faculty member was the chief medical officer for a Caribbean Island. These individuals bring invaluable practice experience to their research, teaching, and service activities both for their students but also their fellow peer faculty.

- Richard Thurman Barnes, JD, MDiv (Urban-Global Public Health) was the Director of Policy & External Affairs, Commissioner's Office, New Jersey Department of Community Affairs, Trenton, NJ
- Marybec Griffin, PhD, MPH (Health Behavior, Society and Policy) was the Special Projects Coordinator, Bureau of Maternal, Infant & Reproductive Health and Program Planner, Bureau of HIV/AIDS Prevention & Control, NYC Department of Health & Mental Hygiene, New York, NY
- Merlene Fredericks-James, MBBS, DrPH (Urban-Global Public Health) was the Chief Medical Officer, Department of Health and Wellness, St. Lucia
- Leslie Kantor, PhD, MPH (Urban-Global Public Health) was the Director, Community Advocacy for SIECUS (Sexuality Information and Education Council of the United States), Washington DC and Vice President of Education and Training, Planned Parenthood of New York City, Inc., New York, NY
- Laura Lindberg, PhD, MA (Urban-Global Public Health) was a Principal Research Scientist, The Guttmacher Institute, New York, NY
- Henry Raymond, DrPH (Biostatistics-Epidemiology) was the Deputy Director, Center for Public Health Research, San Francisco Department of Public Health, San Francisco, CA
- Kevin Schroth, JD (Health Behavior, Society and Policy) was Senior Legal Counsel, Bureau of Chronic Disease Prevention and Tobacco Control, NYC Department of Health & Mental Hygiene, New York, NY

We also employ public health practitioners as adjunct faculty to teach courses and serve as guest speakers. These opportunities enable our students to engage with practitioners which gives them greater insight into the relevance of their public health training. Two examples of adjunct faculty who come from practice are Dr. Nisha Jani, Lead Epidemiologist, Airborne Hazards Center of Excellence, U.S. Department of Veterans Affairs; and Dr. Joel Waksman, Vice President of Biostatistics & Programming, Brightech International LLC.

Guest speakers who are public health practitioners are abundant. Example guest speakers are outlined below.

- ENOH 0564: Guest speakers include leaders from safety and health such as Steven Kaplan, Deputy Regional Administration, OSHA Region 2 and Katia Costa Black, Consultant & Educator in Ergonomics & Total Worker Health
- ENOH 0710: Guest speakers include individuals from the NIH including Christine Grady, NIH; Holly Smith, NIH; David Wendler, NIH
- EPID 0601: Guest speakers include Glenn Grossman, Senior Director, Epidemiology & Strategic Forecasting, Insights & Advanced Analytics, Axtria - Ingenious Insights gives a lecture on cancer clusters and their investigation (he uses the example of the suspected brain cancer clusters in Colonia High School, Woodbridge, NJ)
- UGPH 0630: Guest speakers include an individual from UNICEF who describes how they work within the food systems space
- UGPH 0670: Guest speakers include the Urban Ag Cooperative in Newark (NJ) to describe urban farming and some of the challenges associated with it and an expert in Traditional Chinese Medicine
- UGPH 0711: Guest speakers include the CEO of ETR Associates; the Associate Commissioner of NJ Department of Human Services; the CEO of Fund for Investigative Journalism; the Chief Diversity Officer for YELP; the COO of Trinity Church; the former Chief Strategy Officer for Planned Parenthood Federation of America; and a longtime non-profit development leader with experience at the Humane Society, Purdue University and other leading non-profits.

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

Strengths

- Several primary faculty have prior public health practice experience which enriches our teaching, research and service efforts.
- Many public health practitioners are engaged in our programs through teaching courses and/or and contributing guest lectures.
- The school integrates perspectives from faculty at our global partner sites. When offering study abroad courses, the most common approach has been to develop a course with equal collaboration from the school and the global partner. Faculty from both institutions work together to develop and offer the course and identify public health practitioners in global settings to participate in the course; thus, ensuring perspectives and insights from the global site are integrated into the course. For example, in our Migration in the European Context: Challenges for Public Health global course, which is offered in collaboration with faculty from the University of West Attica (Greece), Dr. Apostolos Veizis, Director of Medical Operational Support (Greece) and Medecins Sans Frontieres (Doctors Without Borders) participated in the course with students who participated in a vaccination campaign with refugees on the island of Chios. In Summer 2024 when the course will be offered for a second time, a practitioner from INTERSOS (a non-profit humanitarian aid organization), a physician from the International Committee of the Red Cross who works at a detention center, and a psychologist from an NGO who works at the Coast Guard Headquarters in Lesvos will be providing lectures during the course in Greece.

E3. Faculty Instructional Effectiveness

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

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

The school supports professional development and advancement in instructional effectiveness.

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

The school uses several approaches for evaluating faculty instructional effectiveness.

Student course evaluations. Faculty instructional effectiveness is assessed through mid-course and end-of-semester course evaluations. The Rutgers Office of Teaching Evaluation and Assessment Research (OTEAR) administers both the mid-year and end-of-semester course evaluations with assistance from the school's Office for Academic Affairs. The course evaluation system used by Rutgers University is called Blue by eXplorance and students may access the surveys for their courses through the Canvas learning management system. Anonymity is preserved using this online course evaluation system because incoming responses are not attached to any identifying student information.

Course evaluations are completed by students each semester (fall, spring, and summer) for courses with an enrollment of three or more. A standard set of questions are used for these evaluations, but instructors are given the opportunity to add specific questions to the evaluations for their courses. Student completion of the course evaluations are optional; however, instructors strongly encourage students to complete them and for in-person classes they are encouraged to provide in-class time to complete the surveys. Faculty are encouraged to carefully consider how student suggestions may be addressed. Evaluations are shared with the instructor and the chair of the instructor's department. Department chairs have access to course evaluations (including qualitative feedback) as well as summary evaluation reports for all courses in their purview. Chairs review evaluation reports following each semester to ensure that struggling instructors receive additional guidance and support and to determine whether to re-appoint adjunct faculty and/or re-assign primary instructors to different teaching assignments. Course evaluations are also used in the appointment and promotion process for primary faculty. Summary reports, including trends, are provided to the Curriculum Committee and school leadership annually.

Online course review. The school works with Rutgers Teaching and Learning with Technology (TLT) to review online courses using the Quality Matters Standards-Based Quick Review Form. After an online course is offered at least twice, the school's Office for Academic Affairs works with TLT who assigns one of its instructional designers to conduct this review. A TLT instructional designer carefully and thoroughly reviews the online course, including course activities and learner interaction, learner support, accessibility, and usability, etc. The instructional designer provides a review summary and recommendations for which the instructor may consider for future offerings. The instructor, the department chair, the senior associate dean for academic affairs, and the senior associate dean for educational and global program development receives the completed Quality Matters Standards-Based Quick Review report. In addition, the TLT instructional designer, the instructor, the senior associate dean for academic affairs, the senior associate dean for educational and global program development and the e-learning support specialist meet to review the report. (Online courses offered by primary instructional faculty and non-primary instructional faculty are subject to review.)

Periodic Peer Review. The school also conducts periodic peer reviews. As part of a quality improvement process for our remote teaching during the COVID-19 pandemic, the school conducted a peer review and inventory of our remote teaching sessions. During this process, 12 primary faculty members (selected by department chairs) were assigned to observe class sessions and complete a Remote Teaching Inventory form for each class. Peer observers examined whether instructors provided opportunities for student-led learning/discussions, how instructors used

breakout rooms to facilitate group work, what strategies instructors used to engage students in learning, etc. Topics for faculty development sessions were then identified to assist instructors to improve or enhance their remote teaching.

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

Rutgers University offers two resources that encourage continuous improvement in teaching practices and student learning. The first is the Rutgers Office of Teaching Evaluation and Assessment Research (OTEAR). OTEAR (see otear.rutgers.edu) is charged by Rutgers' executive vice president for academic affairs to support institution-wide teaching evaluations and other assessments related to learning outcomes and continuous academic improvement, academic appointments and promotions, convening networks related to the implementation of best practices in teaching and learning (complementary to and collaborative with the teaching, learning, or pedagogy centers in the academic units), and sharing research innovations in the space of teaching for rapid dissemination across the four chancellor-lead academic units. The second university-side resource is the Rutgers Teaching and Learning with Technology (TLT) unit. TLT (see tlt.rutgers.edu) supports the Rutgers community in designing and implementing quality face-to-face, fully online, and hybrid courses. TLT services include instructional design and technology support; gamification and immersive design; media production; virtual labs and simulations; and workshops and trainings. In addition, any faculty (primary or adjunct) may request to work with an instructional designer who can assist in identifying the instructional needs of students, recommend appropriate design solutions for courses that leverage existing and emerging technologies available at Rutgers, and provide guidance when developing outcomes-based assessment strategies that monitor achievement of course-level objectives.

Within the Rutgers School of Public Health, an academic team that includes the senior associate dean for academic affairs, the senior associate dean for educational and global program development and an e-learning support specialist, supports faculty development and continuous improvement in teaching and student learning.

Example 1: Online Help Sessions

The school's e-learning support specialist (full-time staff member) provides regularly scheduled help sessions (four days per week plus by appointment) for any instructor who is or will be teaching. These help sessions are open to both primary instructional faculty and non-primary instructional faculty. The e-learning support specialist walks instructors through using Canvas, answers specific questions, provides assistance with closed captioning and transcript creation, etc. Between July 1, 2022 and October 22, 2023, 22 primary faculty and 29 adjunct instructors and other individuals met with the e-learning support specialist either during help sessions or by appointment.

Example 2: Creation of the Toolkit for On-line, In-person and Hybrid Teaching

In Fall 2017, Dean Perry N. Halkitis proposed the re-development of online courses using best practices in asynchronous teaching. At the same time, the school began to work with the Rutgers TLT unit and switched to the Canvas Learning Management System. Then in Fall 2018, the school hired a full-time e-learning support specialist to assist with the creation of online courses. As the program developed, we identified a need for a central location for tips and tricks; instructions on using Canvas, etc.; teaching ideas and information on how to create online courses as well as general assistance for online, in-person and hybrid pedagogy. To address this need, we developed the RU SPH Toolkit for Online, In-person, and Hybrid Teaching in Canvas. All faculty members, both primary instructional faculty and non-primary instructional faculty (including adjunct faculty), as well as course assistants and concentration and academic support staff have to access the toolkit. Between July 1, 2022, and October 22, 2023, 61 primary faculty and 24 adjunct instructors accessed the toolkit. The toolkit is updated weekly. See ERF E3.2 SPH Toolkit for an abbreviated table of contents.

Example 3: Faculty Development Sessions Offered by the School of Public Health in Cooperation with TLT

Since 2020, the senior associate dean for academic affairs, the senior associate dean for educational and global program development and an e-learning support specialist have offered a number of faculty and staff development sessions including topics such as: How to Setup the Canvas Gradebook, How to Grade Assignments Using Speedgrader, How to Use Turnitin a Plagiarism Detector as a Learning Tool, How to Create Educational Videos Using Kaltura, How to Use Canvas Quizzes, Peer Review, Accessibility Tools, Canvas Calendar for Scheduling Student Meeting, and How to use Rubrics to Link Competencies to Student Assessments. Sessions on how to use Zoom to create an engaging synchronous classroom, the use of grading rubrics to improve student learning, and an introduction to Just in Time Teaching (JiTT) are examples of the faculty development sessions that have been offered over the past three years. All sessions have been offered live via Zoom and are recorded and made available on the SPH Toolkit for Online In-Person and Hybrid Teaching. Both primary and non-primary instructional faculty participate in these development sessions.

Example 4: Creation of Teams (Instructional Designers and Faculty) to Create Asynchronous Courses

Each faculty member who creates an asynchronous course is registered for a Fundamentals of Designing and Teaching Online Courses offered by TLT. In addition, these faculty members are assigned to work with an individual instructional designer from TLT to assist in the creation of these new courses to use best practices in course development and outcomes assessment. Further, these faculty members meet with the school e-learning support specialist and before each semester, online instructors meet with the senior associate dean for academic affairs and the senior associate dean for educational and global program development to review their online course and online teaching strategies.

Example 5: OTEAR (Pedagogy Sessions)

OTEAR provides workshops and seminars related to teaching and learning through the academic year that are open to all faculty or anyone interested in teaching. In addition, OTEAR works with individual schools to provide customized or workshops on demand. Recently, OTEAR conducted a workshop for our instructors entitled, “Best Practice in Writing Multiple Choice Questions.” This workshop was open to all school faculty, including both primary instructional faculty and non-primary instructional faculty. In addition, a recording of the workshop is available in the SPH Toolkit for Online In-Person and Hybrid Teaching.

3) Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members’ disciplinary knowledge is current.

When department chairs or the senior associate dean for academic affairs assign an instructor to teach a course, they ensure the instructor (either primary instructional or non-primary instructional faculty) has the appropriate training and/or experience in the content area of the course. For the majority of faculty, the field of doctoral training aligns with the course content. When there is not a match between a doctoral degree and the course content, or the instructor does not possess a doctoral degree, the department chair/senior associate dean reviews the qualifications of the individual, including experience, and the rationale for having the instructor teach the assigned course.

Faculty maintain currency in their areas of instructional responsibility through ongoing research and scholarship in their field(s) of expertise; collaborating with other faculty and practitioners on research, teaching, and/or service; and actively engaging in public health service and community partnerships. Faculty also actively participate in discipline-specific conferences. These include conferences focused on public health research or methods (e.g., APHA, American Statistical Association, Society for Epidemiologic Research, Society for Research on Nicotine and Tobacco) and conferences focused on teaching (e.g., through the academic and practice linkages caucus at APHA,

ASPPH). In addition, faculty are encouraged to participate in training activities and workshops offered by TLT, OTEAR, and the school to maintain and improve teaching each year. Faculty also participate in training opportunities offered through the school's Center for Public Health Workforce Development (CPHWD) on a variety of relevant and timely public health issues.

Primary faculty who develop and/or teach an asynchronous online course(s) are enrolled in TLT's Fundamentals of Designing and Teaching Online Courses training program. For the MPH core courses, templates of the syllabi and Canvas course shells have been developed for the synchronous and asynchronous sections of these courses. This ensure that all students taking core courses are receiving the same curriculum, that comparable assessments are being used to assess mastery of material, and that the most up to date curriculum topics are presented, regardless of who is teaching the course. In addition, the school has identified a core course coordinator for each core course to ensure that both primary and non-primary faculty receive mentorship along with the syllabus and Canvas course shells.

Adjunct faculty must hold an adjunct or volunteer appointment with the school. Reappointments are renewed either annually (July 1st) or per semester (Spring, Summer, Fall) and are not automatic. The process begins with a request from the department chair or concentration director to renew an appointment based on the teaching needs of the department. The reappointment process includes reviewing CVs, teaching reviews (if applicable) and/or other contributions to the school in their concentration field.

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

The school follows the procedures for faculty advancement established by the Rutgers Biomedical and Health Sciences (RBHS) and Rutgers University. A founding principle of RBHS is the "expectation of exceptional achievement in basic, translational, clinical, or other forms of investigation, and in the practice and teaching of the health professions." Faculty are appointed to one of five different tracks: a tenure track, and four non-tenure tracks (teaching, clinical, professional practice, and research). Each track serves an equally important but different function towards ensuring the collective success of the institution and its faculty. Excellence in teaching is expected in three of the five tracks (tenure track, teaching track, and clinical track) and is considered but not expected in the other two tracks (professional practice track and research track). Faculty's records in teaching are considered in the decision to award promotion and tenure.

All faculty at the Rutgers School of Public Health are evaluated annually by their supervisor in the areas of teaching, research, service, and clinical activities, as applicable. For the school's primary faculty, these evaluations are carried out by the department chair. Evaluations are completed in June for the preceding academic year and include an opportunity for individual faculty members to set goals as well as review and set a faculty member's workload distribution for the upcoming year. The school has a Faculty Workload Distribution Guide that outlines expectations and standards for protected time for scholarship, advising and service, and funded research, administration and/or teaching based on the faculty member's assigned track and coterminous status. (The SPH Faculty Workload Distribution Guide is in the ERF E3.4 Faculty Advancement.) Faculty administrators, such as department chairs and assistant/associate deans are evaluated by the dean using a more extensive form that includes consideration of their effectiveness in their administrative role.

Annual evaluations of faculty include an assessment on their contributions to the teaching program, including curricular developments and innovations, student evaluations of courses, and informal feedback that the department chair receives from students and colleagues. Ratings from student evaluations of courses are included in promotion evaluation packages for assessment by the departmental promotion committees, the school-level Appointments and Promotions Advisory Committee, and subsequently by committees at the RBHS and Rutgers University levels. The departmental and school-level committees review faculty member's teaching evaluations and include written comments in the promotion packages about the teaching effectiveness. Such comments take primary roles in evaluations of teaching and clinical faculty. For faculty on the tenure track, evaluation of research scholarship takes primary role and teaching is assessed in addition to scholarship. Lack of teaching or poor

teaching evaluations will be detrimental to career advancement even if a tenure track faculty member excels in research scholarship.

For non-tenure track faculty, RBHS created a table highlighting the different criteria that are used in evaluating faculty for promotion purposes in the different tracks. Some criteria are required, some expected, some desirable, and some helpful or optional on the track. Excellence in several of the criteria are factored into promotion. While these criteria are not a checklist, the table can help non-tenure track faculty plan for their advancement. See ERF E3.4 Faculty Advancement for the RBHS Non-Tenure Track Criteria Table.

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

Faculty Currency: Internal review of curricula

The school’s Curriculum Committee, with input from the Office for Justice, Equity, Diversity, and Inclusion, developed and implemented a Diversity, Equity, and Inclusion (DEI) Curriculum Assessment Tool, led by faculty, to examine the extent to which the school’s programs and courses advance and/or value diversity, equity, and inclusion. This DEI assessment process began in Summer 2020. The initial round of the DEI assessment of all core courses and required courses was completed in Spring 2023 but the assessment is an ongoing process. Through this assessment, each course instructor and concentration director reflected on diversity, equity, and inclusion within their own course(s) plus the concentration’s courses overall. Individual instructors completed the DEI assessment for their respective courses (including select non-primary instructional faculty) to assess DEI through course content and materials, such as readings, assignments, and classroom practices. Concentration directors reviewed DEI assessments for the courses in their concentration and completed an assessment for their concentration overall and then presented the DEI assessment for their concentration to the Curriculum Committee. The goal of the DEI Curriculum Assessment was to ensure each student enrolled in our courses is respected, feels a sense of belonging, and is able to make a unique contribution to the course and our school. A similar assessment tool is now required for all new course proposals. The DEI Curriculum Assessment Tool has been shared widely with members of ASPPH and has since been adopted by several other schools and programs of public health.

Faculty Instructional Technique: Student satisfaction with instructional quality

The course evaluations conducted at the end of each semester assesses student satisfaction with both courses and instructional quality. Each student is provided with a standard set of questions on the course evaluation. Students are asked to rate the extent they agree or disagree with statements regarding the course in general (e.g., overall quality of the course, course instruction, content and materials were clearly related to course objectives) and students are also asked to rate the extent to which they agree or disagree with statements regarding the course instructor (e.g., overall teaching effectiveness of the instructor, instructor was prepared for class and presented material in an organized manner.) The school has set a benchmark to achieve no less than 85% of courses receiving a minimum rating of 4.0 (out of 5.0) for overall quality of the course and teaching effective of the instructor.

Faculty Instructional Technique: Student Satisfaction with Instructional Quality		
Year	% of courses rated as 4.0 or above (out of 5.0) for overall quality of the course	% of instructors rated as 4.0 or above (out of 5.0) for the teaching effectiveness of the instructor
AY2020	80.8%	84.2%
AY2021	87.2%	89.7%
AY2022	87.7%	88.9%
AY2023	87.7%	86.5%

School-Level Outcomes: Online Course Review

The school has been increasing the number of courses offered online asynchronously. In AY2019-2020, the school offered 15 online courses and offered 37 online courses in AY2022-2023. The effort to increase our online course offerings is central to two objectives in the school's Strategic Plan under the pillar goal: *"Excellence in Education: Prepare public health leaders, practitioners, and researchers using modern pedagogical approaches to promote health in diverse communities and populations."* These two objectives are:

- Provide additional online learning opportunities for existing and new courses, utilizing modern educational pedagogy and technologies; and
- Develop a fully online MPH degree option.

To ensure the quality of our online course offerings, the school works with Rutgers Teaching and Learning with Technology (TLT) to review online courses using the Quality Matters Standards-Based Quick Review Form. After an online course is offered at least twice, TLT assigns one of their instructional designers to conduct this review. A TLT instructional designer carefully and thoroughly reviews the online course using the quick review form to examine eight general standards of practice:

- Course Overview and Introduction;
- Learning Objectives (Competencies);
- Assessment and Measurement;
- Instructional Materials;
- Learning Activities and Learner Interaction;
- Course Technology;
- Learner Support; and
- Accessibility and Usability.

The Quality Matters Standards-Based Quick Review Form is used to assess the level to which a course meets Quality Matters Standards and highlight areas for improvement.

The instructor, the department chair, the senior associate dean for academic affairs, and the senior associate dean for educational and global program development receives the completed Quality Matters Standards-Based Quick Review report. Samples of online course reviews completed by TLT are in ERF E3.5 TLT Online Reviews. In addition, the TLT Instructional Designer, the instructor, the senior associate dean for academic affairs, the senior associate dean for educational and global program development and the e-learning support specialist meets to review the report. (Online courses offered by both primary instructional faculty and non-primary instructional faculty are subject to review.)

Since AY2020-2021, 15 courses have been reviewed by TLT.

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

Strengths

- The school evaluates faculty effectiveness continually through reviews by students and other means.
- Diverse educational programs provide students with a solid foundation of public health theory, practical application, and research, supplying them with the skills and knowledge to achieve their career goals.
- Course evaluations have been stable and high in all departments in all three years, with the vast majority of rating above 4.0 on a 5.0-point Likert scale, demonstrating that the school has a talented teaching faculty that provides courses that are highly regarded by students.
- Several professional development programs and teaching resources are offered through the school and the university to enhance faculty teaching in the classroom.
- With a senior associate dean for academic affairs and a senior associate dean for educational and global program development, the school has strong leadership in high-quality teaching and learning.

- The DEI Curriculum Assessment developed and implemented by the school has been used and/or adapted by several other schools and programs of public health.

Weaknesses

- A challenge, in this evolving post-pandemic environment, is finding the right balance between in-person events, on-campus courses, and distance learning can be difficult.

Plans for Improvement

- Further expand the school's online certificate and degree program offerings while maintaining high consistency and quality across modes of teaching and learning.
- The school will continue to evaluate and improve the method of evaluating instructional effectiveness, including continual improvement of the student course evaluation instrument and process to ensure diversity, equity, and inclusion needs are met.
- The school will continue its efforts to incorporate Canvas Outcomes and rubrics to assess courses across modes of teaching.
- The senior associate deans and associate deans (in the Office for Academic Affairs, the Office for Faculty Affairs and the Office for Community Engagement and Public Health Service) will continue discussions on planning an effective and efficient regular peer review process for the evaluation of teaching. Our aim is to develop a system that respects the time commitments of both reviewers and reviewees, without compromising the quality of the evaluation. Through careful planning and the use of streamlined evaluation methods, we are working to ensure that the process remains a valuable tool for professional development, enriching the teaching experience for all faculty members involved.

E4. Faculty Scholarship

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

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

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

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

The research program at the Rutgers School of Public Health is a central part of its mission and its research pillar goal: *"Impactful Scholarship: Advance public health science by growing the school's capacity to conduct and disseminate outstanding, collaborative relevant research."* The school's mission and goals place strong emphasis on both the discovery and practical application of knowledge relevant to improving the public's health. The school's commitment to research, both basic and applied, is also consistent with the mission of the parent institution (Rutgers University, and more specifically, Rutgers Biomedical and Health Sciences [RBHS]).

The school offers a rich and multidisciplinary environment for research and creative activity and is dedicated to generating new knowledge to help solve public health problems that exist on local, national, and global levels. The school incorporates five interdisciplinary research centers, including: Center for Public Health Workforce Development; Center for Health, Identity, Behavior and Prevention Studies; New Jersey Gun Violence Research Center; Cancer Health Equity Center of Excellence; and Center for South Asian Quantitative Health and Education. Many faculty members are also affiliated and work closely with university-wide centers and institutes, including the Center for Population-Level Bioethics; the Institute for Nicotine and Tobacco Studies; the Environmental and Occupational Health Sciences Institute; the Cancer Institute of New Jersey; and the Institute for Health, Health Care Policy, and Aging Research. Faculty engagement in scholarship and research ensures that students are presented with cutting-edge methods in applied contexts that are both current and significant. The rich portfolio of research and scholarship at the school enriches the experience of students both inside and outside the classroom.

Over the course of the last seven years, research areas of excellence have been identified and nurtured. These research areas of excellence have enabled the school to gain national prominence and contributes to achieving our research pillar goal of Impactful Scholarship (advance public health science by growing the school's capacity to conduct and disseminate outstanding, collaborative relevant research). Our research areas of excellence include bioethics; cancer health disparities; climate change and planetary health; HIV, COVID-19, TB and other infectious diseases; pharmacoepidemiology; sexual and reproductive health; LGBTQ+ health; population aging and mental health; gun violence prevention; and modern statistical methods.

As the school works toward its goal of advancing public health science, faculty, staff, students, and community partners seek to implement research and creative activities that can be characterized as:

- **Inter-Disciplinary.** Our approaches, situated across the diverse disciplines of the school, offer a state-of-the-art and outstanding environment for conducting work that is inter-disciplinary and that offers innovative approaches to the world's most complex public health challenges.
- **Community Engaged.** With hundreds of partnerships in New Jersey, across the United States and across the globe with community-based organizations and institutions, the school has a commitment to ensuring that research and creative activities are responsive to the needs of those on the front lines of public health.

- **Translational.** The school seeks to ensure the translation of research findings into diverse settings in ways that bridge research and practice to improve the health of those in New Jersey and beyond.
- **Forward Facing and Future Oriented.** The school understands that the future of health around the globe is dependent upon the skills and values of the next generation of researchers and practitioners. To that end, we are resolute in our commitment to student engagement in research.

Through these activities, the school aspires to be a crossroads of knowledge from the biological, physical, social, behavioral, data/quantitative, and managerial sciences, developing a holistic understanding of the health of populations and creating viable solutions to emerging public health problems through innovation, interprofessional collaboration, integration, and deep engagement with community. This is consistent with the missions of the [university](#), [RBHS](#), and the [school](#).

Faculty Expectations – Research and Scholarly Activities

The school's research goals and objectives are fundamental to its role as a productive unit within RBHS, the university, and the broader community. Faculty are appointed to one of five different tracks: a tenure track, and four non-tenure tracks (teaching, clinical, professional practice, and research). All faculty, except those on the professional practice track are expected to engage in research and scholarly activity. Tenure-track faculty contribute heavily toward research activities. Faculty employed on the research track are full-time researchers, and as such they do not have teaching responsibilities. Clinical-track or teaching-track faculty may focus their scholarly work on practice-based research, workforce development, interprofessional practice, and/or activities that improve pedagogy and teaching practice. On average, the amount of time dedicated to research and scholarship is approximately 75% for tenure track faculty, 15% for teaching faculty, 30% for clinical faculty, and 85% for research faculty. (Faculty on the professional practice track are not expected to engage in research and scholarly activity.)

Faculty research activity at the Rutgers School of Public Health is initiated in several ways. Most importantly, individual and groups of investigators, whose interests and capabilities define their own research agendas, are the creative force behind many research efforts. Although influenced by institutional goals and processes, scholarly production in this school is left largely to the initiative and judgment of the individual faculty member. Advice, encouragement, and/or incentives are also provided by the Office for the Dean, the school's leadership team, the school's offices of faculty affairs and research, mentoring committees, and department chairs. This arrangement, with its emphasis on academic freedom, places much value on the commitment of faculty to the goals of the institution. Continuing efforts are made to keep faculty apprised of new research opportunities and funding sources, including an internal grant review program to provide feedback on preliminary drafts of research grants prior to submission for extramural peer-review. Research centers within the school and university bring together interdisciplinary faculty members to generate research ideas. In addition, students often bring research ideas to the faculty as potential thesis and dissertation topics.

Scholarship in research includes the generation of research proposals, research protocols, working papers, journal articles, research reports, book chapters, and books. Research activities and knowledge generated from private consultancies that are not distributed beyond the client would not be considered academic scholarship.

Scholarship in teaching includes publications associated with teaching materials or methods, developing funded grant proposals to support instructional activities, producing, and disseminating videos and curricula intended for instructional purposes, and publishing textbooks, review articles, and (text)books.

Scholarship in practice includes technical reports, presentations at professional meetings that summarize new knowledge or new applications of practice-based principles, the publication of new materials or principles for public health program content, and contributions to the writing of new public health policy and legislation.

As part of the annual merit review process, faculty members complete the Recommendation Information Form that captures information about publications, presentations, funded research projects, work in global public health, and practice activities. The information is reviewed by department chairs and the Office for the Dean each summer in a process overseen by the school's Office for Faculty Affairs.

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

Rutgers University offers a broad array of support for research and scholarly activities to faculty. Some key support services available at the RBHS or university-level include:

- The university Office of Research and Sponsored Programs assists faculty and administrators with proposal review and submission, budget planning, award and subaward processing, and non-financial award management.
- The university Office of Research Financial Services assists faculty and administrators with post-award administrative support services, including financial reporting, invoicing and cash management, audit and award closeout, quality assurance and compliance, effort certification, and training and development.
- The Rutgers University Ethics and Compliance supports faculty, administrators, and staff involved in research meet all the compliance requirements, promote an environment focused on respect and integrity, sets the standards for ethical and appropriate business conduct, and enhance the operational, compliance, financial, strategic, and reputational goal of Rutgers partners.
- The Rutgers Office of the Executive Vice President for Academic Affairs sponsors faculty development programs to advance research and scholarship, including writing retreats, weekly write-on sites, summer writing boot camp, scholarly publishing symposium, public writing series, emerging research webinar series, and common interest groups to bring together faculty across the university in multidisciplinary collaborations.
- The Rutgers Office of Advanced Research Computing, the university's centralized research computing and data science resource, provides Rutgers researchers with essential computing, networking, storage, and data-handling capabilities.
- The Rutgers Office for Research provides a pipeline of services across Rutgers to drive and support faculty research and strategically lead the university's economic development activities. Rutgers offers several, reoccurring, internal funding opportunities for faculty to advance their research projects. The Rutgers Office for Research promotes and administers the following internal funding opportunities provided by the university.
 - The Busch Biomedical Grant program is designed to enhance biomedical research at the university and to strengthen the competitive position of faculty members who seek external research funds. The program supports two funding mechanisms: Bridging Grants support extramural competitive renewal grant applications from established investigators; Pilot Grants facilitate exploration of innovative new projects in basic or fundamental biomedical research from faculty at all career stages. (SPH faculty were awarded a total of \$40,000 in research awards from the Busch Biomedical Grant program.)
 - The Research Council Awards program offers five annual award opportunities to support faculty research, especially to encourage scholarship tackling challenging disciplinary problems in the sciences, social sciences, humanities, and creative arts. (SPH faculty were awarded a total of \$6,500 in research awards from the Research Council Awards program.)
 - TechAdvance is an early-stage-technology fund that provides financial support and business expertise for Rutgers faculty and students to advance promising technologies toward commercialization.
 - TechXpress is a fast-track program of TechAdvance created to support smaller projects – such as development of prototypes, materials and experiments that generate new information or data to move Rutgers technologies closer to commercialization.

- HealthAdvance Fund® is the funding platform of Rutgers Optimizes Innovation (ROI) program established with a \$4 million grant received under the National Institutes of Health (NIH) Research Evaluation and Commercialization Hub (REACH). The program aims to energize the innovation culture across all university campuses to speed up the translation of biomedical discoveries into commercially viable diagnostics, devices, therapeutics, and tools to improve health and patient care and train the next generation of innovators.

Organization of the School Research Program

While the school established its Office of Research (OOR) in 2003, the office has undergone significant growth under the leadership of Dean Perry N. Halkitis. As part of the school's organizational change initiated in 2017, Dean Halkitis recognized the need for an enhanced centralized hub that could foster and bolster research initiatives within the institution. In less than a year, he initiated the creation of a new, full-time position for a director of research to lead the development and oversight of the OOR. In January 2019, Katie Zapert, currently serving as the assistant dean for research, assumed the role of director of OOR. Today, the office is led by the assistant dean for research and includes three full-time research and grant support staff and a federal work-study student during the academic year. The OOR monitors and promulgates research opportunities, NIH policies, issues related to research compliance including human subjects/IRB and data sharing and management, and other developments and policies at Rutgers that impact faculty research efforts. The office assists faculty in answering questions about grant development and oversees the distribution of some pilot research funds that have been available. (See ERF E4.2 SPH-OOR Org Chart & Services for an overview of the OOR growth timeline, organization chart, and services provided). In addition, the office works closely with the university-level Office of Research and Sponsored Programs, Office of Research Financial Services, and ethics and compliance research regulatory and compliance activities.

Pre-Award Grant Support. The OOR provide pre-award grant support to 51 of 88 (58%) primary faculty whose sponsored research activity resides within the school. The remaining faculty who are housed within a university research institute/center receive pre-award grant support through their institute/center's research office. The OOR manages all pre-award functions up until an award notice is issued and then transfers responsibility to the Office of Business and Finance.

Post-Award Grant Support. The Office of Business and Finance (OBF) supports primary faculty with post-award functions for awards that come to the school as opposed to a university research institute/center. The OOR and OBF work together in unison to ensure both pre and post award support is effectively executed. Since there are many synergies and overlaps during the life cycle of an award, the two offices communicate and collaborate often, and meet monthly. The two offices are located within close proximity which allows for the close coordination between research policy and the financial aspects of grants and contracts. Each faculty is assigned a designated financial analyst from the business office to support all research needs so a tailored and consistent support structure is created. The team works closely with faculty investigators and university-level support during the entire life cycle of a grant from pre-submission to closeout. The financial analyst will assist the Principal Investigator (PI) with all post award related functions such as reporting, compliance, audits, sub-awards, extensions, and close outs. It is this network of support that helps the PI be responsible for day-to-day management of the grant and serves as a link between the school and university-level offices for grants management and compliance.

The OOR and the OBF also work in close collaboration with Rutgers central administration to:

- Facilitate the grant application and award acceptance process;
- Ensure compliance with applicable federal, state, university, and sponsor requirements for all externally funded projects, including research, education and training, and service activities;
- Identify new governmental sources of financial support for research and other activities and, jointly with the development officer, identify new sources of private sector and foundation funding;
- Inform faculty about funding opportunities;

- Educate potential grantors about the school's research capabilities; and
- Publicize faculty research successes and research interests in collaboration with the school's Office for Marketing and Communication.

The school provides several services and programs to support faculty research and scholarly activities which complement university-level resources:

- Development funds: All new faculty receive start-up funds commensurate with their rank and scholarship needs. The university-level Rutgers President Faculty Diversity Initiative, the RBHS-level chancellor's Diversity Initiative, and the Cancer Institute of New Jersey provide matching funds to foster the recruitment of new diverse faculty with tenure or on the tenure track.
- Internal pilot programs: Competitive internal pilot grants coordinated by the Office for the Dean and the Office of Research of the school offer seed funds to faculty for conducting pilot studies to obtain preliminary data for submitting larger extramural grants. The Office for the Dean in conjunction with the Office of Research has awarded \$60,000 in internal pilot grant funding. Much of this investment has resulted in externally funded projects by the NIH and PCORI (Patient-Centered Outcomes Research Institute).
- Mentoring: The school faculty mentoring program, which complements the RBHS faculty mentoring program, is a structured approach that pairs faculty up to the associate professor level (excluding those with tenure) with a primary mentor and an advisory mentoring team that aligns with the junior faculty member's career goals. The goals of this mentoring program include providing support and guidance with excellence in scholarly writing, excellence in funded research, excellence in teaching, understanding policies and procedures, developing professional networks, and positioning the faculty member for promotion.
- Group mentoring: The school Office for Faculty Affairs offers group mentoring for individual faculty development through peer discussions held once or twice per quarter. This program was initiated during winter 2020/2021, meets via a virtual platform (such as Zoom), and is moderated by the associate dean for faculty affairs. Faculty engage in peer discussions about career needs, successes, challenges, and share experiences and knowledge.
- Specific aims workshop: The Department of Biostatistics and Epidemiology and the Cancer Health Equity Center of Excellence at the school offer platforms where faculty review specific aims of extramural grants prepared by their colleagues and provide constructive feedback for improvement prior to submission.
- Internal grant review panels: The school's Office for Faculty Affairs and Office of Research offers an internal grant review program to review draft grant applications before they are submitted to extramural funding agencies for peer review. Facilitated by the associate dean for faculty affairs and the assistant dean for research, this program provides extensive feedback on draft proposals, including participation in a mock study section with experienced faculty from across the school. Potential reviewers are selected from a roster of faculty who have successfully competed for NIH R01 awards or equivalents. Grant reviews take place approximately three times a year.
- New Faculty Orientation: The school's Office for the Dean organizes monthly 1-hour orientation sessions during the first year for new faculty to familiarize them with school-level and university-level resources for faculty research and scholarship and all aspects of faculty development.

The school's Research and Doctoral Studies Committee is responsible for nurturing and maintaining the research activities of the school and its faculty, including: 1) where appropriate, coordinating research conducted by faculty and students at the school; 2) maintaining appropriate records and documentation of committee procedures and actions; and 3) serving as a resource on research for the faculty and/or students. The committee carries out these functions both on its own and, when appropriate, through the creation and activities (including specific recommendations) of research subcommittees and school-wide ad hoc research subcommittees.

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

The school encourages the involvement of students in research; both doctoral and masters students are involved with faculty on research endeavors through several pathways. PhD in Public Health degree program students are assigned a faculty advisor who oversees their academic program and progress. Faculty advisors assist PhD students in developing their own research or join appropriate faculty research projects for their dissertation. In addition, all MPH degree students are required to participate in Practicum Capstone (Integrative Learning Experience) and some students conduct research as part of their experience. (Research conducted as part of MPH Practicum Capstone is discussed in Criterion D.7.) Students may be hired by faculty as research/student assistants or volunteer to work with faculty on their research and scholarly activities. Over the last three years, students have been involved in several faculty research projects.

Center for Health, Identity, Behavior and Prevention Studies (CHIBPS). Led by Dean Perry N. Halkitis and Deputy Director Kristen Krause, CHIBPS has been a training ground for scholars from high school students to post-doctoral fellows for more than for 25 years. The center focuses particularly on training sexual and gender minority (SGM) and under-represented minority (URM) scholars. The center has received NIH funding for many years to provide training to undergraduate, doctoral, and post-doctoral URM scholars. Approximately 10-15 students are actively involved with CHIBPS research each year. Students have been and continue to assist with survey design, recruitment, interviews, data cleaning, literature reviews, manuscript preparation and limited grant writing. Many of these students have utilized CHIBPS' research as their MPH Practicum Capstone (Integrative Learning Experience) or as their doctoral dissertations. Approximately 70% of Dean Halkitis' papers contain at least one student who has been a part of the CHIBPS team. Many former CHIBPS students have become successful practitioners and scholars, leading their own independent research and/or leading programs. Dean Halkitis has been recognized numerous times for his mentorship and advocacy on behalf of students.

New Jersey Safe Schools Program (NJSSP). Led by Derek Shendell, the New Jersey Safe Schools Program (NJDOE 574-20230020 and 553-20230002) has involved students in research and other scholarship activities for about 15 years. Undergraduate as well as graduate students have been employed by or volunteered through the program to assist schools in reducing risk to occupational safety and health hazards in secondary school and work microenvironments in which adolescents spend time. Students have completed internships and MPH Practicum Capstones, as well as were employed in federal work study positions. Many of the students have earned co-author or even 2nd author and 1st author opportunities for state/national conference presentations as well as peer-reviewed publications in major national and international journals.

Rutgers Institute for Nicotine and Tobacco Studies (INTS). Led by Cristine Delnevo (Director) and Andrea Villanti (Deputy Director) in collaboration with seven core center faculty based in the school, INTS seeks to reduce tobacco-related morbidity and mortality in New Jersey, the United States, and globally via research that informs interventions, regulations and policies; the delivery of evidence-based tobacco treatment; dissemination to key stakeholders; and training of tobacco treatment providers and the next generation of tobacco control researchers. Since 2020, over 10 students and alumni have been actively involved with INTS research activities each year as paid and volunteer research assistants. Students have been involved with INTS-wide research projects, such as the Evaluation of New Jersey Tobacco Quitcenters, advocacy efforts to change Rutgers University Tobacco Use Policy (RU Tobacco Free), as well as in individual faculty research projects, such as eye-tracking research studies to examine dwell time and gaze patterns to explore the effects of the use of people in images and smoker-targeting language. Overall, students have gained experience in conducting interviews, interacting with study participants, preparing literature reviews, operating eye-tracking experiments, data analysis, and monitoring tobacco industry marketing. Additionally, many students have utilized INTS' research as their MPH Applied Practice Experience/Practicum Capstone (Integrative Learning Experience) or as their doctoral dissertations.

Elissa Kozlov (Health Behavior, Society and Policy) is a clinician and researcher with expertise in aging, mHealth and managing depression, anxiety, insomnia, bereavement, difficulties adjusting to new life circumstances, and stress related to caregiving. Through her current National Institute of Aging K76 award (K76AG068508), Piloting an mHealth-delivered Mindfulness Therapy with Patients with Serious Illness and their Caregivers to Alleviate Symptoms of Anxiety, she is employing four student research assistants. Students are assisting with recruitment and data collection.

Stephanie Shiau (Biostatistics and Epidemiology) is an epidemiologist whose research focuses on the effects of human immunodeficiency virus (HIV) and its treatment over time, aiming to identify modifiable factors that influence trajectories of HIV-associated non-AIDS conditions in children, adolescents, and adults living with HIV. Several students have been and continued to be involved on her K01 (K01DA053157 from the National Institute on Drug Abuse), her R01 and R21 (R01HD111550 and R21HD104558 from the Eunice Kennedy Shriver National Institute of Child Health and Human Development) grants. Currently, five students (3 MS, 1 MPH, and 1 PhD) are serving as paid research assistants on her current grants and research projects. They assist on her grants by conducting literature reviews, analyzing data, and generating tables and figures for manuscripts and presentations. The PhD student recently had a paper accepted in HIV Medicine. In addition, several students have utilized research from her projects as their MPH Practicum Capstone (Integrative Learning Experience) through volunteering to work in her research group.

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

Paul Duberstein (Health Behavior, Society and Policy) – HBSP 0710 Grant Writing for Public Health, Behavioral and Biomedical Research. Dr. Duberstein teaches a grant writing course for doctoral students. This course provides in-depth exposure and hands-on experience with grant writing. Students practice developing testable research hypotheses and preparing a Specific Aims page. Dr. Duberstein routinely uses in-class exercises to help students develop reading, writing, and critical thinking skills. For example, he distributes drafts of "Aims Pages" that he and his colleagues and mentees have written over the last several years. Some of these Specific Aims pages are "early drafts," others are from applications that were funded. Students work to identify flaws in logical reasoning or narrative flow and make recommendations for improving the writing.

Gwyneth Eliasson (Health Behavior, Society and Policy) – PHCO 0501 Health Systems and Policy and HBSP 0622 Health Politics and Policy. Ms. Eliasson's teaching incorporates her experience as a health justice attorney working in and advocating for low-income communities of color throughout the New York metro area. In both PHCO 0501 and HBSP 0622, she emphasizes health disparities and health equity and focuses on health policy and advocacy responses. For example, her students become empowered healthcare users as well as knowledgeable community educators by researching hospital costs, Medicare plans, and surprise medical bills.

Merlene Fredericks-James (Urban-Global Public Health) – UGPH 0521 Culture and Health. Dr. Fredericks-James is the former Chief Medical Officer, Department of Health and Wellness, St. Lucia in the Caribbean. She integrates her past research on Schistosomiasis in St. Lucia into a class activity. Through the activity, students use pictures to tell a story about the life cycle of Schistosomiasis, modes of transmission, and public health interventions to address the disease in persons from various cultural backgrounds. She then shares how the Department of Health and Wellness in St. Lucia worked to reduce Schistosomiasis on the island and uses the differences in the way students arranged the pictures to highlight how a researcher's perspective can influence the results of qualitative research.

Judith Graber (Biostatistics and Epidemiology) – EPID 0601 Cancer Epidemiology. Dr. Graber uses many examples from her own research in this course. She integrates examples from her current research cohort, the Firefighters

Cancer Assessment and Prevention Study (CAPS) [EMW-2021-FP-00416 and EMW-2019-FP-00517], which focuses on occupational cancer. In teaching about how the International Agency for Research on Cancer (IARC) classifies agents as to their carcinogenicity, she shares her experience as a member of an IARC Working Group. She also highlights student involvement and results of student research projects through her research lab in her teaching.

Koshy Koshy (Environmental and Occupational Health and Justice) – ENOH 0654 Occupational Safety and Workplace Risk Mitigation. Dr. Koshy led a project with the MTA-Bridges and Tunnels (in New York City, NY) to audit their contractor safety and health management process from 2016-2018. The MTA-Bridges and Tunnels manages operations for nine bridges and tunnels bringing commuters through the most populated city in the United States-New York City. Over a billion dollars of maintenance and capital improvement projects are managed annually by the Authority. Dr. Koshy led a project to review their safety and health policies and procedures and facilitated a perception study. He shares the study's findings with his students who then develop process improvements through class activities and assignments in his course. Students apply many of the theoretical concepts that are covered during the semester in the assignments.

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

The school follows the procedures for faculty advancement established by the Rutgers Biomedical and Health Sciences (RBHS) and Rutgers University. A founding principle of RBHS is the “expectation of exceptional achievement in basic, translational, clinical, or other forms of investigation, and in the practice and teaching of the health professions.” Faculty are appointed to one of five different tracks: a tenure track, and four non-tenure tracks (teaching, clinical, professional practice, and research). Each track serves an equally important but different function towards ensuring the collective success of the institution and its faculty.

Excellence in research and scholarly activity is expected in four of the five tracks (tenure track, teaching track, clinical track, and research track) and is considered but not expected in the practice track. These activities are an essential component of advancement for faculty and are evaluated as part of the annual faculty review and as part of the appointment, reappointment, and promotion processes.

All faculty at the Rutgers School of Public Health are evaluated annually by their supervisor in the areas of teaching, research, service, and clinical activities, as applicable. For the school’s primary faculty, these evaluations are carried out by the department chair. Evaluations are completed in June for the preceding academic year and include an opportunity for individual faculty members to set goals as well as review and set a faculty member’s workload distribution for the upcoming year. The school has a Faculty Workload Distribution Guide that outlines expectations and standards for protected time for scholarship, advising and service, and funded research, administration and/or teaching based on the faculty member’s assigned track and coterminous status. (The SPH Faculty Workload Distribution Guide is in ERF E5.5 Faculty Advancement). Faculty administrators, such as department chairs and assistant/associate deans are evaluated by the dean using a more extensive form that includes consideration of their effectiveness in their administrative role.

As part of the annual evaluation, each faculty member submits an updated version of their CV to their department chair, highlighting their activities and accomplishments during the past year. They also provide a narrative describing how these activities and accomplishments aligned with the goals that were set during the previous year’s review process. The overall assessment of each faculty member by their chair is based on each faculty member’s particular mix of activities and expectations, which were agreed upon during the previous year’s meeting.

The role and expectations for research and scholarship are described in detail in the RBHS’ Appointment and Promotions Guidelines. This includes the definition of scholarship given in E4.1, the expectation of scholarship for each track and rank, and the documentation faculty must provide as part of their promotion review packet. This documentation includes an updated CV that details research and their scholarly activities and accomplishments, as well as a personal statement that describes the impact of past scholarship and future directions. Specifically, the

section of the personal statement on scholarship includes four parts: a summary of the overarching theme to scholarship, a brief description of three key areas of scholarship and contributions made within each area, a summary of plans for future research and scholarship, and metrics that illustrate the impact of their work on their field (e.g., number of publications, number of first/last/second author publications, h-index, citations, funding history, invited presentation, advocacy/media contributions, awards, and other metrics as relevant to the particular discipline). These contributions are also evaluated at each stage of the promotion process, which include a vote of department faculty, external reviews from experts in the faculty member’s field, the school’s Appointment and Promotions Advisory Committee, the SPH dean, the RBHS provosts, the RBHS chancellor, and university president.

For non-tenure track faculty, RBHS created a table highlighting the different criteria that are used in evaluating faculty for promotion purposes in the different tracks. Some criteria are required, some expected, some desirable, and some helpful or optional depending on the track. Excellence in several of the criteria are factored into promotion. (The research track is excluded on this table as RBHS is currently hosting listening sessions with research track faculty to review criteria.) While these criteria are not a checklist, the table can help non-tenure track faculty plan for their advancement. See ERF E4.5 Faculty Advancement for the RBHS Non-Tenure Track Criteria Table.

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

Template E4-1 Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	Target	Year 1	Year 2	Year 3
Total research funding	Increase total award funding annually by \$300,000	\$34,073,798 ¹	\$33,102,231	\$37,835,191
Number of citation references	Increase the average “H” Index of publications by 10% annually	23.607	29.385	28.395
Percent of primary faculty participating in research activities	75%	69%	58%	75%

¹Note: Year 1 includes the school’s COVID-19 Contact Tracer Grant from the New Jersey Department of Health during COVID-19 of \$3.1 million. If removed, then our year over year total research funding trajectory is significantly higher than target.

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

Strengths

- The school has comprehensive policies around faculty expectations and promotion criteria with regard to scholarship. These align with university-level and RBHS-level policies and expectations. There is a strong emphasis on scholarship, teaching, and service throughout the university.
- The Office of Research was recognized as a strength by the School Internal Review Committee described in Criterion F1 Community Involvement in School Evaluation and Assessment. The internal review report noted “The faculty had much praise for the Office of Research, explaining that the office is friendly, efficient, and extremely helpful. Faculty also identified the internal grant review process in place at the

school as important to the success of their work. Similarly, faculty identified a strong culture of support for junior faculty that helps them launch their programs of research. Importantly, this culture of support includes reduced teaching loads for junior faculty.” The RBHS Rutgers School of Public Health Internal Review Report may be found in ERF F1.2 SPH Internal Review Report.

- Students are integrally involved in research and publications through research assistantships, internships, and independent study.
- The school is a leader in community-based research, as evidenced by the number of centers, research projects, and publications that employ participatory methods.
- The school’s policies and practices promote interdisciplinary research and collaboration within and beyond the university’s schools and departments.
- The school disseminates research findings to scientific and general communities through a wide variety of venues, including peer-reviewed publications and presentations, degree marketing materials, various university websites, and social media channels, and through digital, print, and broadcast media opportunities.
- The Office for Marketing and Communication holds regular media training sessions for faculty and students and have documented an increase in faculty engagement in media outside traditional scientific publications in recent years as a concerted effort to increase the school’s impact.
- As federal funds for research continue to become more and more competitive to secure, the school constantly strives to aid faculty in proposing and carrying out the most effective and impactful research possible in their chosen area of study. There has been consistent growth in scientific publications and research expenditures over the past several years.
- Faculty have had much success competing for internal funding from university research institutes and centers, receiving over \$300,000:
 - Rutgers Global: \$46,000
 - Cancer Health Equity Center of Excellence: \$98,000
 - Center for Environmental Exposures and Disease: \$25,000
 - New Jersey Alliance for Clinical and Translational Science: \$87,000
 - The Center for COVID-19 Response and Pandemic Preparedness: \$51,000

Weaknesses

- The RBHS policy of applying a single set of criteria for tenure and promotion across all eight schools, poses a significant challenge to the growth of the school and to the recruitment and retention of high-quality faculty. The school’s mission, while recognizing the importance of discovery and scholarship, also emphasizes other critically important pursuits in community engagement, workforce development, and a commitment to social justice and equity. These are issues that are important to the chancellor, the university, and the state of New Jersey, and while the school is considered the lead in many of these areas, the narrow tenure and promotion criteria, apparently focused almost exclusively on NIH or equivalent external funding achievements, may well be counter to those goals. Further, this requirement, as expressed by many, may undermine the ability of the school to attract and retain quality faculty, particularly those from underrepresented minorities and the LGBTQ communities, and may dissuade faculty from pursuing other equally compelling priorities.
 - The school is actively working with RBHS leadership to advance tenure and promotion criteria that are (1) more aligned with the tenets of inclusive excellence; (2) better aligned with the school’s discipline, mission, and values; and (3) not overly biomedically focused. This includes advocating for each school in RBHS to have its own criteria rather than one set for all schools. See Plans for Improvement under Criterion A1 Organization and Administrative Processes for more information.
- The school has enjoyed significant growth – in faculty and in research expenditures. The school’s research portfolio has also grown increasingly complex with multiple international research studies and community-engaged partnerships. With this comes challenges and research administration staff numbers have not increased commensurate with this growth.

Plans for Improvement

- The school seeks to maintain its level of research funding in a period of federal and state economic constraints. One way to achieve this has been strategically fostering new research-based partnerships with industry/corporate organizations; these include Bristol-Myers Squibb, Pfizer, Merck, and Included Health, to name a few.
- The school continues to seek mechanisms to enhance financial support for students to participate in research projects.

E5. Faculty Extramural Service

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

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

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

At the Rutgers School of Public Health, faculty extramural service is defined as contributions with public health expertise to the community, including public health practice. Extramural service is critical to the mission of the school, as we consider these activities fundamental to achieving health equity and population health goals. It is directly related to our community engagement pillar goal, *"Commitment to Community Engagement: Build and sustain partnerships with communities and populations in all aspects of the school's work."*

Examples of extramural service activities in which faculty members engage include the following: contributions to professional associations such as the American Public Health Association (APHA), the New Jersey Public Health Association (NJPHA), College on Problems of Drug Dependence (CPDD), the Association of Schools and Programs of Public Health (ASPPH), and others; participation in boards of community-based organizations; involvement in governmental and community-based steering committees; contributions to public health departments; peer reviews for journals and national agencies; planning and implementation of conferences and symposiums; and media interviews to disseminate public health information, among others.

Most faculty members contribute an average of 20% (estimate) to service activities, which include but are not limited to extramural service. Expectations for satisfactory performance are outlined in offer letters and discussed with department chairs during annual faculty review meetings. Extramural service activities bring valuable public health contributions to communities and help build capacity on a local, state, national, and global scale. Additionally, these activities enrich teaching and research, ensuring their relevance.

The school's commitment to extramural service aligns with the mission of Rutgers Biomedical and Health Sciences (RBHS) and Rutgers University. Rutgers University, including RBHS, is firmly committed to the value of extramural service as a core component of its mission. The university recognizes the significance of actively engaging with external communities and stakeholders to address pressing societal needs and advance public health. At Rutgers, extramural service entails faculty members leveraging their expertise and knowledge to contribute to diverse public health initiatives, community organizations, government agencies, and professional associations. Through these service activities, Rutgers University and RBHS strive to make a meaningful and positive impact, promote health equity, and enhance population health outcomes. The university actively supports faculty members by providing necessary resources, opportunities, and a conducive environment to encourage and facilitate their participation in extramural service, thereby reflecting its unwavering dedication to community engagement and the broader objectives of public health.

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

The school promotes extramural service through the Office for Community Engagement and Public Health Service (OCEPHS). The school appointed its inaugural leader of community engagement, a goal outlined in the school's Strategic Plan, in February 2022. Dr. Rafael E. Pérez-Figueroa, associate dean for community engagement and public health service serves in this capacity and plays a crucial role in fostering and facilitating the engagement of faculty members and students with public health-related organizations in various sectors and communities across the state, nation, and the world.

In addition, Rutgers University exemplifies strong support for extramural service activities through various initiatives, including its annual Rutgers Day event. School faculty members actively participate in educational demonstrations, interactive exhibits, and informative sessions during Rutgers Day, showcasing the university's commitment to community engagement and public health. In addition to this event, Rutgers fosters partnerships with local organizations, promotes collaborative research projects, and offers service-learning programs to encourage faculty engagement in extramural service. The university provides resources, funding, and recognition to support faculty members' contributions to public health initiatives and community well-being. Overall, Rutgers University's dedication to empowering faculty and promoting extramural service activities is evident through these initiatives and demonstrates its commitment to public health and community engagement.

Several faculty and staff members at the school play leadership roles in extramural service programs that provide vital services to diverse communities. Notable examples include:

The school's Center for Public Health Workforce Development (CPHWD) has received continuous funding from HRSA to serve as a Public Health Training Center. As part of the Region II Public Health Training Center, the CPHWD delivers continuing education programs in collaboration with partners in Region 2 or as a stand-alone training center for New Jersey.

The Community Living Education Project (CLEP) is dedicated to educating individuals and families about the range of resources available for people with developmental disabilities in New Jersey. CLEP acts as a liaison between these individuals, families, the New Jersey Department of Human Services, Division of Developmental Disabilities, and other relevant agencies within the developmental disabilities' community.

The PHocus Summer Experience is a program that introduces high school students to the interdisciplinary field of public health. Through PHocus (Public Health: Outbreaks, Communities, and Urban Studies), students gain exposure to population health and learn the fundamentals of epidemiology. The program enhances students' science and health literacy skills, provides opportunities to interact with public health professionals and researchers, exposes them to various public health careers, and empowers them to take action to improve their own health.

The Equity in Action Summer Internship Program (EASI) is a collaborative effort between the school, Robert Wood Johnson Medical School, and Rutgers Biomedical and Health Sciences' Office of Interprofessional Programs. This service-learning program operates throughout New Jersey and places interdisciplinary teams of students in community sites for a seven-week full-time internship during the summer. The student teams work on projects of importance to the community, focusing on social determinants of health through a social justice lens, including topics like racial equity and environmental justice. The program fosters interprofessional collaboration among teams of 3-4 students, who are guided by a community site preceptor and EASI co-directors.

Through the COVID-19 Vaccine Ambassadors Program, in partnership with the Greater Newark Healthcare Coalition and the United Way of Greater Newark, the school developed a training and recruited 15 students as COVID-19 vaccine ambassadors for Newark who were partnered with community influencers and conducted street intercept conversations to encourage vaccinations.

Adverse Childhood Experiences The school partnered with three New Jersey community based organizations to monitor and evaluate new projects focused on adverse childhood experiences (ACEs), Leaders for Life, in Newark, Garden State Equality which convened community stakeholders for a community-wide initiative in Asbury Park (NJ), and LALDEF (Latin American Legal Defense and Education Fund) in Trenton (NJ).

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

Panos Georgopoulos (Environmental and Occupational Health and Justice) – PHCO 0503 Introduction to Environmental Health and ENOH 0695 Environmental Exposure Measurement and Assessment. Dr. Georgopoulos regularly incorporates his experiences from participating on national committees and advisory panels for the Centers for Disease Control and Prevention, the U.S. Food and Drug Administration, the U.S. Environmental Protection Agency, the U.S. Global Change Research Program, and more. He also incorporates examples from interactions with community/citizen groups and (to the extent allowed) from decided/settled legal cases that involved expert testimony in support of citizen groups being affected by toxic exposures, an example being the case involving exposures to carcinogens in Paulsboro, New Jersey.

Leslie Kantor (Urban-Global Public Health) – UGPH 0711 Leadership and Management I: Organizations Contributing to Public Health and UGPH 0723 Leadership and Management III: Organizations Contributing to Public Health. Dr. Kantor's extensive and ongoing community engagement, research and service work throughout New Jersey and nationally deeply inform the guest speakers, assignment content, and class examples utilized in these courses. For example, guest speakers include James Johnson, former special counsel for Atlantic City, New Jersey for which Dr. Kantor created a data dashboard; Miriam Warren, Chief Diversity Officer for YELP, with whom Dr. Kantor serves on a national board of directors; Catherine Wilson, CEO of United Way of Greater Newark, and Beth Sully, senior researcher at the Guttmacher Institute, who joins the course to teach ways to calculate ROI. The course assignments, including the finals, reflect the real-world situations being faced by public health leaders and have tracked to the COVID-19 pandemic. For example, students have developed zero-based budgets to create a statewide COVID-19 testing and vaccination program. Students are also invited to join select projects of Dr. Kantor's as part of their DrPH Applied Practice Experiences when there are relevant leadership opportunities for them to undertake.

Mark McGovern (Health Behavior, Society and Policy) – HBSP 0602 Long-Term Effects of Childhood Inequality and Early Life Adversity. Dr. McGovern serves as a faculty mentor for two programs that aim to diversify representation among graduate school students. The Graduate Applications International Network (GAIN) supports prospective graduate students from across Africa in applying to graduate programs in economics and related fields. The Research in Color Foundation (RIC) has a similar goal but includes those applying from the United States. Being a part of the GAIN and RIC networks allows Dr. McGovern to expand his own network and he has been able to have his international GAIN mentees and colleagues serve as guest speakers in his class to incorporate global public health perspectives. His faculty mentoring experience has also helped him identify how classes can be structured to foster interest among students in pursuing further education and/or a career in research.

Kevin Schroth (Health Behavior, Society and Policy) – HBSP 0620 Public Health Ethics and Law. Mr. Schroth, a tobacco control lawyer at the school, led a two-pronged campaign to strengthen Rutgers University's policy on smoking, making Rutgers 100% tobacco free on all campuses, effective on January 1, 2023. First, with direction from Mr. Schroth and several members of the Rutgers Institute for Nicotine and Tobacco Studies, seven student leaders organized events to promote a tobacco free policy. Eventually, the student leaders pitched this policy to Rutgers administrative leaders. Second, Mr. Schroth chaired a Rutgers University Senate committee that researched and ultimately recommended that Rutgers adopt a tobacco free policy. Presented with both a student led request and a Senate recommendation at close to the same time in late 2021, Rutgers President Holloway

announced in 2022 that Rutgers would adopt a policy now known as RU Tobacco Free in 2023. Mr. Schroth shares his experience changing the university policy with his students.

Pamela Valera (Urban-Global Public Health) – UGPH 0605 Qualitative Research Methods. Dr. Valera serves as a Research Advisor, Mental Health First Aid (MHFA) for the National Council for Mental Wellbeing. In addition, she has been formally collaborating with the National Council to develop an MHFA supplement for Correctional Professionals based on her research and experience working with the correctional community. Students have had an opportunity to participate in developing the Correctional Professional supplement by conducting several MHFA training for correctional officers, assisting with qualitative and quantitative data collection, and being exposed to working with community groups. Students in her qualitative research course have benefited from learning how qualitative research has informed the strategies used and the best practices for implementing MHFA training for jail staff, people who are incarcerated, and correctional officers.

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

Indicators of Extramural Service			
Indicator	AY2020-2021	AY2021-2022	AY2022-2023
Number of community-based service projects supported through pilot funding (from SPH)	---	3 community-engaged pilot grants awarded (with Mason Gross School of the Arts)	2 community-engaged pilot grants awarded (through SPH Center for South Asian Quantitative Health and Education)
Faculty appointed on a professional practice track	8	8	9
Cross-sector partnerships for engagement and service	Liberty Science Center	New Jersey Community contact tracing corps training	New Jersey Service Corps
Develop a course on Community Engagement in Public Health (Community-Engaged Methods in Public Health)	---	Course developed	Course offered in Summer 2023

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

Faculty are appointed to one of five different tracks: a tenure track, and four non-tenure tracks (teaching, clinical, professional practice, and research). All faculty are expected to engage in service and faculty document their service activities on their annual evaluations.

All faculty at the Rutgers School of Public Health are evaluated annually by their supervisor in the areas of teaching, research, service, and clinical activities, as applicable. For the school’s primary faculty, these evaluations are carried out by the department chair. Evaluations are completed in June for the preceding academic year and include an opportunity for individual faculty members to set goals as well as review and set a faculty member’s workload distribution for the upcoming year. The school has a Faculty Workload Distribution Guide that outlines expectations and standards for protected time for scholarship, advising and service, and funded research, administration and/or teaching based on the faculty member’s assigned track and coterminous status. (The SPH Faculty Workload Distribution Guide is in ERF E5.5 Faculty Advancement.) Faculty administrators, such as department chairs and assistant/associate deans are evaluated by the dean using a more extensive form that includes consideration of their effectiveness in their administrative role.

Service contributions are documented as part of the annual evaluations, and faculty are encouraged to demonstrate a commitment to service at various levels, including within the school/university, at the national and state level in their discipline, and in the community. While excellence in service is valued, it is not sufficient for promotion alone. However, the school places significant emphasis on assisting communities in New Jersey with public health issues and gives credit to faculty heavily involved in this function during the evaluation process.

For non-tenure track faculty, RBHS created a table highlighting the different criteria that are used in evaluating faculty for promotion purposes in the different tracks. Some criteria are required, some expected, some desirable, and some helpful or optional depending on the track. Excellence in several of the criteria are factored into promotion. (The research track is excluded on this table as RBHS is currently hosting listening sessions with research track faculty to review criteria.) While these criteria are not a checklist, the table can help non-tenure track faculty plan for their advancement. See ERF E5.5 Faculty Advancement for the RBHS Non-Tenure Track Criteria Table.

The Rutgers School of Public Health also recognizes outstanding service activities of faculty, staff, and students when appropriate. The school periodically recognizes community service through awards: the Student Community Engagement Award and the Faculty Community Engagement Award, which are given at academic year end to recognize outstanding service to a community.

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

Strengths

- The school emphasizes the importance of extramural service and recognizes it as a core component of its mission. There is a strong commitment to engaging with external communities and stakeholders to address societal needs and advance public health.
- Faculty and staff are actively involved in a wide range of extramural service activities, including participation in professional associations, community-based organizations, governmental committees, and public health departments. This diversity of engagements allows for a comprehensive approach to community impact.
- Faculty members effectively integrate their extramural service experiences into classroom instruction, enriching teaching, and research. They bring real-world examples, insights, and expertise from their service activities, enhancing the relevance and practicality of the education provided to students.
- The school has established an evaluation process that recognizes faculty contributions to service. Service activities are documented in annual evaluations, and outstanding service is acknowledged through various awards, highlighting the importance placed on community engagement.

Weaknesses

- Funding for service initiatives has been and continues to be a challenge.
- While service is considered and valued in appointment and promotion decisions, it is not sufficient for promotion alone. This may create a potential imbalance between the emphasis on service and its direct impact on career advancement for faculty members.
- Currently we have limited information on the impact of extramural service activities on communities in New Jersey. A comprehensive assessment framework could provide a clearer understanding of the effectiveness and outcomes of these activities.
- While faculty engagement in extramural service is promoted, more limited opportunities exist for student involvement in such activities. It would be beneficial to have more opportunities for students to engage in extramural service and assess the impact on their educational experience.

Plans for Improvement

- The school is establishing new partnerships with community agencies to support student and faculty service activities.
- The school continues to pursue opportunities to expand faculty and student service projects with communities.
- The school is planning to create new awards to recognize community engagement.

F1. Community Involvement in School Evaluation and Assessment

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

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

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

Education Advisory Board

The Education Advisory Board (EAB) is composed of members of the school’s external community within the state and nationally. EAB members are selected to provide a representation of the broad community served by the school with a content expert representing each degree and concentration.

Education Advisory Board Membership		
EAB Member Name	Job Title	Organization
Sonia Yris Angell, MD, MPH	Assistant Clinical Professor of Medicine <i>(and Former Director, California State Dept. of PH, Former Deputy Commissioner, NYC Dept. of Health and Mental Hygiene, Former Senior Advisor for Global Noncommunicable Diseases, Centers for Disease Control and Prevention)</i>	Columbia University Dept. of Medicine
Staci Barton, MPH	Senior Project Officer	NY City Dept. of Health & Mental Hygiene
Quincy Bell-Viljoen, MCRP	LGBTQ Manager	Hyacinth AIDS Foundation
Jesse Berlin, ScD	Vice President of Epidemiology (Ret.)	Johnson & Johnson
Haskell Berman	SVP-State Affairs	HealthCare Institute of NJ
Josephine A. Bonventre, PhD	Research Scientist	NJ Department of Environmental Protection
Linda Brown, MPH	Executive Director	NJ Association of County and City Health Officials
Brian Castrucci, DrPH, MA	President and CEO	de Beaumont Foundation
Julie Cederbaum, PhD, MPH, MSW	Associate Professor	University of Southern California
Sheenu Chandwani, PhD '12, MPH '07	Senior Director (former SPH Faculty)	Flatiron Health
Karin Coyle, PhD	Chief Science Officer	ETR
Linda Cushman, PhD	Professor and Associate Dean (Ret.)	Columbia Mailman School of Public Health
Sidhartha Deka, MSPH	Senior Advisor	Monitoring, Evaluation, and Learning, Management Sciences for Health
Sandra Del Pino, PhD	Cultural Diversity Advisor	Pan American Health Organization
Sara Elnakib, PhD '21, MPH '13, RDN	Associate Director, Cooperative Extension	Chair/Program Leader, Dept. of Family and Community Health Sciences, Rutgers University
Tina Fan, PhD	Director	NJ Dept. of Health
Melissa Fox, MHA, FACMPE, FACHE	Chief Operating Officer	Acenda

Education Advisory Board Membership		
EAB Member Name	Job Title	Organization
Lisa Harrison-Gulla, MPH, DrPH candidate	President and Retired Health Officer	NJ Public Health Association
Jillian Guskin, MPH	Project Coordinator	Memorial Sloan Kettering Cancer Center
Nashon Hornsby, JD, LLM	Assistant Commissioner	NJ Dept. of Health
Jessica Israel, MD	Chief Medical and Innovation Officer	Complete Care Management
Joseph Jaeger, DrPH, MPH	Associate VP, Research & Chief Academic Officer	RWJBarnabas Health
Ellis Johnson II, MPA, MCRP	Finance and Operations Manager	Washtenaw County Office of Community & Economic Development (MI)
Stefanos Kales, MD, MPH, FACP, FACOEM	Division Chief, Occupational and Environmental Health	Cambridge Health Alliance
Rita Kelliher, MSPH	Chief Academic Officer (Ret.)	Association of Schools and Programs of Public Health
Soyeon Kim, ScD	Senior Research Scientist	Frontier Science Foundation
Sandra Lopez Leon, MD, PhD	Quantitative Safety & Epidemiology, Global Drug Development Patient Safety	Novartis Pharmaceuticals Corporation
Kasia Malinowska-Sempruch, DrPH	Director	Open Society Foundations
Rick Marlink, MD	Director	Rutgers Global Health Institute
Lynette Medeiros, MSHA	Asst. Health Officer and Registered Environmental Health Specialist	City of Hoboken
Mary O'Dowd, MPH	Executive Director	Rutgers Biomedical and Health Sciences
Marjorie Paloma	Senior Director of the Executive Office	Robert Wood Johnson Foundation
Devangi Patel, MPH '11	Health Educator	Montgomery Township Health Department
Laura Pizzi, PharmD	Associate Chief Science Officer	International Society for Pharmacoeconomics and Outcomes
Maribel Salas, MD, DSc, MSc, FACP, FISPE	Executive Director, Head of Epidemiology and Therapeutic Lead of Specialty Medicine, Clinical Safety and Pharmacovigilance	Daiichi Sankyo Inc
Michele Samarya-Timm, MA, HO, MCHES, REHS, CPH	Senior Program Analyst	National Environmental Health Association
Noor Siyam, MPH '20	Analytics and Evaluation Manager	Greater Newark Health Care Coalition
Andrew Smith, SM, ScD	State Toxicologist and Program Manager of Environmental and Occupational Health Programs	Maine Center for Disease Control & Prevention
Joe Smyser, PhD, MSPH	CEO	The Public Good Projects
Kevin Sumner, MPH '94	Health Officer & Director, Past President of the National Association of County and City Health Officials	Middle-Brook Regional Health Commission
Joel Waksman, PhD	Vice President, Biostatistics & Programming	Brightech International LLC
Debra L. Wentz, PhD	President and Chief Executive Officer	New Jersey Association of Mental Health and Addiction Agencies

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

The school regularly seeks feedback and guidance from external constituents outside of the formal Educational Advisory Board detailed above, particularly regarding the curriculum's relevance to public health workforce training and needs.

Guest Speakers, Lecturers and Instructors: The school has strong partnerships among external constituents, including state, county and local health departments, non-profit organizations and pharmaceutical companies. By engaging public health-related practitioners and professionals as guest speakers, lecturers, and instructors, we ensure that the topics most relevant to current practice and future directions are integrated into our courses.

Alumni: Feedback from alumni is regularly obtained through several additional mechanisms including alumni surveys, the annual Alumni April events, requests for feedback through interviews, and through requests for feedback following alumni affairs activities.

Site Preceptors (for Applied Practice Experiences): Student discussions with their advisors and site preceptors, as well as the advisors' and practice director's/coordinators' general familiarity with the sites and site preceptors, also provide a less formal but important means of gathering feedback critical for ensuring that the school's practice experiences meet the needs of employers.

RBHS Internal Review: As a best practice and to ensure academic excellence, rigor in educational and research programs, quality in health care delivery, and to fully engage faculty in governance, Rutgers Biomedical and Health Sciences (RBHS) calls for a formal and independent review of each school to be conducted every five years. The objectives of this five-year review are to 1) assure ongoing excellence within the discipline; 2) assess the alignment of the school's goals with the strategic goals of RBHS and Rutgers University; 3) provide schools with opportunities for review and assessment of directions, goals, strengths, areas for improvement in education, research, and patient care; assess the present and future programmatic and operational needs to achieve stated goals; 5) provide a mechanism for faculty to express their views on the performance of the program and responsiveness of leadership; and 6) illustrate how the school is reflecting and implementing the overarching values of the university.

The Rutgers School of Public Health underwent this five-year review in 2022. A School Internal Review Committee was appointed by the RBHS chancellor and comprised senior faculty members from within the school, as well as senior faculty members across RBHS and Rutgers University. The School Review Committee conducted interviews and focus groups with faculty, staff, and students as well as reviewed documents and other materials to prepare their final comprehensive report. Three external reviewers who have national reputations and particular expertise in public health participated in an on-campus site visit as part of the internal review process. Two current deans of schools of public health and a university provost from Columbia University served as the external reviewers. The RBHS Rutgers School of Public Health Internal Review Report, including the external reviewers' report, may be found in ERF F1.2 SPH Internal Review Report.

Focus Groups: The school conducted three focus groups with health department, community-based and industry partners in 2022-2023 to evaluate employment training needs. These focus groups were supported through the Public Health Scholarship Program funded by the Health Resources and Services Administration (HRSA), U.S. Department of Health and Human Services, Grant No. T52 HP46773. The focus groups provided insight into the perceptions, knowledge and skills needs by employers regarding employee training; See ERF F1.2 HRSA focus groups for the summary.

Dean's Leadership Council: The school also receives feedback from the Dean's Leadership Council. One of the purposes of the council to provide feedback, leadership, and guidance to the dean and his leadership team. The council is able to provide the school with feedback regarding industry and workforce needs as it related to education, research, and community engagement pillars of the school's mission.

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

The Education Advisory Board (EAB) provides feedback on our competencies, curriculum, student outcomes, and other academic-related matters, such as proposed new degrees or concentrations. The EAB reviews our educational programs to determine whether we are preparing our students with the knowledge, skills, and abilities to meet not only workforce needs but also the public health challenges of today and tomorrow, and the extent to which our programs advance or values diversity and inclusion, health equity, social justice, and anti-racism.

The EAB meets once per semester (Fall and Spring). During AY2022-2023, the EAB met in Fall 2022 to review our MPH and MS degrees concentrations, focusing on providing feedback on the competencies and curriculum requirements. In Spring 2023, the EAB provided feedback on our doctoral programs. The EAB is scheduled to meet in November 2023 to review our approach and provide feedback on our online programs and courses. See ERF F1.3 EAB meeting notes.

The EAB meetings are thoughtfully structured to allow members to actively participate and provide input within the meeting framework, minimizing time and effort required from members outside of the scheduled meetings. However, some EAB members have also provided additional feedback via email, telephone or remotely after meetings to expand upon or provide further information. The Office for Academic Affairs takes the lead in setting the meeting agenda with input from school leadership. The agenda may also address EAB member questions raised from a previous meeting. For example, the November 2023 meeting will include a more detailed overview of the school's enrollment breakdowns and trends as requested at the Spring 2023 meeting. This collaborative approach ensures that the school benefits from the diverse expertise and perspectives of EAB members.

An example of EAB feedback from the Fall 2022 meeting include members highlighting the need for improving communication skills as an important area for education and training. While courses in all degree levels already incorporate communication skills, this point underscores the importance of reviewing these opportunities to determine how we can provide better training in this area. During the Spring 2023 meeting, members who reviewed our DrPH program suggested adding skills-based training to our on-campus Executive Sessions rather than primarily focusing on course content. As a result, the Rutgers Libraries provided hands-on training sessions on using EndNote and library databases at the September 2023 Executive Session.

Applied Practice Experience preceptors also provide informal insight on the content and currency of public health curricula and their relevance to current practice and future directions through the types of activities projects that site preceptors are selecting and approving as beneficial for their sites.

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

Development of the Vision, Mission, Values, Goals, and Evaluation Plan

The school engages in strategic planning in approximately five-year cycles, during which the school's vision, mission, and values are reviewed, reassessed, and refined, as needed. The most recent strategic planning cycle took place in 2018-2020 for the development of the 2020-2025 Strategic Plan. The dean appointed a Strategic Plan Working Group and engaged the Huron Consulting Group to design and facilitate the process for developing a "living" five-year strategic plan for the Rutgers School of Public Health. In addition to the working group, a Strategic Plan Steering Committee was established to review recommendations from the working group; provide guidance for the overall process; refine the school's vision, mission, and values; and assist in the identification of key individuals and the development of questions and topics to be explored in interviews and surveys of these individuals. The Strategic Plan Steering Committee comprised the dean, senior faculty, junior faculty, staff, and students. Input was gathered through one-on-one, in-person and phone interviews (8 individuals); 13 small group

interviews (37 participants); and a survey of internal and external stakeholders (233 individuals not previously interviewed with a 47% overall response rate). The Strategic Plan Steering Committee was charged with reviewing the key interview and survey observations and developing preliminary strategies (goals, objectives, and evaluation plan) through an off-site, full-day retreat to create a draft Strategic Plan. The draft Strategic Plan was then shared and distributed internally and externally to solicit comments from the school's stakeholders. The school will begin the next strategic planning cycle in 2024. (See B1.2 for more information about the strategic planning process.)

Development of the Self-Study Document

The core of the self-study development process was the assignment of the various sections outlined in the CEPH document "Accreditation Criteria, Schools of Public Health and Public Health Programs, Amended August 2021" to members of the Accreditation Self-Study Committee who, in turn worked with appropriate faculty and staff. The committee included the dean, associate deans, assistant deans, directors, faculty members, students, and alumni. Additional faculty, staff, and students provided information and data for specific sub-criteria as needed. Review/editing of each section was done by the dean, the senior associate dean for academic affairs, and the CEPH program coordinator. Alumni and community representatives provided input during the process informally on select specific sub-criteria as needed. Select Education Advisory Board (EAB) members also reviewed and provided feedback on sections most relevant to their work, primarily providing feedback on strengths, weaknesses, and plans for improvement.

The self-study process also encouraged dialog among stakeholder groups within the school, leading to a greater appreciation of the school's strengths, initiating discussions of the challenges the school still faces, and refining plans to address those challenges.

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

The following documents are located in ERF F1.5 Evidence of community Input:

- Agendas and notes from the Education Advisory Board meetings (relates to F1-3 – engaging external constituents in regular assessment of the content and currency of public health curricula)
- Strategic Planning Survey: Summary of Results and Findings (relates to F1-4 – development of the vision, mission, values, goals, and evaluation plan)

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

The school conducted an employer survey and interviews to assess how well graduates were prepared for public health practice. Employers who routinely employ our graduates, practice sites who employ public health professionals, members of the Education Advisory Board were invited to complete the survey. Employers could complete the survey as well as request an interview, either in addition to completing the survey or instead of completing the survey. Sixty-two employers completed the survey.

Approximately 65% of respondents reported hiring a graduate specifically from the Rutgers School of Public Health and of those, 70% reported being somewhat satisfied to extremely satisfied with hiring our graduate. Employers were also asked to rate whether our competencies were applicable to work performed in their organizations as well as the level of preparedness of recent employees with public health degrees to perform competencies applicable to their organizations. Response options included: applicable or not applicable; not prepared, somewhat prepared and very prepared. Overall, employers reported that employees with public health degrees were either somewhat (36.7%) or very prepared (38.7%) to perform the competencies applicable to their organizations.

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

See ERF Criterion F1.7 Employer Feedback.

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

Strengths

- The school regularly solicits input and receives feedback from external stakeholders through several methods. The stakeholders represent alumni in a broad range of sectors within public health.

Weaknesses

- The school does receive feedback from its constituents, but these efforts are at the school-level rather than at the department-level or concentration-level. While the feedback the school has received has been meaningful and actionable, a newer or struggling concentration may benefit from more detailed and comprehensive concentration-level feedback to assist the program to grow. The Office for Academic Affairs has initiated discussions aimed at establishing a systematic process for the review of new or struggling concentrations, which may encompass a concentration-level review with external stakeholders as a first step.

Plans for Improvement

- The school seeks to improve how we disseminate feedback from employers, alumni, and external practice partners to the broader school community.
- The school is exploring how to address the feedback from the Education Advisory Board (EAB) regarding the need for improving communication skills. While courses already incorporate communication skills, the school is discussing developing standard communication-focused modules and materials. Rather than every faculty member developing their own materials, the school may develop standard resources, such as how to write an op-ed or how to develop an infographic, for faculty to use in their courses.
- The school will initiate the development of a new five-year Strategic Plan in 2024 and will seek input and feedback from the EAB which was not yet established during the development of the current Strategic Plan.

F2. Student Involvement in Community and Professional Service

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

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

Rutgers School of Public Health students are introduced to service, community engagement, and professional development activities through two primary avenues: a) school-affiliated student organizations/clubs, and b) the Office for Career Services programs and promotions.

School-Affiliated Student Organizations/Clubs

As of Spring 2023, the Rutgers School of Public Health recognizes six student-led organizations and clubs. These student organizations promote shared interests and provide opportunities for students to connect with their peers, faculty, staff, other groups, and organizations.

Each student organization is comprised of a student leader and/or executive board, as well as general membership. All organizations are open to all Rutgers School of Public Health students who identify with and/or advocate for the interests and populations supported by each group. All students at the school are encouraged to join the groups that interest them. Given that MPH students make up most of the student body, student organizations and pursuing leadership roles within student organizations are both included as specific recommendations made to MPH students as part of the Mapping Your MPH resource guide used to instruct students on key benchmarks and engagement opportunities designed to enhance the overall student experience. Student organization events are promoted widely across all student-facing communication channels, including Canvas pages and social media platforms administered by the school.

Each semester, student leaders work in consultation with the Office for Student Services and Alumni Affairs to establish programs and events to engage student members in the internal school and external local communities. While V.O.I.C.E.S is the school's primary volunteer and community service organization, all groups are encouraged to collaborate with each other around service initiatives to maximize both overall student participation and benefit to communities served. The school's student-led organizations are outlined below.

- Student Government Association (SGA): The SGA is a student organization that aims to promote a positive student experience and cohesive community of future public health professionals at the school. The SGA aims to help advocate for student needs to school administration and provide leadership opportunities through their initiatives.
- Volunteer Opportunities in Community Engaged Service (VOICES): V.O.I.C.E.S. strives to allow students to gain practical public health experience, interact with other students of similar interests, and incorporate social responsibility into their academic experience. V.O.I.C.E.S. encourages students to reach out to their community by organizing and participating in volunteer community service projects with a public health focus.
- Multicultural Student Organization (MSO): The MSO aims to create a space where students from diverse and historically underrepresented backgrounds can feel supported, represented, and uplifted. The MSO coordinates mentorship and educational opportunities to help students network, advocate from themselves, and learn to address diversity issues in public health settings.
- Stonewall Alliance for Health: The Stonewall Alliance for Health club at the school aims to develop a community for students who identify as LGBTQ+ or are interested in LGBTQ+ health topics. The LGBTQ+ club

promotes inclusivity and better prepares students to address complex health problems within LGBTQ+ populations through educational, service, and leadership initiatives.

- **Black Public Health Student Alliance (BPHSA):** The BPHSA's mission is to create a supportive network for students who self-identify as Black (e.g., African, African-American, Afro-Caribbean, Afro-Latino, etc.) and will serve as a safe space for all students to address the impacts and implications of anti-Blackness, discrimination, and other systems of oppression as they relate to public health.
- **Doctoral Public Health Student Association (DPHSA):** The DPHSA serves the needs of all doctoral students at the school by advocating on their behalf to school administration, fostering collaboration within research and academic interests, supporting mentorship opportunities, and organizing social events for doctoral students within the school and Rutgers School of Graduate Studies.

Office of Career Services Programs and Promotions

As the school's primary resource for connecting students to professional opportunities, the Office for Career Services regularly hosts internal professional development sessions and promotes external opportunities for students to become involved professionally in hands-on, community-based public health and community service initiatives.

The Office for Career Services encourages students to participate in professional development activities as often as possible. The Office for Career Services hosts original programming and workshops around professional development topics, including professional skills development (e.g., resume writing, interviewing) and public health-related skills (e.g., career planning and self-assessment, career exploration alumni panels, etc.). Criterion H2 describes the Office for Career Services' operations and offerings in detail.

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

Examples of professional and community service opportunities in which students have participated in the last three years are outlined below.

Through student organizations (primarily V.O.I.C.E.S):

- Coordinating food drives and volunteering service hours at the RBHS Food Pantry
- Developing and hosting family-friendly public health games and activities for Rutgers Day
- Hosting bone marrow registry information tables in collaboration with Rutgers Gift of Life chapter
- Gathering donations and conducting school community donor outreach for Rutgers Adopt-a-Family

Participation in student organization initiatives is open to all students and varies based on student schedules. On average, approximately 5-10 student leaders and members typically participate in the planning and/or hosting of each initiative.

Through career services:

- Annual skill-building workshops on topics such as resume/cover letter development, job searching, interviewing, and salary negotiation
- Recurring employer info sessions with local and national employers/organizations seeking to share opportunities and recruit student talent;
- Alumni April: annual networking sessions and alumni panels designed to foster professional connections and mentorship between current students and alumni;

- Career wellness trainings and programs, including *Wellness PHirst*, a year-long wellness rewards program for students who participate in wellness-focused activities hosted by the Office for Career Services and other offices (e.g., scholarship info sessions for financial wellness; career exploration and planning workshops for occupational wellness);
- On-campus symposia (e.g., Annual Public Health Symposium), lectures and talks (e.g., 21PHirst Century Seminars), and career fairs (Rutgers-New Brunswick Mega Fairs, and Rutgers School of Public Health Fall 2019 and Spring 2023 Career & Practice Fairs).

Participation in Office for Career Services initiatives is open to all students and alumni. Each event's participation rate varies depending on the topic, format, and time; however, the average event attendance for the Office for Career Services' workshops, employer info sessions, and networking events/panels is approximately 25-30 attendees. Over its four year history, the Office for Career Services has engaged hundreds of individual students in its professional development offerings.

In addition to in-house professional development workshops and programs, the Office for Career Services posts regular weekly announcements highlighting external opportunities for professional development and training. Recurring promoted opportunities that have been popular among students in recent years include, but are not limited to:

- Participating in the Rutgers Global Health Institute Student Council (applications recurring annually every fall semester);
- Completing training to participate as student facilitators in Rutgers RWJMS RIOT opioid overdose prevention program (recurring each semester);
- Volunteering at the annual Black Maternal and Infant Health Leadership Summit hosted by NJ First Lady Tammy Murphy's office (annually recurring every November); and
- Attending training webinar workshops on safe infant sleep with the SIDS Center of New Jersey (alumni-led, recurring monthly).

Participation in externally-organized initiatives is challenging to track as the school serves primarily as a promotional partner (but not as a co-host or co-sponsor) for these efforts. All students are informed about these opportunities through the Office for Career Services' communications and are encouraged to participate in anything for which they may be eligible. Anecdotal data (e.g., student career advising, informal recruitment, program announcements and communications, etc.) indicates that dozens of students participate in these initiatives each academic year.

Through community engagement and public health practice:

- The Equity in Action Summer Internship Program (EASI) at Rutgers University is a seven-week paid summer interprofessional program for health professions students. Working in small interprofessional teams, students are placed at participating community sites in the greater Newark or Central New Jersey areas where they co-create a program with the guidance of a community site preceptor and EASI co-directors. In 2022, the RU-EASI students:
 - Developed a vaccine hesitancy program for maternal and child health community workers, parents and families;
 - Created an online navigation tool that provides individuals with disabilities and their families with the information they need to access and navigate the state's system of services;
 - Served the homeless community by joining the social service team on rounds in the community to provide services and food and created and compiled health education resources for vulnerable populations;
 - Crafted workshops and provided individual case management to residents in permanent supportive housing and
 - Increased access for parents and childcare centers/providers to resources on how to prevent and address childhood lead poisoning.

- Rutgers School of Public Health student organizations volunteer at Rutgers Day, an annual event that is free and provides family-friendly activities, educational exhibits, musical performances, informative demos, and more to the New Jersey community. Students representing the school's student organizations talk to the public about public health, the school, and their organizations. The Black Public Health Student Alliance, the Multicultural Student Organization, the Stone Wall Alliance for Health, the Student Government Association and V.O.I.C.E.S. have volunteered at Rutgers Day.

Each year, one to three public health students participate in the RU-EASI program. In 2023, 14 students from six RBHS schools, including SPH, participated in the RU-EASI program and provided 336 days of service for six community sites. Approximately, 8-12 students volunteer for Rutgers Day each year.

Through public health workforce development:

- Each year, the school's Center for Public Health Workforce Development (CPHWD) hosts its annual Public Health Symposium, which draws 150+ attendees, poster presenters and exhibitors. The CPHWD provides volunteer opportunities for students to assist at the event with registration/evaluation as well as with assisting poster presenters and exhibitors, those enabling our students to network with public health practitioners and professionals.
- At the start of the pandemic in March 2020, our Office for Career Services and Office for Public Health Practice coordinated volunteer COVID-19 response efforts between our students and local health departments in New Jersey. Approximately 150 students served as volunteers with local health departments (as contact tracers), the COVID-19 Hotline in Newark, the New Jersey Department of Human Services, and the Newark nursing homes surveillance/monitoring project.

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

Strengths

- The school's professional development, service, and community organization offerings include 1) a broad scope of offerings to align with students' diverse career and professional interests and 2) the flexibility and openness around student participation.
- Across student organizations, community service initiatives focus on a wide range of public health-related priorities and communities and are open to the entire student community.
- Within the office of career services, skills-based professional development events are designed to be applicable across concentrations, degrees, and experience levels, and community events promoted through the office seek students from all backgrounds, skill levels, and interest areas.

Weaknesses

- The primary weaknesses noted in recent years center around difficulties engaging students in such activities in sustainable ways in part due to the COVID-19 pandemic. Due to the short-term nature of most of the school's degree programs and the significant pressures graduate students experience with balancing time and commitments outside the classroom, turnover among student organization leaders is frequent – occurring at least annually but oftentimes semesterly. At times, this lack of continuity in leadership has limited the frequency of opportunities hosted by student organizations and has created challenges around coordinating and promoting service initiatives in a manner timely enough to foster high levels of student participation. While turnover may sometimes be frequent, students have not expressed concerns about being able to participate in organizations when they desire to do so. In addition, the Office for Student Services and Alumni Affairs has developed standard operating procedures for student leaders so that new leaders may step in and take over leadership in a more structured manner.

- Student participation in student-related assemblies or interest groups within state and national public health organizations is limited.
- For career services-promoted initiatives, tracking engagement is a primary challenge and area for improvement. While student participation at in-house events and workshops is easily tracked and recorded, the Office for Career Services does not have the opportunity to track student participation rates in externally hosted events. The Office for Career Services uses anecdotal information (e.g., 1:1 advising conversations with students, student email exchanges) to identify opportunities that are worthwhile and interesting to students, but currently, we have no formal data regarding external participations.

Plans for Improvement

- We continuously seek to expand our opportunities for students to serve the community.
- We may explore options for allowing students to track their experiences through a community service and engagement transcript.

F3. Delivery of Professional Development Opportunities for the Workforce

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

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

The Center for Public Health Workforce Development (CPHWD) at the Rutgers School of Public Health has been long recognized as a provider of quality training opportunities for the current public health workforce, in New Jersey and beyond. CPHWD provides continuing education for those who work in the varied public and private health, environmental, occupational health and safety fields. Topics are identified through a variety of means, including but not limited to, training needs assessments, suggestions from program participants, and recognition of timely and relevant public health issues. CPHWD actively seeks to foster new partnerships, new initiatives and new curriculum as needs arise.

The examples of education/training activities (see Template F3-1) offered by the school highlight programming that is largely directed to governmental public health professionals though the school has participants routinely from other fields. Education/training activities are held monthly (Public Health Webinar Series) and are often interspersed with specific annual events, such as the Annual Public Health Symposium (April 2023 was the 28th year hosting this event, as a kick-off to National Public Health Week), the Annual Immunization Conference, and the Annual Public Health Nursing Summit. Although monthly programming has been virtual for many years, the annual events were historically hosted in-person, and became virtual events during the pandemic. Many of the previously in-person events are still being held virtually as it allows for maximum participation, although the 28th Annual Public Health Symposium in April was in-person. The number of participants in the training and education programs specific to the public health workforce was approximately 9,119 from July 2020-June 2023. This number is based on documented participants in virtual sessions. This number does not capture trainees in CPHWD's worker safety training initiatives nor those attending education sessions through the Community Living Education Project (CLEP), both of which are described in the CPHWD Impact Report (see ERF F3.1 CPHWD Impact Report).

Due to CPHWD's experience with developing and providing training for varied emergency response professionals, the center was asked by the Deputy Commissioner of Health at the New Jersey Department of Health to develop a training specifically for New Jersey's first responders and EMTs, to find alternate ways of engaging with patients who have experienced an overdose. The "Five Minutes to Help" instructor training program was designed for first responders who may revive an individual that had overdosed, which was also moved online during the pandemic. This 'Train the Trainer' program provides new communications and engagement skills, such as motivational interviewing for responders as they seek to help patients that seek support for substance use disorders. This program continues to expand, as these new instructors reach local responders who often become instructors themselves. The program is now into its fourth year, after a delay in trainings due to the demands of the pandemic, and 163 responders (external participants) have been trained.

The COVID-19 pandemic was, and continues to be, a significant public health issue that has required additional training for the public health workforce. Given the immediate demand, the established relationships, and internal expertise, the New Jersey Department of Health contacted the school to meet their training needs. Specific training for the development of a statewide team of COVID-19 contact tracers, provided asynchronously, was developed and directed to two primary groups. The first group was the current governmental public health workforce (approximately 1,800 people) charged with case investigation / contact tracing in local health departments. The second group were individuals hired through a New Jersey Department of Health contract to supplement the existing workforce (more than 2,100 new contact tracers and 21 social support coordinators). Finally, a small group of Rutgers students were trained to provide contact tracing support within the university.

Template F3-1			
Examples	Education/training activity offered	How did the unit identify this educational need?	External participants served*
Example 1	<i>CPHWD Webinar and Conferences:</i> For nearly 20 years, CPHWD has provided a monthly 'Public Health Seminar Series (now 'Webinar Series') on varied relevant and timely public health issues. While these sessions originally focused largely on New Jersey-based governmental public health professionals, the audience has broadened significantly to include a very wide range of public health professionals, as well professionals in the private health sector. Further, the audience has also now expanded to include public health leaders from other states and even other countries. Each year, CPHWD hosts an Annual Public Health Symposium, an event that for 28 years, has kicked off National Public Health Week activities at Rutgers. See ERF F3.1 Annual PH Flyers for previous symposium flyers.	As a center continuously funded through HRSA to serve as a Public Health Training Center (PHTC), either in partnership with others in Region 2, or as a stand-alone PHTC for New Jersey, it has been the school's role to provide continuing education. Topics for these sessions are identified through varied mechanisms, including training needs assessments, needs identified through focus groups, recommendations from varied public health associations in the state, and through a recognition of current, relevant public health issues.	9,119
Example 2	<i>Five Minutes to Help:</i> This 8-hour instructor training was developed to help first responders better engage with individuals who have been revived from an opioid overdose. Specifically, the training provides guidance in understanding stigma associated with substance use, substance use disorder, harm reduction, and motivational interviewing. The goal is to equip responders with additional tools to aid in getting people with substance use disorders into treatment. The focus is on training <i>instructors</i> to teach a four-hour course to local first responders.	Opioid use and overdoses are rampant across the country, as well as in New Jersey. The New Jersey Office of Emergency Medical Services contacted CPHWD to develop and deliver this training. Associated materials, a dedicated instructor website and ongoing instructor support have been developed. This training is geared towards trained EMT instructors, who in turn train community-based first responders. It has also been offered to other first responders such as law enforcement, who are often provided direct care to those who have overdosed.	163
Example 3	<i>Contact Tracer and Social Support Coordinator Training:</i> CPHWD developed and delivered an asynchronous training for more than 2,100 new contact tracers and 21 social support coordinators, who were then assigned to local health departments throughout NJ. In addition, approximately 1,800 existing (and newly hired) public health professionals were trained in the necessary software used for case investigations and contact tracing. Lastly, a team of internal Rutgers University contact tracers were hired and trained to conduct internal tracing activities for students, staff, and faculty.	At the start of the COVID-19 pandemic, the New Jersey Department of Health contacted the CPHWD to develop and deliver a training that would significantly enhance the state's ability to respond to - and work to mitigate - the pandemic.	4,002

*The Documentation for a breakdown of the number of external participants served for each example is in ERF F3.1 External Participants Doc.

The Contact Tracer and Social Support Coordinator Training (20-hour) prepared new hires to support the tracing activities in local health departments across New Jersey, not only in contact tracing skills, but in NJ's new online tool for maintaining the data. Approximately 4,000 were trained over a 5-month period, which includes a mix of Rutgers students who were hired at the start of the effort, community members who were hired when the school was back in session, and existing staff from local health departments who needed training in the technology used to capture the data. Of the total number participating in the contact tracing-related training, 45% were local health department staff, 25% were community members, and 30% were students (from SPH and other Rutgers schools).

The CPHWD Impact Report, AY2021-2022 is included in the ERF F3.1 CPHWD Impact Report which lists its training units, special projects, funding, and other pertinent details of its impact on surrounding communities.

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

Strengths

- The Center for Public Health Workforce Development's (CPHWD) ability to rapidly pivot at the start of the pandemic to offer all programs virtually with speed and efficiency can be highlighted as a strength. Staff were promptly trained and provided with the necessary tools to be able to offer existing programming on virtual platforms, in many cases resulting in an expanded audience. We have learned many valuable lessons in this time, and we will continue to incorporate them into the way we conduct our trainings going forward.
- An ongoing core strength of CPHWD is its close professional relationships with New Jersey's varied public health organizations, ranging from the state and local health departments, as well as the several discipline-specific public health membership organizations with whom we co-sponsor multiple programs. These include the NJ Association of County and City Health Officials (NJACCHO), NJ Society of Public Health Educators (NJSOPHE), the NJ Environmental Health Association (NJEHA), and the NJ Association of Public Health Nurse Administrators (NJAPHNA). As such, CPHWD is routinely contacted to partner or lead new training initiatives in the state.
- CPHWD is recognized as national leader in hazardous materials and disaster worker training, having trained more than 500,000 workers since 1987. The Center focuses on developing skills to safely remediate environmental contamination and respond to disaster events. The Center also provides environmental career training for under/unemployed individuals, leading to a greater than 80% success rate of graduates gaining employment in a sustainable career. CPHWD also contributes to response and recovery efforts across the country, especially related to climate-related events.

Plans for Improvement

- CPHWD actively works to improve and expand their capacity to provide more self-paced, asynchronous trainings, to assure even greater '24/7' easy accessibility to important content. In fact, in 2021 and 2022, two new self-paced, online trainings were developed internally, thus far reaching over 15,000 individuals. One of these training, developed in partnership with Epilepsy Alliance America (EAA), was developed specifically for school personnel, and since its roll out in December 2021, it has trained well over 15,000 individuals in seizure recognition and first aid (through June 2023). The other self-paced training is Opioids in the Workplace, developed in late 2022, and has reached 213 individuals through June 2023.
- Lastly, with the application of a new dedicated 'checklist' to review and assess individual programs, CPHWD is working to assure that all programming meets select criteria, that includes program objectives, content, and evaluation alignment. The checklist assures that content appropriately reflects (or surpasses) diversity, equity, and inclusion standards and that the programs and materials (including closed captioning for all virtual programs) are fully accessible.
- The school received a three-year Health Resources and Services Administration (HRSA) grant (Grant No. T52 HP46773) to support MPH and Population Health Certificate scholarships (\$1.5 million). The HRSA

funding also supports the creation of skills-based training courses to augment our academic programs and post-employment training opportunities. These training courses will be made available to the public health workforce.

G1. Diversity and Cultural Competence

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- incorporation of diversity and cultural competency considerations in the curriculum
- recruitment and retention of diverse faculty, staff, and students
- development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination
- reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted.

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

The Rutgers School of Public Health developed a five-year Diversity Strategic Plan (2021-2026) under the leadership of the Dean Perry N. Halkitis and the assistant dean for justice, equity, diversity, and inclusion for education, Teri Lassiter. As part of the strategic planning process, the school identified four groups that were important to improve diversity at the school:

- Group 1) Recruit and retain a diverse faculty that is a reflection of the composition of the school's students (with a focus on Black and Hispanic faculty);
- Group 2) Recruit and retain diverse graduate students (with a focus on Black and Hispanic students);
- Group 3) Recruit and retain a diverse administrative and professional staff; and
- Group 4) Expand pipeline programs designed to provide educational opportunities for students from under-represented and underserved populations of New Jersey.

SPH Diversity Strategic Plan, 2021-2026

The school's Diversity Strategic Plan comprises five priority areas which were designated by the Rutgers University Equity and Inclusion Office. These five priority areas are included in the diversity strategic plans across Rutgers schools and units. Each school and unit then developed specific goals and related strategies for each priority area that provide the action steps needed to move that school or unit forward over the next five years to assure a diverse, equitable, and inclusive environment for its faculty, staff, students, and stakeholders.

The school's specific goals and strategies were developed after input from members of the school's leadership team, faculty, staff, and students. Meetings were held in March and April of 2021 with members of the school's leadership team, faculty, and staff to discuss each priority area; some members provided input for more than one area. Student input was obtained from a focus group held in the Fall 2020 semester. Additional input was gained from work completed by RBHS Diversity Leadership Council members who attended the American Association of Medical Colleges' (AAMC) Healthcare Executive Diversity and Inclusion Certificate (HEDIC) Program.

The school's goals in the Diversity Strategic Plan are aligned with the university-wide Diversity Strategic Plan and are outlined under the five priority areas which are listed in Table G1.1. (The goals that serve as the four identified groups important to improve diversity at school are noted in bold font.)

Table G1.1: SPH Diversity Strategic Plan Priority Areas and Goals <i>(The goals that serve as the four identified groups important to improve diversity at school are noted in bold and red font.)</i>	
Priority Area	Goals
Priority 1: Recruit, Retain, and Develop a Diverse Community	Goal 1: Increase faculty recruitment efforts Goal 2: Increase visibility of open faculty positions on school’s website Goal 3: Recruit and retain a diverse faculty that is a reflection of the composition of the school’s students (with a focus on Black and Hispanic faculty) Goal 4: Improve faculty’s ability to teach and mentor diverse graduate students Goal 5: Provide resources to increase faculty retention Goal 6: Recruit and retain diverse graduate students (with a focus on Black and Hispanic students) Goal 7: Recruit and retain a diverse administrative and professional staff Goal 8: Enhance faculty and staff search process through mandatory implicit bias training
Priority 2: Promote Inclusive Scholarship and Teaching	Goal 1: Develop DEI specific course competencies and embed DEI content across the curriculum to increase opportunities that advance student DEI knowledge and skills Goal 2: Audit core courses (program and department) for DEI content Goal 3: Establish a curriculum sub-committee to conduct content analysis on all new courses Goal 4: Improve faculty’s ability to teach and mentor a diverse graduate student body Goal 5: Develop inclusive classroom practices by ensuring ADA compliance
Priority 3: Define Sustainable and Substantive Community Engagement	Goal 1: Expand pipeline programs designed to provide educational opportunities for students from underrepresented and underserved populations in New Jersey Goal 2: Develop partnerships with community-based organizations to engage faculty and students in Capstone/research projects Goal 3: Formalize relationships with New Jersey Department of Health units Goal 4: Build on research and practice relationships to extend opportunities across the mission
Priority 4: Build the Capacity of Leaders to Create Inclusive Climates	Goal 1: Ensure that school leadership prioritizes DEI in all aspects of the school Goal 2: Biennial DEI Retreat for faculty and staff Goal 3: Establish the foundation for a culture of continuous improvement
Priority 5: Develop and Institutional Infrastructure to Drive Change	Goal 1: Implement Diversity Action Plan (DAP) to guide SPH through the next 5 years Goal 2: Create a permanent DEI Committee in accordance with the school’s By-Laws Goal 3: Establish the foundation for a culture of continuous improvement Goal 4: Conduct an examination of the school to identify policies, practices and structures that needed to be aligned with DEI values

As part of developing the school’s Diversity Strategic Plan, diversity and inclusion plans from member schools of the Association of Schools and Programs of Public Health (ASPPH) were reviewed to determine if our goals aligned with current trends in public health and to inform the development of our goals. This included a review of the ASPPH Statement of Commitment to Zero Tolerance for Harassment and Discrimination in Schools and Programs

of Public Health developed by a task force which was led by Dean Halkitis with an eye to developing a strategic plan focusing of the eradication of racism and systemic racism developed by a separate ASPPH task force also led by Dean Halkitis as well as Dr. Linda Alexander, now the Chief Academic Officer at ASPPH. Conversations were also held with external stakeholders from several schools of public health to discuss future trends in diversity and inclusion initiatives in public health.

The goals of the school’s Diversity Strategic Plan reflect the school’s core values identified in the school’s AY2020-2025 Strategic Plan:

- Diversity: celebration of background, experience, and identity among our students, faculty, staff and the populations we serve.
- Equity: Research, education, and community engagement that invoke the democratic process, equal opportunity, and social justice.
- Inclusion: Incorporation of all voices and perspectives in all aspects of the school’s endeavors.

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

The school’s Diversity Strategic Plan (See ERF G1.2 Diversity Strategic Plan) focuses on both immediate and long-term goals that align with the school’s mission and vision statements in creating an inclusive and culturally diverse environment that nurtures academic success for under-represented faculty, staff, and students. Table G1.2 outlines the school’s goals, actions, and strategies for the first two years the strategic plan. The goals specific to increasing the representations and supporting the persistence of the four groups of particular interest mentioned above in G1.1 are noted in bold and red font.

Table G1.2: Goals, Actions and Strategies for the First Two Years of the SPH Diversity Strategic Plan (AY2021-2022 and AY2022-2023) <i>Summarized from the 5-year plan found in ERF G1.2 Diversity Strategic Plan (The goals specific to increasing the representations and supporting the persistence of the four groups of particular interest mentioned above in G1.1 are noted in bold and red font.)</i>		
Goals AY2021-AY2023	Actions	Strategies (Completed, Ongoing, or In Progress)
PRIORITY 1: RECRUIT, RETAIN AND DEVELOP A DIVERSE COMMUNITY		
Goal 1: Increase faculty recruitment efforts	Require DEI language in all faculty postings (Fall 2021) Search committees to complete courses on unconscious bias, confronting bias, communication across cultures Introduce Implicit Bias training to the school's Leadership Team Develop standardized candidate evaluation form, that includes educational background, service, teaching and research, prior work experience, grant funding, commitment to DEI among other information.	Faculty position openings are now advertised in professional journals/organizations that focus on under-represented and underserved scholars (completed) Institute diversity training for all search committee members (in progress) Search Committee Training provided to faculty sitting on school search committees (Vice-Chancellor for Academic Affairs Office provided AA/EEO Guidelines for Recruitment and Selection of Managerial, Professional, Supervisory, Confidential and Other Non-aligned Administrative Staff; 05/27/2021) Implicit Bias Training conducted for leadership team, which included members of the search committees (8/17/22; 18 faculty complete the training)

Table G1.2: Goals, Actions and Strategies for the First Two Years of the SPH Diversity Strategic Plan (AY2021-2022 and AY2022-2023) <i>Summarized from the 5-year plan found in ERF G1.2 Diversity Strategic Plan (The goals specific to increasing the representations and supporting the persistence of the four groups of particular interest mentioned above in G1.1 are noted in bold and red font.)</i>		
Goals AY2021-AY2023	Actions	Strategies (Completed, Ongoing, or In Progress)
		Standardized candidate evaluation form is under development for use by search committees (in progress)
Goal 2: Increase visibility of open faculty positions on SPH website	Office for Marketing and Communications to update school website	Added visible section to the About section with open faculty positions (completed)
Goal 3: Recruit and retain a diverse faculty that is a reflection of the composition of the school's students (with a focus on Black and Hispanic faculty)	Copy of faculty hiring toolkit to be distributed to all new faculty	Evaluate history of retention by department (in progress) Develop exit interview process for faculty (in progress) Hold focus groups with faculty regarding opportunities and challenges to improving faculty DEI climate (in progress)
Goal 4: Improve faculty's ability to teach and mentor diverse graduate students	Peer reviews of inclusive teaching practices Add DEI course content assessment in semester course reviews completed by students	Faculty peer review (in progress) Include DEI course evaluation scores in annual faculty review process at SPH (in progress)
Goal 5: Provide resources to increase faculty retention	School mentors to be assigned at time of hiring Department Chairs to refer new and current faculty to the Rutgers Connection Network Mentoring Program and Rutgers Office for Faculty Development (Fall 2021)	Assess faculty mentoring with the Rutgers School of Public Health (in progress) Assess faculty mentoring through Rutgers Connection Network Mentoring Program (in progress) Assess Rutgers Office for Faculty Development (in progress)
Goal 6: Recruit and retain diverse graduate students (with a focus on Black and Hispanic students)	Develop recruitment materials specific to each population Office of Admissions and Recruitment to work with Alumni Affairs Coordinator to connect alumni with admitted students Continue work with the Senior Associate Dean for Educational and Global Program Development	Conduct targeted recruitment at Rutgers programs that support the academic success of students from under-represented/underserved populations with programs such as: - Future Scholars Program - McNair - Mountainview Program (NJ-STEP) - ODASIS (Office for Diversity and Academic Success in the Sciences) - Conduct targeted recruitment of students with Hispanic/Latino backgrounds (completed)

Table G1.2: Goals, Actions and Strategies for the First Two Years of the SPH Diversity Strategic Plan (AY2021-2022 and AY2022-2023) <i>Summarized from the 5-year plan found in ERF G1.2 Diversity Strategic Plan (The goals specific to increasing the representations and supporting the persistence of the four groups of particular interest mentioned above in G1.1 are noted in bold and red font.)</i>		
Goals AY2021-AY2023	Actions	Strategies (Completed, Ongoing, or In Progress)
		Schedule recruitment activities at each program/school (completed) Engage alumni in recruitment efforts by reaching out to admitted students (completed)
Goal 7: Recruit and retain a diverse administrative and professional staff	Office for Marketing and Communications to update school website	Add visible section to the About section with open administrative and professional staff positions (completed)
Goal 8: Enhance faculty and staff search process through mandatory implicit bias training	Training for new and current search committee members	Provide Implicit Bias training for all faculty and staff that sit on search committees (completed)
PRIORITY 2: PROMOTE INCLUSIVE SCHOLARSHIP AND TEACHING		
Goal 1: Develop DEI specific course competencies and embed DEI content across the curriculum in order to increase opportunities that advance student DI knowledge and skills	Work with Senior Associate Dean for Academic Affairs, Associate Dean for Educational Programming to develop integration plan Provide trainings at department meetings for all faculty	Develop cross-cutting anti-racism curriculum for integration across the public health core courses (in progress)
Goal 2: Audit core courses (program and department) for DEI content	Curriculum Committee to implement DEI Curriculum Assessment	Instructors and concentration directors complete the DEI Curriculum Assessment form for review by Curriculum Committee (completed) DEI Curriculum Assessment also completed when a new course is proposed and then reviewed by Curriculum Committee (completed and ongoing)
Goal 3: Establish a curriculum sub-committee to conduct content analysis on all new courses	Committee to meet each semester	Select members from Curriculum Committee, each department and concentration to conduct content analysis (completed and ongoing)
Goal 4: Improve faculty's ability to teach and mentor a diverse student body	Workshops to be conducted each semester during All-School Meeting	Promote inclusive teaching workshop opportunities (completed and ongoing)
Goal 5: Develop inclusive classroom practices by ensuring ADA compliance	Zoom closed captioned lectures (Fall 2022) Live closed captions lectures and transcripts (January 2023)	Institute closed captioned Zoom (completed) Institute closed captioned live (completed) Provide transcripts of class lectures (completed)

Table G1.2: Goals, Actions and Strategies for the First Two Years of the SPH Diversity Strategic Plan (AY2021-2022 and AY2022-2023) <i>Summarized from the 5-year plan found in ERF G1.2 Diversity Strategic Plan (The goals specific to increasing the representations and supporting the persistence of the four groups of particular interest mentioned above in G1.1 are noted in bold and red font.)</i>		
Goals AY2021-AY2023	Actions	Strategies (Completed, Ongoing, or In Progress)
PRIORITY 3: DEFINE SUSTAINABLE AND SUBSTANTIVE COMMUNITY ENGAGEMENT		
Goal 1: Expand pipeline programs designed to provide educational opportunities for students from under-represented and underserved populations of New Jersey	Develop recruitment materials specific to the internal /external audiences Schedule recruitment activities at each program/school (Fall 2021, Spring 2022)	Conduct targeted recruitment that support the academic success of students from under-represented/under-served populations (completed and ongoing) Conduct targeted recruitment at Hispanic/Latino serving institutions/colleges (completed and ongoing)
Goal 2: Develop partnerships with community-based organizations to engage faculty and students in Capstone/research projects	Office for Community Engagement and Public Health Service and Office of Research to contact community-based organizations to determine needs for students	Office for Community Engagement and Public Health Service to attend existing community organizations to develop relationships with the organizations (completed and ongoing)
Goal 3: Formalize relationships with New Jersey Department of Health units	Office for Community Engagement and Public Health Service and Office of Research to meet with members of the New Jersey Department of Health (NJDOH)	Meet with members of the NJDOH to establish relationships with various departments within NJDOH, i.e., health statistics, minority and multicultural health, STDS, and maternal and child health (completed and ongoing) Formalize Dean/Chancellor level MOUs with NJDOH for data sharing and project development with departments of interest (in progress)
Goal 4: Build on research and practice relationships to extend opportunities across the mission	Create a central repository of existing collaborative relationships which can be accessed by faculty and the practice office	Faculty and practice consult the repository when looking for research sites, additional practice sites and work with the person who is the lead on the relationship for an introduction (in progress)
PRIORITY 4: BUILD THE CAPACITY OF LEADERS TO CREATE INCLUSIVE CLIMATES		
Goal 1: Ensure that SPH leadership prioritizes DEI in all aspects of the school	Deliver DEI training once per semester for faculty and staff Provide link to Canvas courses developed by the Office of the Vice Chancellor for Diversity & Inclusion All faculty should have at least one DEI goal as part of their annual performance evaluation	Provide professional development opportunities during All-School meetings (completed and ongoing) -Fall 2021: Microaggressions -Spring 2022: Implicit Bias Training -Fall 2022: Pronoun Use -Spring 2023: Bystander intervention Provide on-line DEI courses in Canvas for faculty, staff and students (completed)

Table G1.2: Goals, Actions and Strategies for the First Two Years of the SPH Diversity Strategic Plan (AY2021-2022 and AY2022-2023) <i>Summarized from the 5-year plan found in ERF G1.2 Diversity Strategic Plan (The goals specific to increasing the representations and supporting the persistence of the four groups of particular interest mentioned above in G1.1 are noted in bold and red font.)</i>		
Goals AY2021-AY2023	Actions	Strategies (Completed, Ongoing, or In Progress)
		Require DEI activities as a part of annual faculty annual performance evaluation (in progress)
Goal 2: Biennial DEI Retreat for faculty and staff	Ad hoc committee to plan DEI retreat	Establish ad hoc committee (in progress)
Goal 3: Establish the foundation for a culture of continuous improvement	Provide faculty and staff training opportunities during All-School meetings Provide self-paced faculty/staff trainings on Canvas	Faculty and staff are trained to contribute to the continuous improvement of the school (ongoing)
PRIORITY 5: DEVELOP AND INSTITUTIONAL INFRASTRUCTURE TO DRIVE CHANGE		
Goal 1: Implement Diversity Action Plan (DAP) to guide SPH through the next 5 years	Present DAP to school leadership	Dean and Chief of Staff to review DAP (completed)
Goal 2: Create a permanent DEI Committee in accordance with the school's By-Laws	Use work of previous DEI Ad Hoc Committee and current DAP to substantiate need for committee	Submit proposal to By-Laws Committee to establish permanent DEI Committee (completed)
Goal 3: Establish the foundation for a culture of continuous improvement	Provide faculty and staff training opportunities during All-School meetings Provide self-paced faculty/staff trainings on Canvas	Faculty and staff are trained to contribute to the continuous improvement of the school (ongoing)
Goal 4: Conduct an examination of the school to identify policies, practices and structures that needed to be aligned with DEI values	DEI Committee members will review school policies to ensure alignment with RBHS DEI principles and values	Members of the DEI Committee will review policies related to student activities (in progress)

Supporting the Persistence and Ongoing Success of Faculty

Rutgers University, Rutgers Biomedical and Health Sciences (RBHS), and Rutgers School of Public Health sponsor programs that are open to faculty members, at all levels, to increase their success by providing training/assistance in leadership and professional development, mentoring, and grant development. There are also programs that focus on peer faculty and while each program varies in length and commitment, faculty of all backgrounds are encouraged to participate.

Rutgers University Programs. Under the leadership of the Rutgers senior vice president for equity, the University Equity and Inclusion Office offers various resources to foster opportunities for DEI with emphasis on faculty career advancement and retention.

- The Academic Leadership Program (ALP) provides a venue for faculty administrators (e.g., chairs, program directors) to examine and further develop their leadership, management, and organizational competencies with attention to current biomedical and health sciences challenges and opportunities at the national and state level.
- The OASIS Leadership & Professional Development Program, a university-wide program, is designed to mentor, retain, and advance full-time female faculty at Rutgers. The program provides intensive career development support, including peer mentoring and leadership coaching. This program is sponsored by the Rutgers University Equity and Inclusion Office.
- The Rutgers Connection Network (RCN) Mentoring Program is designed to advance a culture of mentoring and inclusion at Rutgers and increase the engagement and scholarly productivity of Rutgers faculty and postdoctoral researchers by providing the infrastructure, training, and facilitation to enable effective and collaborative mentoring partnerships beyond the departmental level. This program is sponsored by the Rutgers University Equity and Inclusion Office.
- The Inclusive Leadership Network, convened by University Equity and Inclusion includes academic and administrative leaders from all four chancellor-led units and university central administration. This initiative advances the Build Capacity of Leaders strategic priority highlighted of the University Diversity Strategic Plan (DSP) that promotes the responsibility of leaders in creating inclusive climates.
- The Rutgers Office of Teaching Evaluation and Assessment Research (OTEAR) offers instructional technology resources, training, and enhanced classroom support to all faculty for developing and delivering more effective teaching. OTEAR hosts an inclusive classroom practices workshop.
- The RU Health Equity Academic Researchers is a common interest group that creates research collaborations, community-based partnerships, and connections in translational research and health disparities for Rutgers faculty that result in competitive grants and publications.
- The RU Faculty Women of Color Common Interest Group offers opportunities for networking, professional development, research collaborations, and improving physical and emotional health for female-identified and gender nonconforming people of color at RU.

RBHS-Level Programs. Under the leadership of the RBHS vice chancellor for diversity and Inclusion, Dr. Sangeeta Lambda, the school's chancellor-led unit, the RBHS Office for Diversity and Inclusion offers various resources to foster opportunities for DEI with emphasis on faculty career advancement and retention.

- The NJ Alliance for Clinical and Translational Science (NJ ACTS), led by RBHS, advances translational science by training the next generation of researchers and by understanding the heterogeneity of disease and of response to interventions in diverse individuals, communities, and populations. NJ ACTS offers career development resources including grant writing workshop, seminars about core facilities and emerging scientific topics, and opportunities for junior researchers to present their scientific research at the annual NJ ACTS symposium.
- The RBHS faculty mentoring program assists faculty with improving scholarship and productivity for career advancement.
- The RBHS Advance, Engage, and Mentor (AEM) Faculty Development Program was designed to build a community of practice, engage faculty, foster leadership skills, provide mentoring, and expand networking opportunities for faculty at RBHS. It also provides an affinity space for courageous dialogue. The overall aim of the program is to nurture diverse future leaders at RBHS and foster a sense of belonging and professional growth for the cohort. The program partners for the AEM program are the Rutgers Center for Organizational Leadership and the Rutgers Faculty Diversity Collaborative.
- The RBHS Academic Leadership Program (ALP) for faculty administrators examines and further develops their leadership, management, and organizational capacities with attention to current health challenges and opportunities at national and state level, and within RU and RBHS.
- The RBHS Inclusion, Diversity, Equity, and Advocacy Innovation Grants (IDEA) supports projects promoting equity, diversity and inclusion.
- The RBHS Women and Gender Equity Faculty Council (WGEC) engages women faculty and offers opportunities to network across departments and disciplines, serve as an advocacy and mentoring resource, and provide a forum for support, education, and discussion.

- The RBHS Staff Mentoring Program (SMP) was launched in January 2021 as a pilot program. The goals of the program are to promote a culture of mentorship, professional development, and collaboration amongst staff members. This year-long program has two pathways for engagement: traditional mentoring and peer-to-peer mentoring. The traditional mentoring pathway pairs early to mid-career professionals with higher-level staff mentors. The peer-to-peer mentoring pathway pairs professionals together. Both pathways foster professional development and career growth while building networks across RBHS. Two staff members are participating in this RBHS program.

School Programs. The school has developed and instituted multiple programs to support these groups which are described below.

- Development funds: All new faculty receive start-up funds commensurate with their rank and scholarship needs. The university-level Rutgers President Faculty Diversity Initiative, the RBHS-level chancellor's Diversity Initiative, and the Cancer Institute of New Jersey provide matching funds to foster the recruitment of new diverse faculty with tenure or on the tenure track.
- Internal pilot programs: Competitive internal pilot grants coordinated by the Office for the Dean and the school's Office of Research offer seed funds to faculty for conducting pilot studies to obtain preliminary data for submitting larger extramural grants.
- Mentoring: The faculty mentoring program, which complements the RBHS faculty mentoring program, is a structured approach that pairs faculty up to the associate professor level (excluding those with tenure) with a primary mentor and an advisory mentoring team that aligns with the junior faculty member's career goals. The goals of this mentoring program include providing support and guidance with excellence in scholarly writing, excellence in funded research, excellence in teaching, understanding policies and procedures, developing professional networks, and positioning the faculty member for promotion.
- Group mentoring: The Office for Faculty Affairs offers group mentoring for individual faculty development through peer discussions held once or twice per quarter. This program was initiated during winter 2020/2021, meets via a virtual platform (such as Zoom), and is moderated by the associate dean for faculty affairs. Faculty engage in peer discussions about career needs, successes, challenges, and share experiences and knowledge.
- Specific aims workshop: The Department of Biostatistics and Epidemiology and the Cancer Health Equity Center of Excellence offer platforms where faculty review specific aims of extramural grants prepared by their colleagues and provide constructive feedback for improvement prior to submission.
- Internal grant review panels: The school's Office for Faculty Affairs and Office of Research offers an internal grant review program to review draft grant applications before they are submitted to extramural funding agencies for peer review. Facilitated by the associate dean for faculty affairs and assistant dean for research, this program provides extensive feedback on draft proposals, including participation in a mock study section with experienced faculty from across the school. Grant reviews take place approximately three times a year.
- New faculty orientation: The Office for the Dean organizes monthly 1-hour orientation session during the first year for new faculty to familiarize them with school-level and university-level resources for faculty research and scholarship and all aspects of faculty development.
- Education toolkit: The Offices for Academic Affairs prepared a toolkit for developing effective course materials on the Canvas learning management system. A dedicated e-learning support specialist organizes workshops to train faculty in using the toolkit and assists with education-related faculty development efforts.
- Postdoctoral diversity training: This new program creates pathways for promising emerging scholars, provides two years of support and research stipend, and was the impetus for the Rutgers diversity postdoc.
- Support for new courses: Faculty are provided protected time to develop novel courses or programs in public health topics that reflect the varied experiences of historically underrepresented communities. Examples include the school's MPH programs in LGBTQ Health and Population Aging, the first such programs offered by an accredited school of public health.

Supporting the Persistence and Ongoing Success of Students

The Office for Student Services and Alumni Affairs provides comprehensive support services and is dedicated to facilitating the success and well-being of every student from enrollment to graduation. Student services works diligently to provide exemplary student advocacy, innovative programming, and intentional support that redefines and enriches the student experience. The Office for Student Services and Alumni Affairs strives to nurture and enhance the intellectual, social, moral, and professional growth of our diverse student population, encouraging future public health leaders to become active citizens of Rutgers University and the broader global society. Services include academic advisement, resume and career planning, and opportunities to participate in student events. The office also provides support and guidance for several student organizations that promote shared interests and provide opportunities for students to connect with their peers, faculty, staff, other groups, and organizations.

- The Black Public Health Student Alliance (BPHSA) is a student-led organization whose mission is to create a supportive network for SPH students who self-identify as Black (e.g., African, African American, Afro-Caribbean, Afro-Latino, etc.) and will serve as a safe space for all students to address the impacts and implications of anti-Blackness, discrimination, and other systems of oppression as they relate to public health.
- The Multi-Cultural Student Organization (MSO) aims to create a space where students from diverse and historically underrepresented backgrounds can feel supported, represented, and uplifted. The MSO coordinates mentorship and educational opportunities to help students network, advocate from themselves, and learn to address diversity issues in public health settings.
- The Stonewall Alliance for Health intends to develop a community for students who identify as LGBTQ+ or are interested in LGBTQ+ Health topics. This organization promotes inclusivity and better prepares students address complex health problems within LGBTQ+ populations through educational, service, and leadership initiatives.

HRSA Public Health Scholarship: In September 2021, the school received a \$1.5 million grant from the Health Resources and Services Administration (HRSA) to provide public health scholarships to MPH and Certificate in Population Health students. Scholarship recipients are evenly split between current employees of state and local health programs without formal training in public health and underrepresented minorities in New Jersey who wish to enter the public health profession. There will be 48 scholarships for students seeking an MPH degree and 36 for students seeking a population health certificate. As of May 1, 2023, nearly 90% of scholarship recipients are from an under-represented background. In addition to financial support, the HRSA Public Health Scholarship program supports students by providing skills-based training, instruction on addressing health inequities and access to job fairs and career panels promoting employment in state and local health departments.

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

The list of actions and strategies identified and/or implemented for the first two years of the school's Diversity Strategic Plan (for AY2021-2022 and-AY2022-2023) may be found in Table G1-2 above.

The school's Diversity Strategic Plan (2021-2026), in alignment with the university-wide Diversity Strategic Plan, outlines the school-specific goals under the five priority areas identified by the Rutgers senior vice president for equity. The school-specific goals were developed after input from members of the school's leadership team, members of the faculty and staff, and students. The five Priority Areas include:

- Priority 1: Recruit, Retain, and Develop a Diverse Community
- Priority 2: Promote Inclusive Scholarship and Teaching
- Priority 3: Define Sustainable and Substantive Community Engagement

Priority 4: Build the Capacity of Leaders to Create Inclusive Climates

Priority 5: Develop an Institutional Infrastructure to Drive Change

Priority 1 (Recruit, Retain, and Develop a Diverse Community and Priority 5 (Develop an Institutional Infrastructure to Drive change) from the school’s Diversity Strategic Plan had goals that were addressed during the first year of the plan (AY2021-2022,) focusing on the school’s approaches, successes and challenges in increasing representation and persistence of underrepresented faculty and students.

Diversity initiatives promoting recruitment and retention of faculty are offered primarily through the Rutgers Division of Diversity, Equity, Inclusion, and Community Engagement. Rutgers, RBHS, and school faculty are encouraged to participate in these programs. Rutgers and RBHS offer opportunities for faculty to participate in several programs whose aim is to promote diversity and inclusion. These programs are in addition to programs provided at the school through the Office for Faculty Affairs which include the faculty mentoring program and the Internal Grant Review Process.

4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

DEI Curriculum Assessment Tool. The Curriculum Committee, with input from the Office for Justice, Equity, Diversity, and Inclusion, developed a DEI curriculum assessment tool to evaluate the content of current courses focusing on DEI. It was felt that the assessment was critical for our students because when students are engaged with diverse and inclusive curricula, they have better educational outcomes. Additionally, culturally responsive teaching – pedagogy committed to collective empowerment through which student perspectives are valued and diverse sources of knowledge are presented – promotes the health of students and the health of those they will serve in their public health practice. Faculty were asked to assess their courses looking for representation from diverse groups of people and perspectives through content and materials. This assists students in imagining themselves in various learning situations. For example, course content and materials may include the use of varied names and socio-cultural contexts in test questions, data set, and/or assessments; readings, textbooks, and/or other assigned book examples should include authors that deliberately reflect diversity, (e.g., gender, ethnicity, and race) of contributors to the field (e.g., first author and senior author), reading should emphasize a range of ideas and backgrounds of experts who have contributed to the field; and the inclusion of DEI statements in the syllabus, the deliberate choice of course materials that prioritize universal accessibility and the diverse learning styles of our student body. A similar assessment tool is now required for all new course proposals. See Criteria E3. Faculty Instructional Effectiveness for more information.

Cross-Cutting Core Course Curriculum Project. As a result of the school’s Core Course Retreat held in May 2022, the DEI Committee was charged with reviewing the school’s core courses and making recommendations to integrate anti-racism across the curriculum. The DEI committee reviewed over one-hundred articles that can span the core courses focusing on topics such as the “isms,” tobacco, health inequities, bio-social space, maternal child health, climate change, and racism. In addition to reviewing articles, the committee will determine the skills necessary for our students to identify conscious and unconscious biases and the effects on different populations; explain the aspects of diversity on health disparities; understand how different forms of racism continue to foster discrimination in public health practices. Definitions for racism, structural racism, anti-racism, bias, and inequities will be developed for use across the curriculum, these definitions will be aligned with those developed by the RBHS Diversity Leadership Council.

Office for Student Services and Alumni Affairs. As outlined in G2.2 (above), the Office for Student Services and Alumni Affairs provides support and guidance for several student organizations that promote shared interests and provide opportunities for students to connect with their peers, faculty, staff, other groups, and organizations. In

addition, the school also supports the Volunteer Opportunities in Community Engaged Service (V.O.I.C.E.S.). This student organization strives to allow students to gain practical public health experience, interact with other students of similar interests, and incorporate social responsibility into their academic experience. This student organization encourages students to reach out to their community by organizing and participating in volunteer community service projects with a public health focus.

Equity in Action Summer Internship Program. The RBHS Office of Interprofessional Programs sponsors the Equity in Action Summer Internship Program (EASI) which is open to Rutgers graduate health professions' students. The program focuses on social determinants of health with a social justice lens (e.g., racial equity, environmental justice). At the school, the EASI program is administered through the Office of Public Health Practice. Students work in interprofessional teams of 3-4 and are placed at one of the participating community sites in the greater Newark or Central New Jersey areas where they co-create a program with the guidance of a community site preceptor and EASI co-directors.

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

Table G5: Qualitative/Quantitative Metrics for SPH Diversity Goals, Year 1 (AY2021-2022) <i>Only Priority 1 and Priority 5 had actions and strategies identified for implementation in Year 1 of the Diversity Strategic Plan</i>		
Priority Area	Goals	Data/Metrics
Priority 1: Recruit, Retain, and Develop a Diverse Community	Goal 1: Increase faculty recruitment efforts	# of faculty interviewed: 53 # of faculty offers: 24 # of faculty accepted offers: 17 # of underrepresented faculty interviewed: 13 # of underrepresented faculty accepted offers: 6
	Goal 6: Recruit and retain diverse graduate students (with a focus on Black and Hispanic students)	# of students accepted (2021-2022): MPH - 599 PhD - 12 MS - 113 DrPH - 17
	Goal 7: Recruit and retain a diverse administrative and professional staff	# of positions posted: 47 Full-time staff positions; 10 Post-Doctoral Fellows # of interviews conducted by school/department: 144 full-time applicants 4 post-doctoral fellows approved to interview # of new hires: 39 full-time hires (3 current vacancies; 1 onboarding) NOTE: some staff positions were never filled: 1 Post-Doctoral Fellow filled
Priority 5: Develop an Institutional Infrastructure to Drive Change	Goal 3: Increase faculty recruitment efforts	# of faculty interviewed: 53 # of faculty offers: 24 # of faculty accepted offers: 17 # of underrepresented faculty interviewed: 13 # of underrepresented faculty offers: 10 # of underrepresented faculty accepted offers: 6
	Goal 4: Recruit and retain a diverse faculty that reflect the composition of the school’s students (with a focus on Black and Hispanic faculty)	# of positions posted: 9 # of interviews conducted by department -BIST/EPID: 21 -EOHJ: 7 -HBSP: 16 -UGPH: 9 # of new hires: 14 (3 will start 2023) # of faculty departures: 10

The school is working toward a more diverse faculty and was able to recruit a few additional minority faculty as of July 1, 2023.

Faculty Race and Ethnicity (July 1, 2021 – July 1, 2023)															
RACE/ETHNICITY	1-Jul-21					1-Jul-22					1-Jul-23				
	I (N=7)	aP (N= 25)	AP (N= 19)	FP (N= 24)	Total (N=75)	I (N= 6)	aP (N=23)	AP (N= 22)	FP (N=24)	Total (N=75)	I (N=8)	aP (N= 26)	AP (N=23)	FP (N= 26)	Total (N=83)
Asian	1.3%	9.3%	2.7%	5.3%	18.7%	---	10.7%	5.3%	6.7%	22.7%	---	7.2%	6.0%	6.0%	19.3%
Black	---	4.0%	1.3%	---	5.3%	---	2.7%	2.7%	---	5.3%	1.2%	2.4%	2.4%	---	6.0%
Hispanic	---	1.3%	---	---	1.3%	---	1.3%	1.3%	---	2.7%	---	---	---	---	3.6%
White	8.0%	18.7%	21.3%	26.7%	74.7%	8.0%	16.0%	20.0%	25.3%	69.3%	8.4%	19.3%	18.1%	25.3%	71.1%

I = Instructor; aP = Assistant Professor; AP = Associate Professor; FP = Full Professor; NTT = Non-tenure track; TT = Tenure track; TE = Tenure earned

The school has a diverse student population. Over the last three years, approximately 53.3% of enrolled students are from minority populations (non-Hispanic), 10.6% are Hispanic, and less than one-third are White. The overall student diversity was fairly constant during these three years which reflects our ability to retain diverse graduate students.

FALL 2020	MPH	MS	DRPH	PHD	Total	%
American Indian or Alaska Native			1		1	0.1%
Asian	151	34	2	16	203	29.5%
Black or African American	146	7	5	5	163	23.7%
Native Hawaiian or Other Pacific Islander	1				1	0.1%
Hispanic	64	5	1	1	71	10.3%
White	186	23	6	10	225	32.7%
Unknown	23	1			24	3.5%
Total	574	70	15	32	688	100%
FALL 2021	MPH	MS	DRPH	PHD	Total	%
American Indian or Alaska Native			1		1	0.2%
Asian	130	43	3	13	189	30.4%
Black or African American	109	6	6	4	125	20.1%
Native Hawaiian or Other Pacific Islander	1				1	0.2%
Hispanic	66	5	3	2	76	12.2%
White	161	21	12	8	202	32.5%
Unknown	25	2			27	4.3%
Total	492	77	25	27	621	100%
FALL 2022	MPH	MS	DRPH	PHD	Total	%

SPRING 2021	MPH	MS	DRPH	PHD	Total	%
American Indian or Alaska Native			1		1	0.2%
Asian	126	34	2	14	176	29.6%
Black or African American	124	6	5	4	139	23.4%
Native Hawaiian or Other Pacific Islander	1				1	0.2%
Hispanic	57	4	1	1	63	10.6%
White	158	22	6	9	195	32.8%
Unknown	19	1			20	3.4%
Total	485	67	15	28	595	100%
SPRING 2022	MPH	MS	DRPH	PHD	Total	%
American Indian or Alaska Native			1		1	0.2%
Asian	131	40	3	12	186	29.5%
Black or African American	125	6	5	3	139	22.1%
Native Hawaiian or Other Pacific Islander	1				1	0.2%
Hispanic	71	4	3	2	80	12.7%
White	158	21	12	8	199	31.6%
Unknown	22	2			24	3.8%
Total	508	73	24	25	630	100%
SPRING 2023	MPH	MS	DRPH	PHD	Total	%

American Indian or Alaska Native			1		1	0.2%
Asian	141	41	3	10	195	30.1%
Black or African American	117	8	10	3	138	21.3%
Native Hawaiian or Other Pacific Islander	2				2	0.3%
Hispanic	72	5	3	2	82	12.7%
White	151	19	17	12	199	30.8%
Unknown	27	3			30	4.6%
Total	510	76	34	27	647	100%

American Indian or Alaska Native			1		1	0.2%
Asian	140	37	3	9	189	30.2%
Black or African American	112	8	10	3	133	21.2%
Native Hawaiian or Other Pacific Islander	1				1	0.2%
Hispanic	63	3	3	2	71	11.3%
White	154	15	17	11	197	31.5%
Unknown	31	3			34	5.4%
Total	501	66	34	25	626	100%

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

The Rutgers School of Public Health strives to recognize the diversity of our students and their experiences, whether in the classroom, the community or in their personal lives. The school is strongly committed to the values of diversity, equity, and inclusion (DEI), anti-racism, health equity, and social justice and our vision statement reflects this:

Rutgers School of Public Health Vision Statement

A world in which all people have the opportunity to reach their full potential in terms of health and wellbeing and where solutions to public health challenges are rooted in population and individual strengths based on a commitment to equity and social justice.

Faculty and Staff Climate Survey

In the Spring/Summer 2022, the school administered a climate survey to all staff and faculty. Survey questions related to the DEI climate at the school specifically, and at RBHS in general. The overall response rate for the survey was 47% (130 respondents of 278 participants invited to participate). The sample consisted of 68 faculty members and 60 staff members; two failed to identify their roles.

Faculty and staff were generally satisfied with the DEI climate at the school and feel that it has improved over the past five years. The majority (more than 58%) of respondents were very satisfied or satisfied with the experience/environment regarding DEI, the extent to which they experienced a sense of belonging, the gender diversity of the faculty and staff, and the racial/ethnic diversity of staff members. The one area where respondents expressed a lower level of satisfaction (33%) was in the racial/ethnic diversity of the school's faculty.

Approximately three quarter of respondents strongly agreed or agreed with the statement that the school is a comfortable place for them, that recruitment of historically marginalized students, faculty, and staff is a priority, and that the senior leadership demonstrates a strong commitment to DEI. A slightly smaller percent (47%) strongly agreed or agreed that the school environment is free from tensions related to individual or group differences. Finally, when faculty and staff were asked to compare the current DEI climate at the school with the climate five years ago, 67% (n=69) of respondents described the climate as better and there were no significant differences in the response to this question by school location (Newark vs New Brunswick/Piscataway), primary position at the school (faculty vs staff), or length of time at the school.

Respondents were also asked to qualitatively describe the DEI climate at the school. A theme that emerged from the qualitative analysis of the responses was that the school is changing in the right direction. Respondents perceived the DEI climate at the school as evolving. A participant expressed this view by writing: "trying to improve and getting better" (staff member). Another participant said: "moving in the right direction" (faculty member). Most participants perceived this evolution as positive and encouraging. However, some respondents expressed apprehension. A participant wrote: "emerging, uneven, aspirational, and difficult" (faculty member). Another participant said: "I believe the commitment is there but the actions and resulting success are not evident yet" (faculty member). Other participants expressed skepticism, for example: "it is clear that SPH wants to do something about DEI, but I think this is being met with a lot of resistance that is not necessarily being articulated" (staff member).

Respondents were asked about the impact of RBHS climate and polices on advancing DEI at the school. Forty one percent (n=46) of respondents stated that the impact was highly negative or negative, 40% (n=44) reported neither negative nor positive and only 19% (n=21) reported a highly positive or positive response. In addition, 61% of faculty responded negatively to this question compared to 17% of staff members.

Furthermore, when describing the DEI climate at the school, participants perceived this climate as constrained by the umbrella organization RBHS. This finding emerged from the thematic analysis of the responses. For example, participants expressed: "making an effort but difficulty overcoming the constraints above the level of the school"

(faculty member). Further, “the number of minorities leaving SPH is concerning; it looks like in general leadership is trying to bring in well qualified minorities, but retention is not where I would like it to be” (staff member). Some indicated that these constraints may be related to policies for promotion and tenure: “recruitment and retention of faculty related to two R01 requirement for tenure is a major issue” (faculty member). Moreover: “strong efforts are sometimes blocked because of unrealistic RBHS criteria” (faculty member).

The following actions at the school level align with the findings of this DEI climate survey:

- (1) The school is continuing to work with RBHS provosts and chancellor to review guidelines for promotion and tenure and ensure policies are conducive to the retention of underrepresented faculty and staff members and aligned with the mission and vision of the school.
- (2) The school is working to communicate, make explicit, and promote the process for reporting and investigating reports of discrimination and harassment among faculty and staff more clearly.
- (3) The school is continuing its efforts to systematically address and evaluate DEI efforts in its courses.
- (4) The school will increase financial support for educating underrepresented students and addressing health inequities across NJ and beyond through academic efforts, a recently awarded 1.5 million HRSA grant will allow us to make this goal a reality.

Student Climate Survey

The Spring 2023 Current Student Survey asked students their level of satisfaction regarding their perceptions of the climate at the school. The Spring 2023 survey had a 30.2% response rate (189 students out of 626 students). The majority of respondents were very satisfied or satisfied with the climate at the school. Over 80% were very satisfied or satisfied with the acceptance of personal identities at the school. Respondents were also very satisfied or satisfied with the diversity of the student body (83.2%), the diversity of the faculty (73.8%) and the diversity of the staff (73.8%). Respondents expressed also expressed satisfaction (73.1%) with the availability of diversity-related programs, events, and services. The 2023 Current Student Survey Report is in ERF G1.6 Student Survey Report.

Students’ Perceptions of Diversity	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Acceptance of personal identities at School	58.2%	26.2%	10.6%	2.1%	2.8%
Diversity of the student body	56.6%	26.6%	11.9%	2.1%	2.8%
Diversity of the faculty	40.9%	32.9%	16.1%	4.0%	6.0%
Diversity of the staff	44.8%	29.0%	16.6%	6.2%	3.5%
Availability of diversity-related programs, events, and services	40.3%	32.8%	14.2%	8.2%	4.5%

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

Strengths

- The Rutgers School of Public Health is one of the more diverse schools of public health.
- Rutgers University has a set of policies that promote diversity, equity, and inclusion and prohibit discrimination and harassment.
- Diversity, equity, and inclusion are prominently featured in the school’s values, its mission and vision statements, the school’s AY 2020-202 Strategic Plan, the school’s Diversity Strategic Plan (2021-2026), the RBHS Strategic Plan as well as the university-wide Diversity Strategic Plan.

- The school developed and implemented a DEI Curriculum Assessment tool to assess how DEI is addressed in our courses. This assessment tool has been used and/or adapted by several other schools and programs of public health.
- The school appointed the first assistant dean for diversity, equity, and inclusion (DEI) in 2018.
- The school appointed an assistant dean for justice, equity, diversity, and inclusion for faculty and talent development in 2023 and with two DEI deans, the school has strong leadership regarding diversity and cultural competence.
- The school established the DEI Committee as a standing committee (incorporated into the school's Bylaws) to implement the school's Diversity Strategic Plan.
- The school received a three-year Health Resources and Services Administration (HRSA) grant (Grant No. T52 HP46773) to support MPH and Population Health Certificate scholarships (\$1.5 million). The HRSA funding enables us to award 50% tuition scholarships to approximately 84 students over the three years. Scholarship recipients are being recruited from state and local public health programs and students from underrepresented groups. As of 5/15/23, 90% of HRSA scholarship recipients identify as coming from an underrepresented background (100% among MPH students and 83% among Population Health certificate students).
- The school provides faculty and staff development at our All-School meetings focusing on DEI issues, such as institutional racism, microaggressions and group dynamics, cultural humility, and the proper use of pronouns, at least twice per school year. In addition, the Rutgers Division of Diversity, Inclusion, and Community Engagement offers courses and programs throughout the year that are available to our faculty and staff.
- Through the Office of Student Services and Alumni Affairs, student organizations have been formed to address the diverse needs of our student body – the Black Public Health Student Alliance, the Multi-Cultural Student Organization, and the Stonewall Alliance for Health.
- The school has representation on Rutgers and RBHS committees and taskforces addressing DEI, racism, curriculum reform, and recruitment and retention.
- Faculty participated in the development of the RBHS Strategic Plan, with the assistant dean for justice, equity, diversity, and inclusion for education co-chairing the DEI sub-committee, and the development of the university-wide Diversity Strategic Plan.
- The school's theme for AY 2020-2021 21PHirst Series was "Racism is a Public Health Crisis," featuring speakers from various health-related industries providing context and solutions.
- The Center for Health Identity Behavior and Prevention Studies (CHIBPS) establish a two-year post-doctoral fellow position with the overall goal of developing a high caliber scholarly portfolio in LGBTQ public health.
- The New Jersey Gun Violence Research Center established a post-doctoral fellow position to assist with the development, implementation, and analysis of gun violence related projects. The fellow will conduct research in the area of gun violence and suicide prevention under the direction of Center leadership.

Weaknesses

- There is a continued need to recruit and retain faculty members from Hispanic/Latino and Black/African-American groups. While we have student representation from these groups, the self-study revealed a lack of representation of faculty from these racial/ethnic groups. We will continue to investigate the causes of this faculty racial/ethnic disparity. These data will be shared with the school's DEI Committee to develop recruitment strategies, such as expanding faculty searches to increase the number of Hispanic/Latino and Black/African-American faculty. We will also continue to identify and address implicit bias in the faculty recruitment process.
- The RBHS policy of applying a single set of criteria for tenure and promotion across all eight schools, poses a significant challenge to the growth of the school and to the recruitment and retention of high-quality faculty. The school's mission, while recognizing the importance of discovery and scholarship, also emphasizes other critically important pursuits in community engagement, workforce development, and a commitment to social justice and equity. These are issues that are important to the chancellor, the

university, and the state of New Jersey, and while the school is considered the lead in many of these areas, the narrow tenure and promotion criteria, apparently focused almost exclusively on NIH or equivalent external funding achievements, may well be counter to those goals. Further, this requirement, as expressed by many, may undermine the ability of the school to attract and retain quality faculty, particularly those from underrepresented minorities and the LGBTQ communities, and may dissuade faculty from pursuing other equally compelling priorities.

- The school is actively working with RBHS leadership to advance tenure and promotion criteria that are (1) more aligned with the tenets of inclusive excellence; (2) better aligned with the school's discipline, mission, and values; and (3) not overly biomedically focused. This includes advocating for each school in RBHS to have its own criteria rather than one set for all schools. See Plans for Improvement under Criterion A1 Organization and Administrative Processes for more information.

Plans for Improvement

- Under the leadership of Dean Halkitis, the school's Diversity Strategic Plan, 2021-2026 incorporated the five priority areas identified under the university-wide Diversity Strategic Plan into the school's DEI efforts. Dean Halkitis and Assistant Dean Lassiter also serve as co-chairs of Priority Areas 1 and 3 for the RBHS-level diversity strategic plan steering committee. The priority of the school is to recruit, train and develop a diverse community that promotes inclusive scholarship and teaching, and to generate new leaders to create inclusive climates. The Diversity, Equity, and Inclusion Committee will develop, and promote strategies and best practices for supporting an environment that nurtures equity, combats oppression, and values the contributions of everyone. The school uses several programmatic policies, practices, infrastructure, and metrics to implement priority areas of DEI through scholarship, education, and training.

H1. Academic Advising

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

1) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

Starting in the Fall 2020 semester, the school began to require all incoming to complete an online asynchronous New Student Orientation (NSO) course on Canvas, which provides information about navigating onboarding procedures, degree requirements, and student services/resources. (The development of the online orientation began prior to the pandemic.) The NSO course also includes a discussion board for students to connect with each other and opportunities to virtually connect with the Office for Student Services and Alumni Affairs staff. It also serves as an opportunity to orient students in using Canvas. Canvas is the Rutgers Learning Management System (LMS) and by completing the NSO using Canvas, students also learn to navigate all the features they will encounter during their for-credit courses. The NSO becomes available to students one week prior to new student registration and remains open through the add/drop period of their first semester. Students are required to complete the NSO course prior to the end of the add/drop period. Registration holds are placed on any students who do not complete the NSO course by the due date and remain on their account until it is completed.

To support community building amongst students, optional social opportunities, academic preparation workshops, and career exploration sessions are offered during the orientation period. At the beginning of each semester, there are also supplemental socials and orientation sessions available for students to connect with each other, faculty in their academic departments, student organizations, and student services staff.

Starting in the Fall 2022 semester, all incoming MPH students were required to attend a synchronous group advising orientation session hosted by their academic support counselors (ASC) and submit an academic plan to aid in the academic advising and preparation of these students to complete their degree requirements. To ensure MPH students connect with their ASC and receive necessary information related to academic planning and advising, attendance in the MPH Advising Orientation is required for students to receive their registration PIN.

2) Describe the school's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

Academic Advising History and Staffing

Historically, students were assigned an academic advisor from the faculty and administrative staff within their academic concentrations by the department chair or concentration director. Information about degree requirements and curriculum were shared through the school's website and students were expected to connect with their academic advisor for registration and course planning guidance.

As part of the school's organizational change, which was initiated by Dean Perry N. Halkitis, the Office for Student Services and Alumni Affairs was established and has grown to comprise one assistant dean and four staff members (5.0 FTE). Before the establishment of this office, the school did not have dedicated staff members providing academic advising services.

In AY2020-2021, the school developed a new academic advising system for MPH students. In March 2021, the school hired the first academic support counselor (ASC) within the Office of Student Support Services (now called

the Office for Student Services and Alumni Affairs) to centralize the academic advising services for MPH students, who make up more than 70% of the School's student enrollment. The ASC developed and managed an MPH Academic Advising Canvas page for students to have access to curricular resources, schedule advising appointments, and have consistent access to support resources to help them navigate their degree requirements. All incoming MPH students in Fall 2021 were assigned to this ASC as their primary academic advisor. In July 2022, the school hired a second ASC to better balance the academic advisor caseload. Now, the two ASCs provide academic advising for students in concentrations in two of four assigned departments. One ASC provides academic advising for MPH students in concentrations within the departments of environmental and occupational health and justice; and biostatistics and epidemiology, and the second ASC provides academic advising for MPH students in the departments of health behavior, society and policy; and urban-global public health. MPH students are assigned both an academic advisor who is an ASC and a practicum advisor who is a faculty member. The practicum advisor supports the MPH student through their Applied Practice Experience and Practicum Capstone. An infographic that highlights the difference between an academic advisor and a practicum advisor at SPH is in ERF H1.2 Advisor Infographic.

The ASCs also advise the articulated students in the BA-BS+MPH program. Students in this program also have an undergraduate advisor who advises them regarding their undergraduate program requirements and cross-registration. These students are also required to meet with their assigned ASC to discuss their course plans each semester and to discuss their matriculation into the MPH program following completion of their undergraduate degree.

Students in the school's MS, PhD, or DrPH programs continue to be assigned an academic advisor from the faculty within their academic concentrations by the department chair or concentration director. MPH students enrolled in a dual degree program are assigned either the senior associate dean for academic affairs as their academic advisor or a faculty member within their concentration.

Academic Advising Sessions

Students are encouraged to meet with their academic advisors at least once per semester, prior to the following semester's course registration, to discuss course selection and registration plans and to receive a registration PIN. (MPH students are required to meet with their assigned ASC.) Depending on a student's specific program and semester at the school, they may be required to meet with their advisor for advisement (e.g., all articulated BA-BS+MPH students are required to meet with both their MPH academic advisor and their undergraduate academic advisor in order to register). As students' progress through their programs and gain confidence in and knowledge of the course selection and registration process, advising-related communications and guidance may take place via phone, e-mail, and/or Canvas depending on the advisor's preferred approach.

For MPH students advised by academic support counselors (ASCs), a typical advising session begins with the advisor building rapport with the student and reviewing their goals for the session. Then, the advisor and the student engage in academic planning and discuss relevant support resources, then end the session by identifying the advisor and the student's next steps. After each session, the advisor emails the student with a summary of the session and next steps.

For all other students advised by a non-ASC faculty or staff member, advising sessions do not follow a set format; however, all faculty/staff serving as academic advisors are encouraged to use the resources and best practices provided through the SPH Teaching, Advising, and Supporting Students Toolkit Canvas page (described in more detail below) to help structure and guide each advising session.

Academic Advising Resources & Supports

All students also have access to academic advising resources, such as curriculum worksheets, curriculum sequencing maps, academic and student support information, and course planning recommendations, through the SPH Student Connect Canvas page, which is the primary resource for students to receive up-to-date information.

In Fall 2022, Canvas resource pages, similar to the one developed by the ASCs for MPH students, were created for PhD and DrPH students. These resource pages provide further support for students related to their dissertation requirements, research and funding support, and additional services that are designated for doctoral students. Also in Fall 2022, a second MPH-focused advising Canvas page was also created for the online MPH student cohorts. The online MPH Academic Advising page includes in the same resources and information base but includes tailored announcements for orientations, events, and registration procedures unique to the online MPH cohort (such as block registration).

In addition to the resources provided to support students' academic planning and course registration, students also have access to a variety of academic-related digital resource guides. These resource guides cover topics including time management, study skills, and academic burnout, and feature specific skills, strategies, and supplemental resources. These resource guides are included in the SPH Teaching, Advising, and Supporting Students Toolkit (described in more detail below) and ASCs and faculty academic advisors often share them with students.

Starting in Spring 2020, for students enrolled in PHCO 0505 (Introduction to Biostatistics) and BIST 0535 (Biostatistical Computing), the Department of Biostatistics and Epidemiology has supported the hiring of a student biostatistics tutor, a paid position. The biostatistics tutor provides virtual, 1:1 tutoring and office hours-style support to any student enrolled in a section of these two courses. Course instructors, course assistants, and academic advisors regularly refer students in need of support to the biostatistics tutor. Biostatistics tutoring is also a primary resource recommended to students who receive an early warning grade (described below) in either PHCO 0504 and/or BIST 0535.

Beyond the resources provided within the School of Public Health, students also have access to the Rutgers Learning Centers (RLC), a central university resource providing auxiliary academic supports. Students may seek graduate-level writing tutoring and academic coaching services through the RLC and are invited to attend the RLC's workshops and events covering topics such as academic motivation, study skills, literature review, and more.

Academic Advising Interventions

Academic advisors, especially the ASCs, often engage in "intrusive advising," reaching out proactively to students to provide timely information and resources and to build in opportunities to intervene in situations where a student may be experiencing academic challenges but still has the time and the opportunity to improve and succeed in their courses.

To support early academic intervention and prevent course failures and withdrawals, the Office for Student Services and Alumni Affairs, the Office of the Registrar, and the Office for Academic Affairs began coordinating in Spring 2021 to implement an Early Warning Grade notification system. At the mid-term point in each semester, the Office of the Registrar requests that course instructors report a Satisfactory or Unsatisfactory grade for each student in their course; an Unsatisfactory grade indicates that the student may be in danger of failing the course based on their current standing in the course. The Office for Student Services and Alumni Affairs follows up individually with each student receiving one or more early warning grades to notify them of the grade, provide relevant academic and health-related resources, and inform them of all relevant academic leave options (i.e., course withdrawal, leave of absence, incomplete grade request). The student's assigned academic advisor is copied on each notification and students are encouraged to connect with both their course instructor(s) and their assigned academic advisor to discuss their progress and plans.

3) Explain how advisors are selected and oriented to their roles and responsibilities.

For programs that have faculty or staff members serving as academic advisors, they are assigned by the department chair or concentration director. All faculty receive an overview of the academic advisor role and responsibilities through their new faculty hire orientation and onboarding schedule from the assistant dean for

student services and alumni affairs. For department staff serving as academic advisors, they are required to meet with the assistant dean for student services and alumni affairs for a training session prior to being assigned students as advisees.

All academic advisors, faculty, and staff have access to the SPH Teaching, Advising, and Supporting Students Toolkit on Canvas which serves as a resource with information about best practices for advising, degree requirements and registration procedures, and student support resources. Optional workshops and resources are also promoted through the SPH Teaching, Advising, and Supporting Students Toolkit. In addition, the assistant dean for student services and alumni affairs and ASCs (when appropriate) attend department meetings each semester to share reminders and updates to procedures and resources for academic advising. Starting in Fall 2023, the Office for Student Services and Alumni Affairs has requested for each department to invite the ASC serving their department to their standing department meetings on a more consistent basis.

ASCs are hired as full-time, academic advisors and are carefully selected given their qualifications to serve in this role. ASCs hired thus far have possessed backgrounds in counseling, higher education administration, and public health, with work experience across diverse university and school settings. Hiring requirements and preferences include:

Required:

- Three (3) years of experience related to advising, admissions, registration, or student services (along with the Bachelor's Degree)

Preferred:

- A master's degree in Public Health, Counseling, Social Work, or Student Affairs
- Two (2) years of experience related to advising, admissions, registration, or student services (along with the Master's Degree)
- Previous experience with advising in a Public Health sector and/or health related program
- Familiarity with Banner and Canvas systems

Once hired, ASCs participate in a formal onboarding and orientation program which includes introductory meetings with key student affairs offices, such as admissions, registrar, and career services; sessions that cover best practices for academic advising; an overview of student services and the student experience, school and university policies; and navigating challenging student situations. They are also encouraged to seek additional professional development opportunities to remain abreast of best practices and trends for advising graduate students and share these resources with other staff and faculty through the SPH Teaching, Advising, and Supporting Students Toolkit. ASCs are also encouraged to seek supplemental training and continuing education with professional organizations, including the Association of Schools and Programs of Public Health (ASPPH), the American Public Health Association (APHA), and the National Academic Advising Association (NACADA).

4) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.

The assistant dean for student services and alumni affairs and the senior associate dean for academic affairs collaborated to develop an Academic Advising Toolkit on Canvas (now called the SPH Teaching, Advising, and Supporting Students Toolkit). The original goal of the Academic Advising Toolkit was to 1) provide faculty and staff with tools and resources to advise students regarding the academic programs, policies, and procedures; and 2) improve faculty and staff knowledge regarding best practices for advising.

Today's SPH Teaching, Advising, and Supporting Students Toolkit, accessible by all faculty and staff advising students, contains the following information:

- Welcome to the Toolkit
- Advising Resources
- Registration Procedures & Resources

- Student PINs
- School Policies & Procedures
- Resource Guides
- Resources & Procedures for Supporting Students
- Overview of the Applied Practice Experience and Practicum Capstone (MPH students)

See the ERF H1.4 Sample of Advising Materials for additional information on the SPH Teaching, Advising, and Supporting Students Toolkit and for information on what the academic support counselors (ASC) provide as guidance to the students.

5) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.

Current Student Survey

Satisfaction with academic advising is assessed primarily through the annual Current Student Survey. Each year, the school administers the Current Student Survey to all students to gather feedback on the overall student experience. In AY2020-2021 and AY2021-2022, the survey was administered during the Spring semester. In Spring 2021, the survey had low response rates. The school selected to not be overly aggressive with encouraging students to complete the survey due to already high stress levels and fatigue from the pandemic. In Spring 2022, the Current Student Survey had a nearly 60% response rate. In AY 2022-2023, the school experimented with administering four mini-surveys over the academic year, rather than administering one longer survey in the Spring semester. However, very low response rates on the two mini-surveys in Fall 2022 led the school to do one survey in Spring 2023.

Overall, students appear satisfied with academic advising. While the Spring 2021 survey had very low response rates, the trends of satisfaction with academic advising are similar to the trends of academic advising in Spring 2022. For all years, approximately two-thirds students reported being either very satisfied or satisfied with their academic advising experiences.

Question: Please indicate your overall satisfaction with the academic advising you've received at the school:						
Survey	Response Rate	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Spring 2021	18.0% (102 out of 567)	28.1%	35.4%	22.0%	8.5%	6.1%
Spring 2022	56.7% (371 out of 654)	25.2%	41.1%	22.7%	8.8%	2.3%
Spring 2023	30.2% (189 out of 626)	53.0%	20.1%	17.5%	4.7%	4.7%

In summary, students appear to be generally satisfied with their academic advising; however, the school continues to improve the SPH Teaching, Advising, and Supporting Students Toolkit and advisor training to ensure advisors roles are clear to both the student and faculty member, advisors are properly trained, and advisors are informed on degree requirements and processes. Additionally, we expect to see satisfaction ratings continue to increase as MPH students (who typically represent 70%+ of the Student Survey respondent group) become more accustomed to the ASC advisement structure, culture of MPH advising, and academic resources available. Many students completing the Spring 2021 & 2022 surveys are likely to have experienced a change in their assigned advisor, as the first ASC was hired in Spring 2021 and began advising their first caseload of students during Summer 2021 and the second ASC was hired in August 2022 and began advising MPH students in two of the four academic departments in Fall 2022.

The Current Student Survey Reports from 2022 and 2023 are in ERF H1.5 Student Survey Reports.

MPH Post-Advising Satisfaction

In addition to the Current Student Survey data capturing satisfaction with academic advising from all sources (e.g., faculty, ASCs, informal advising, etc.) for students across all programs, the ASCs conduct post-advising surveys following each one-on-one advising session. This survey is optional and respondents have the option to remain anonymous. This survey is primarily used by the ASCs to make immediate, easy-to-implement changes to advising practices throughout the course of each semester. Due to the supplemental nature of these data and the limited response rate overall and by semester, these data are provided below in aggregate.

From the post-survey’s first implementation in March 2022 to date, 239 responses have been received, representing approximately 14.9% of the estimated 1,600 MPH academic advising appointments held by the ASCs from March 2022-October 2023. The total number of unique students who have responded is unknown, as the survey is optional and those who do respond may choose to remain anonymous and may complete the survey more than once if they attend multiple advising sessions. Students are asked to answer a mix of binary, number ranking, Likert-scale and open-ended questions.

Level of Satisfaction with specific advising topics covered during each session is assessed through a two-point scale (Satisfied vs. Dissatisfied). The % Satisfied refers to the percent of respondents who indicated discussing the topic in their session and reported being satisfied with the discussion. All topics discussed have received a satisfaction rating of 89%+, although it is important to account for bias that may be caused by the application of a binary scale in this result. In future administrations of the survey, scales will be updated to reflect best practices in survey methods.

Level of Satisfaction with Advising Topic Discussed	Number of Times Discussed	% Satisfied
Academic Planning & Curriculum Mapping	223	99.50%
Course Selection/Requirements	199	99.00%
APE/Practicum Capstone Next Steps	179	99.40%
Adding/Dropping Courses	152	100%
Registration Dates & Deadlines	152	99.30%
Academic Policies & Procedures	137	100%
New Student Orientation/QSA	105	100%
Academic Anxiety	101	98%
Student Support	98	99.00%
Choosing a Certificate or Changing a Degree/Concentration	95	98.90%
Work/School Balance	84	96.40%
Graduation Questions	73	97.30%
Finding my Path or Passion in the Public Health Field	67	97.00%
Financial Aid: Understanding your Aid Eligibility & Offer Letter (Grants vs. Loans)	60	93.30%
Student Accounting: Reviewing the Online Term Bill/Payment Options	56	89.30%
Student Grievance	56	100%
Study Skills	55	96.40%
Warning Notice, Academic Probation/Dismissal	55	94.50%
Family Obligations	48	97.90%
Other (Please describe)	39	97.40%

Through the post-survey, MPH advisees are also asked to respond to the following question on a scale from 1 (least empowered) to 10 (most empowered) - *After attending an academic advising session, and learning more about the services offered, how empowered do you currently feel that you have the tools and knowledge necessary to handle your responsibilities as a student?* The average score across all respondents (n = 229) is 8.4 out

of 10. Additionally, 98% of respondents thus far have indicated that they would recommend seeking academic advising to a friend.

The Academic Support Counselor post-advising survey instrument is in ERF H1.5 ASCPost-AdvisingSurvey.

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

Strengths

- The SPH Teaching, Advising, and Supporting Students Toolkit on Canvas is a great resource for both staff, faculty advisors and instructors. Timely information and a broad range of resources are easily accessible for all advisors regardless of role. The school continues to add information and resources to this toolkit.
- The incorporation of academic support counselors (ASCs) and practicum advisors into the advising structure for MPH students has resulted in more consistent academic-related advising across the MPH concentrations and stronger collaboration between academic advisors, practicum advisors, and the Office for Public Health Practice. ASCs have the opportunity to follow students' progress throughout the duration of their programs and to customize advisement and resources to specific concentrations, cultivating a more personalized experience. In adopting many of the administrative and logistic tasks involved in academic advisement, ASCs have also provided faculty increased capacity to offer the content-area expertise and advisement that students need for their practicum experiences.
- The ASCs have provided new supportive programming not previously offered by faculty advisors. ASCs lead goal-setting and skill-building workshops on a variety of academic topics, including time management, academic anxiety, public health publishing, and more. ASCs also partner directly with academic departments to host department socials; these events are informal social gatherings (both virtual and in-person) designed to offer faculty, staff, and students an opportunity to develop new connections outside of the classroom. Workshops and socials are open to all students (including those in degree programs not advised by the ASCs themselves) and offer a key opportunity to build students' social and intellectual well-being.
- The Early Warning Grade system first implemented in Spring 2021 has been highly impactful in alerting academic advisors to students who may be struggling while it is still early enough to intervene. Although this system does not prevent course failures or withdrawals completely, it has helped to facilitate a stronger culture of collaboration between student services staff, academic advisors, and course instructors to support students who are struggling academically. Through this semesterly process, students receive information about their academic options and available resources with sufficient time to act upon it. Early warning grades are issued approximately two weeks prior to registration for the following semester; as a result, academic advisors are also able to use the insights gleaned from students' early warning grades to inform their course registration guidance and ensure students make appropriate decisions regarding their course load and selection for the upcoming semester.
- In Fall 2020, the school launched the virtual New Student Orientation Course through Canvas and included a Student Research Interest Survey, which is used by department chairs to help assign MPH students to a practicum advisor whose expertise may overlap with the students' interests in a particular population or public health priority area. While exact matches cannot always be made, the survey has aided in academic advisement by encouraging students to identify their academic- and career-related interests early on and by facilitating easier, more successful assignment of faculty to students. This system has also facilitated closer collaboration between the ASCs and program coordinators within the Office for Public Health Practice to streamline communications to students about the APE/Practicum Capstone process.

Weaknesses

- While the SPH Teaching, Advising, and Supporting Students Toolkit Canvas page includes information about advising and mentoring, including mentoring workshops available at Rutgers, the school does not require formal training in mentorship for faculty. (The Office for Student Services and Alumni Affairs participates in the New Faculty Orientation program which provides an overview of student advising resources and services and is a first step is assisting faculty with advising.)
- The process of assigning MPH students to their practicum advisors faces communication challenges. Each semester, department chairs review a list of new students within their respective departments (and the results of the Student Research Interest Survey noted above in Strengths) and assign each student to a faculty member in the department to serve as their practicum advisor. Once these assignment matches are made, department chairs inform the faculty of their new practicum advisees and notify the Office for Public Health Practice. The Office for Public Health Practice then emails each student and their practicum advisor together to officially notify them of the assignment and to encourage the practicum advisor and student to connect. While the school encourages both practicum advisors and students to contact each other, students often wait for their practicum advisor to make first contact, depending on their comfort level. This can oftentimes delay a student's practicum advisement and timely identification of an Applied Practice Experience (APE) site. (The Office for Academic Affairs which has provided sample email communications to departments regarding practicum advisor will adjust the standard email to note that students should feel free to contact their practicum advisors.)
- The ASCs currently serve MPH students only; students enrolled in all other degree programs continue to work with an assigned faculty advisor for their academic advising and registration needs. Although resources such as the SPH Teaching, Advising, and Supporting Students Toolkit Canvas page are designed to provide training to all faculty/staff who provide academic advising services, MPH students served by the ASCs do receive more targeted and consistent support and communications from staff who have formal educational and practical expertise in academic advising as a profession. (The Office for Academic Affairs does provide orientations for faculty advising doctoral students and MS Student Handbooks are underdevelopment to assist faculty and students progress through these programs.)
- Currently, the school does not have access to any degree requirement tracking or student note systems or platforms, beyond the Banner system used for course registration and student records management. Student services staff (including ASCs and career services) currently use existing Rutgers Connect tools to document student advising meeting notes. Students use curriculum maps and worksheets to track their completion of degree requirements; however, these documents are managed manually through the school's Canvas pages and are not interactive or updated in real-time. Rutgers University undergraduate programs have access to institutional resources, such as Degree Navigator, that allow advisors and advisees to explore academic options, consequences, and requirements all in one centralized, interactive interface. RBHS does not currently provide such resources to SPH or other RBHS schools and this poses a significant challenges to our advisors' ability to provide more efficient early intervention and advisement. (The Office for Student Services and Alumni Affairs and the Office for Academic Affairs have begun discussions about this issue and plan to advocate for the school with RBHS leadership.)

Plans for Improvement

- For MPH students specifically, we are eager to continue to improve collaborations between ASCs, practicum advisors, and department faculty. Co-hosting department socials and including ASCs in department faculty meetings have been two helpful initiatives thus far; further collaborations will be beneficial in ensuring that ASCs and faculty are valued as equal partners in students' academic success and are provided opportunities to train each other on relevant changes to school and department policies and procedures.
- The school hopes to expand the academic advising services and programs available through the Office for Student Services and Alumni Affairs as the office continues to grow and evolve over time. Through these efforts, we hope to improve the academic advisor-to-student ratio and create a more consistent and

equitable academic advising experience for students across all degree programs. Ideally, we hope to establish an advising staff that allows for one ASC per academic department and also integrates certificate and MS student academic advising into the ASC advising structure.

- As noted above, the school currently lacks access to student note and degree navigation/advising tools and platforms. Securing access to such systems will be critical in ensuring that academic advising remains efficient, impactful, and timely and that faculty and staff are able to partner effectively to identify and support students in need.

H2. Career Advising

The school provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The school provides such resources for both currently enrolled students and alumni. The school may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

1) Describe the school's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

Office for Career Services History and Launch

Prior to Fall 2019, career counseling and related services were provided at the Rutgers School of Public Health through a variety of avenues, most notably fieldwork/practicum coordinators and faculty advisors. Students also previously received access to career services through the University Career Services–New Brunswick (UCS; now known as Career Exploration and Success) up until July 2017, at which point Rutgers University and Rutgers Biomedical and Health Sciences (RBHS) ended their service access agreement. RBHS students, including those enrolled at the Rutgers School of Public Health, lost access to career services provided through UCS and the Rutgers School of Public Health became tasked with providing all career services in-house. Six months later, the school welcomed its first director of student support services who would ultimately advocate for the addition of a new staff role – the assistant director for student support Services – to assist with the proposal and development of a career services program for students and alumni. This new role was established in Summer 2019.

The school's Office for Career Services (OCS) formally launched at the start of the Fall 2019 semester, with a specific mission to prepare students to pursue a variety of career and professional pathways with the skills, creativity, professionalism, and vision needed to advance public health's goals of health promotion, protection, and progress. OCS aims to serve this mission through three specific goals:

- (1) Helping students find and develop their professional identities, strengths, and passions within public health;
- (2) Providing skills-based training and professional development resources to assist students in applying for jobs, research opportunities, and further education; and
- (3) Engaging with community partners to promote employment opportunities for students and to remain at the forefront of building a diverse, motivated, and well-prepared public health workforce.

As part of the OCS launch in Fall 2019, a student and alumni career services platform, SPH Career Services Connect, was created using Canvas, the learning management system used by Rutgers University. SPH Career Services Connect serves as the primary hub for student and alumni career resources and programs and includes the following content modules, features, and services:

- Weekly update (shared via email and on Canvas) providing job/internship ads, upcoming events, employer recruitment initiatives, resume-building and professional training opportunities, and more
- Public health career FAQs
- 20+ exclusive resource guides, developed by school staff to provide support strategies related to topics including job searching, interviewing, resume and cover letter writing, public health advocacy, scholarship applications, salary negotiation, and more
- Job, internship, and volunteer opportunity postings

- Fellowship and scholarship opportunity postings
- One-on-one career counseling, advising, and mock interviewing
- Professional and career development events and tools, both in-house and by external partners
- Career Services Orientation Sessions to educate students and alumni on the scope of services available
- Rutgers-based opportunities – e.g., on-campus jobs and training events
- Applied Practice Experience (APE) postings
- Resources for learning about new public health fields and career pathways
- External, publicly available career resources (e.g., publichealthjobs.org, ORISE fellowships)
- Virtual resume, CV, cover letter, and personal statement resources and review services

All services provided seek to cater to all Rutgers School of Public Health degree programs and concentration areas. Many resources provide specific recommendations tailored to individual concentrations, degree programs, and career goals, for example:

Tailored to students and alumni in specific academic programs:

- ***What Can I Do with a Concentration in...?*** A resource guide outlining alumni outcomes, sample job titles, professional organizations, and U.S. Department of Labor/O*Net career prospects for each of the school's MS and MPH degree programs
- ***Job Search Terms:*** A resource guide providing sample titles and key terms for job searching, organized by academic department and relevant skillsets for each group of concentrations

Tailored to students and alumni with specific career goals:

- ***Applying to Doctoral Programs workshop:*** An annual workshop, first launched in Spring 2021, which seeks to provide current certificate, MS, and MPH students with expert guidance on applying to PhD and DrPH programs in public health

Tailored to alumni (as providers and recipients of career advising):

- ***Alumni April panels:*** An annual series of alumni career panels and networking events, first launched in Spring 2021, featuring events targeted towards specific degree concentrations and career cluster areas. Alumni serve as both providers of career advisement (as panelists) and as recipients (as attendees).
- ***Alumni Career Advising:*** School alumni continue to receive tailored 1:1 advising indefinitely upon graduation, a service that many universities/colleges discontinue after the first 1-2 years post-graduation.

Each of these examples is included in the ERF H2.1 OCS Service Examples.

Given its short history, the OCS has sought to assess areas of strength and improvement on an annual basis, developing goals and next steps for each new year of programming.

Faculty also play a role in providing career guidance to students, serving as mentors and advisors on their academic and professional journeys. They offer insights into career options within their respective fields, helping students identify their strengths and interests. Faculty often assist students in building networks, connecting them with relevant industry professionals, and offering opportunities for research, internships, or projects that align with their career goals. Faculty who serve as practicum advisors support MPH students through their Applied Practice Experience and Practicum Capstone (Integrative Learning Experience) as well as provide career guidance. An infographic that highlights the career advising for MPH students is in ERF H2.1 Advisor Infographic. Faculty who serve as academic advisors for MS, DrPH, and PhD in Public Health students provide career guidance to their advisees.

2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.**Background of Office for Career Services (OCS) Staff**

The assistant director for student support services (now the acting director for student services) was hired to meet a variety of student needs, including providing formal career services and advising at the school. This individual possesses a background in both public health and student affairs, with past work experience in student counseling services, disability services, and student health and wellness services, with more than five years of that experience at Rutgers specifically. This individual is also an alumna of the Rutgers School of Public Health's MPH program in Social and Behavioral Health Sciences. This MPH curriculum focuses on behavior change theories, program planning and evaluation, community needs assessment, and health communications, all of which are critical to the quality design and dissemination of public health-related career development programs.

The original hiring of the assistant director for student support services was based on a combination of education and experience. Hiring requirements and preferences included:

Required:

- A minimum of three years of experience demonstrating knowledge and understanding of career counseling and theories and best practices for individuals and groups working in the field of public health was required
- Demonstrated ability to work with the highest levels of university administration, as well as executives elsewhere in the public health sector
- Demonstrated ability to be attentive to the needs of the organization and contributions of co-workers, faculty, and students
- Appreciation for the unique characteristics of different cultures and minority groups and respect for individual differences

Preferred:

- A master's degree in public health, counseling, social work, or student affairs
- Previous experience in career counseling with public health and/or health-related program

Onboarding and Orientation

The assistant director for student support services received comprehensive onboarding and orientation training from the director of student support services (now assistant dean for student services and alumni affairs) and key collaborating offices and staff within the school, including but not limited to the Office for Public Health Practice, the Office for Marketing and Communications, the Office for Admissions and Recruitment, and department chairs and concentration directors. In this staff member's first 30 days, she was tasked with developing and presenting an initial proposal for the Office for Career Services (OCS) mission, scope, and programs in preparation for the Fall 2019 launch. Much of this process involved reviewing existing school survey data, meeting with school staff to identify existing career-related needs and resources and conducting a comprehensive review of career services provided by comparable public health graduate programs. She has sought supplemental training and continuing education with professional organizations, including the Association of Schools and Programs of Public Health (ASPPH), the American Public Health Association (APHA), the National Career Development Association (NCDA), and the New Jersey Career Development Association (NJCDA).

Job Duties and Responsibilities

The assistant director for student support services is responsible for the full scope of career services, including facilitating all one-on-one advising sessions; reviewing all student job material submissions; curating relevant job, internship, scholarship, and fellowship opportunities; managing all content on the SPH Career Services Canvas page; coordinating and leading orientation sessions; and researching, planning, producing, and presenting career services events and workshops. In addition to career services duties, the assistant director for student support services also supports general student services, counseling, and programming; provides support and expertise to

academic support counselors; and oversees mentorship and professional development activities for the school's 21st Century Scholars merit-based scholarship program.

Staff Support Beyond OCS

Beyond the OCS, various staff across the school and individuals within the community continue to provide case-by-case career advising to the students they serve as advisors, mentors, and instructors. Practicum coordinators (through the Office for Public Health Practice) provide career guidance and advising related to students' Applied Practice Experience and Practicum Capstone selections. Faculty instructors and advisors provide field-specific career guidance and services to student advisees interested in pursuing similar career pathways. Faculty are also encouraged to partner with OCS to co-host events related to specific career pathways, lending first-hand expertise and insights—e.g., the OCS' annual Applying to Doctoral Programs panel is made up of faculty who have earned PhD and DrPH degrees and are involved in the admissions review process for PhD and DrPH applicants. Rutgers School of Public Health alumni also provide career advising through OCS-sponsored events, including **Alumni April** panels, networking events, and employer info sessions.

3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

From Fall 2019 to present, the following resources have been the Office for Career Services' (OCS) most frequently-utilized:

- (1) resume/cover letter review services;
- (2) one-on-one career counseling and advising services;
- (3) events, panels, and workshops; and
- (4) resource guides.

All four of these examples are provided to both students and alumni. Specific comments regarding how services are differentiated for students vs. alumni are included below.

Resume, CV, and cover letter reviews provided to students and alumni are full-service, including grammatical, formatting/organizational, and content-related feedback on an unlimited basis. Students and alumni are encouraged to submit materials often to ensure best professional practices and employer requests are followed. OCS also provides template documents and two specific resource guides to assist with these materials: *Showcasing Your Superhero: A Guide to Writing POWERful Resumes, CVs, and Cover Letters*, and *Strategizing Your Resume Skills*. To date, 372 individual students/alumni have submitted resumes and/or cover letters through the SPH Career Services Connect Canvas page, with approximately one-third of students/alumni submitting materials for review multiple times. In addition, dozens of students/alumni have shared materials for review via email and in one-on-one advising sessions. OCS has also offered specific material reviews for featured jobs/internships (e.g., on-campus roles specifically seeking Rutgers School of Public Health-affiliated candidates) and has internally managed and delivered job application packages for employer partnerships with Pfizer (Summer Internship Program - 2020, 2021, 2022, and 2023) and TRINITY Life Sciences (Associate Consultant Recruitment Cycle, 2021-22 and 2022-23).

One-on-one career advising and counseling is available to all students and alumni and is designed to cover a variety of discussion topics, including but not limited to: career exploration in academia, industry, and practice; fellowship and scholarship applications; in-depth review of job application materials; interview practice and support (including mock interviewing); job, internship, and volunteer position search strategies; transitioning to graduate school; assessing and developing public health skills; planning and preparing for further graduate school (e.g., PhD); and navigating challenges and conflicts in the public health workplace. A typical advising session consists of (1) introductions and a discussion on the advisee's goals and needs, (2) career guidance and advisement, with a focus on problem-solving and identifying appropriate resources and referrals, and (3) identifying follow-up needs and next steps.

To date, 271 individual students have participated in a total of 476 one-on-one advising appointments, with more than 35% of students returning for two or more appointments. Among those who have sought advising multiple times (n=99), the average number of appointments is three (range: 2-10 appointments). Students and alumni from all degree programs and concentrations are encouraged to seek out advising. Current advising data roughly reflect school-wide enrollment trends within the school's degree programs and concentrations, with MPH students accounting for roughly 75% of the school's enrollment (Fall 2023) and 83% of all appointments to date. The slightly increased proportion of appointments held with MPH students/graduates likely reflects an increased need for career advisement compared to students in other degree programs, who are often more likely to have an existing career (e.g., certificate students returning to school for supplemental training) and/or more likely to seek career advisement from other sources (e.g., PhD students seeking out their faculty mentor/advisor for advice). This trend also holds true for advisees' fields of study – e.g., students in the Department of Environmental and Occupational Health and Justice tend to enter their programs with more prior work experience than students in other concentrations and this department represents the smallest proportion of career advising appointments. In recent semesters, OCS has also experienced an uptick in the number of recent alumni seeking advising services, with many recent alumni seeking monthly or semesterly appointments as they conduct their first post-graduate, full-time job searches and navigate the unique difficulties of entering the public health workforce during a pandemic. Alumni career advising topics include, but are not limited to early career transitions, workplace/workforce conflicts and concerns, salary negotiation, and PhD application support. An OCS Career Advising Data Report Brief with additional descriptives and analyses is included in the ERF H2.3 Career Advising Examples.

Events, panels, and workshops are hosted each semester and are designed to meet the full scope of student and alumni career needs and goals. The initiatives planned, hosted, and presented by OCS include: orientation sessions, employer recruitment and information sessions, skill-building workshops, alumni career panels and networking events, presentations to school leadership and faculty, community outreach and service work, national conference presentations (ASPPH, APHA, NCDA) showcasing innovative programming, social media takeovers and features, and career fairs. OCS's capacity to provide extensive programming—especially within the virtual space—has increased quickly over the last four years, growing from 19 events during 2019-2020, to 42 events during 2020-2021, to 57 events during 2021-2022, to 73 events during 2022-2023, – totaling 191 events to date across Fall 2019 – Spring 2023. Most recently, during AYs 2021-2022 and 2022-2023, OCS provided a year-long, monthly programming series, featuring the following initiatives:

- **Opportunities October:** employer info sessions and skills-based workshops designed to introduce students to professional/career opportunities in public health
- **Networking November:** networking skills workshops and student-alumni networking mixers/events
- **De-Stress December:** a collaboration with the Office for Student Services and Alumni Affairs providing students with Finals Survival Kits and end-of-semester support
- **Jumpstart January:** informational workshops encouraging students to prepare proactively for the spring semester
- **Financial February:** skills-based and informational workshops covering topics including applying for scholarships/fellowships, managing money and finances during graduate school, salary negotiation, and public service loan forgiveness
- **Marching into Post-Grad:** second-annual "get ready for post-graduation" series, with employer info sessions and skills-based workshops targeted to 2022 and 2023 graduates
- **Alumni April:** second-annual series of career panels and networking events designed to build connection and community between prospective/admitted students, current students, and alumni

A historical events list from Fall 2019 – present is included in the H2.3 Career Advising Examples.

Resource Guides: In collaboration with the Office for Student Services and Alumni Affairs, OCS has developed, designed, and disseminated over 20 exclusive resource guides for students and alumni over the last three years. These resource guides cover a variety of topics, including career exploration, professional preparation, and training, resume and cover letter writing, job and internship applications, interviewing, scholarship and fellowship

applications, and population-specific advisement (e.g., career guidance for international students). These guides include action steps, recommendations, and internal and external resources and links. A Resource Guide Library list is included in the ERF H2.3 Career Advising Examples.

4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.

Over the past three years, student satisfaction with career services, advising and programs has been captured through four primary channels: the school's Current Student Survey (Spring 2021, Spring 2022, Spring 2023), the school's Graduate Exit Survey (AY2020-2021, AY2021-2022, AY2022-2023), the school's Alumni Survey (Spring 2022), and one-on-one career advising post-surveys (all semesters, Fall 2019 - present). Data from these four sources are outlined below.

Current Student Survey: All Career Services Programs

The Current Student Survey, which has been completed during the last three academic years (2020-21, 2021-22, and 2022-23), assesses all aspects of the student experience, including career advising, resources, and programs.

Satisfaction with career advising is assessed through a global, overall rating ("Please indicate your overall satisfaction with the career advising you've received at the school," regardless of advising source) as well as through individual ratings for resources and programs provided directly by the Office for Career Services (OCS).

In AY2020-2021, 61.0% of respondents (total n = 77) indicated that they were very satisfied or satisfied with career advising at the school. In AY2021-2022, this satisfaction rating improved to 70.9% of respondents (total n = 224). In AY2022-23, this satisfaction reduced slightly to 67.3% (total n=104). When adding in Neutral ratings – which may be used by those who have not accessed career advising but chose to respond to the question – ratings increase to 90.9%, 91.9%, and to 93.5% in AY2020-2021, AY2021-2022, and AY2022-2023, respectively. On average across all three years, approximately one-fifth of respondents who indicated a neutral global rating of career advising did not provide any individual item ratings on specific services provided by the Office for Career Services—indicating that the Neutral rating may be conflated with the N/A rating.

Among the total of 32 respondents across both years who indicated that they were dissatisfied or very dissatisfied with career advising at the school, only 10 of the 32 indicated dissatisfaction with any individual service provided by the Office for Career Services.

Specific services offered by the Office for Career Services have earned higher rates of satisfaction overall. A few specific notes of context are provided to explain these findings:

- The total number of respondents for each item (n) differs as not all respondents used all services. In 2020-2021 and 2021-2022, respondents had the option to indicate not applicable (N/A) if they had not used a specific service. In 2022-2023, the survey structure was adapted so that respondents were first asked to report which services they had used, and then were invited to rate satisfaction *only* for the services they reported using.
 - As a result, 2020-2021 and 2021-2022 ratings are subject to respondent error—some respondents reported never having used career services but still provided a satisfaction rating for individual services offered. This possible error was accounted for in the 2022-2023 survey with the change to the survey structure.
- The specific services listed below are provided directly by the Office for Career Services; however, many students report seeking out career advisement from other sources, such as their faculty advisors, peers, and instructors.

Satisfaction: Career Services	AY2020-2021: % Very Satisfied + Satisfied	n	AY2021-2022: % Very Satisfied + Satisfied	n	AY2022-2023: % Very Satisfied + Satisfied	n
Weekly Updates & Announcements	93.2	59	83.0	241	88.5	87
Resource Guides	87.8	49	72.2	194	91.7	24
Career Services Connect Canvas Page	86.7	60	79.7	226	87.5	88
Fellowship & Scholarship Postings	85.1	47	67.2	204	75.8	33
SPH-Hosted Career Events	84.4	45	72.5	189	85.3	34
Resume, CV, and/or Cover Letter E-Reviews	83.8	37	75.6	176	89.8	49
Job, Internship, and Volunteer Position Databases and Postings	82.6	46	77.3	225	86.5	74
External Public Health Job Board Listings	82.5	40	69.1	191	81.8	22
One-on-One Career Advising	82.3	34	66.7	165	90.6	32
Resources for Finding Your Path in Public Health	78.9	38	70.2	178	77.3	22
External Career Event Links	78.4	37	69.8	162	92.9	14
Applied Practice Experience (APE) Postings	72.5	40	69.0	200	78.6	56
Rutgers Handshake (*Launched Fall 2022)	N/A	--	N/A	--	73.2	56

When adding in Neutral ratings to the calculations, all services listed reach a minimum satisfaction rating of 90%, except for Fellowships and Scholarship Postings and External Public Health Job Boards (both in 2022-2023 only), which are largely dependent upon outside availability and information.

In AY2020-2021, 34 respondents indicated at least one reason why they had not used career services. In AY2021-2022, 190 respondents indicated the same. In AY2022-2023, 32 respondents indicated that they had not used any services and were then asked to report any applicable reason(s) why. Among these respondents, the following reasons for not using career services were reported:

Career Services Utilization: Reasons for Not Using Career Services	AY2020-2021: %	n	AY2021-2022: %	n	AY2022-2023: %	n
I have not needed Career Services resources	35.3	12	82.6	81	54.1	20
I did not know that Career Services was available to me	5.9	2	11.2	11	2.7	1
The career resources I am looking for are not available through Career Services ¹	20.6	7	10.2	10	2.7	1
I plan to use Career Services eventually, but have not needed it yet	47	16	78.6	78	16.2	6
I have not had time to seek out Career Services resources	23.5	8	41.8	41	18.9	7
Other ²	5.9	2	17.3	17	5.4	2

¹Respondents who noted that the resources they wanted were not available mentioned higher-level roles – specifically those for MD and PhD-level graduates.

²Respondents who indicated Other noted a variety of reasons, including uncertainty/hesitancy about how helpful resources may be, specific career plans already in place (e.g., accepted to further schooling), and challenges deciding where to start and how to navigate the information.

One open-ended question in the career advising section of the student survey asks respondents to provide any general feedback regarding the Office for Career Services. Highlighted responses are included below:

- *"Had a wonderful experience with Career Services. Claire is so approachable, and she gave us such sound advice that I still carry today in both the professional and academic setting. She truly cares about the students and is a very thoughtful person. Her BWTDG [Be Well to Do Good] program was an eye-opening experience and provided me the resources and confidence to really pave my own path in the field of public health. She is creative and her communication skills are impeccable."*
- *"This office has helped me SO MUCH! Claire helped me prepare for job applications from reviewing my resume, to sending emails to potential employers and practice for interviews. I truly appreciate her help so much and feel comfortable to continue reaching out to her in the future."*
- *"Claire is super supportive, helpful, and friendly. I admire with her ability to do so many things simultaneously and do them perfect!"*
- *"Office of Career Services is amazing, and staff are so nice and helpful. I think the best part of SPH is Career Services."*
- *"The Office of Career Services is extremely helpful. I appreciate the times in which I have met with Claire Brown, who is extremely knowledgeable, approachable, and has really helped me to brainstorm a career pathway for myself! Her resources in Canvas are also very helpful and I have done much career and self-reflecting using these resources. Thank you!!"*
- *"Career services has provided fantastic resources! Claire has been a huge support, and puts on extremely knowledgeable and informative info sessions, and facilitates great panels with alumni as well."*
- *"Claire Brown is amazing, and she has been an integral part of my academic success. She is a wonderful advisor, supporter, and leader!"*
- *"Claire Brown is amazing and extremely professional. I can't imagine how there is enough time in the day to do all that she does."*
- *"The career services office does a great job."*
- *"Great work being done by Claire. The weekly postings are very much appreciated."*

Respondents are also asked at the end of the survey to comment on some of the best things about being a School of Public Health student. In response to this question, students have highlighted Career Services:

- *"The ease of communication with several departments- career services, student support, academic advising."*
- *"Great support and career services.... I am an international student and I definitely feel more involved with the school since I have come to New Jersey. This school provides a lot of opportunities to feel more connected to the school and makes you feel like you're a part of a happy community!"*
- *"The number of opportunities we are presented with through Career Services"*
- *"I think the academic advising, practicum coordinators, student support/career services staff are all very nice and helpful. The online zoom career services sessions are really nice I like having the seminars too."*
- *"Career Services Page is something that I really like about being a student and having access to their page. It is so detailed and has helped me in so many ways."*
- *"The academic and career support services are phenomenal."*
- *"Professors are helpful and career services"*
- *"Career services is the best"*
- *"The career services page is extremely helpful."*

Graduate Exit Survey

The Graduate Exit Survey, which has been completed during the last three academic years (AY2020-2021, AY2021-2022 and AY2022-2023), asks each year's graduates to reflect upon their Rutgers School of Public Health experience as they transition from students to alumni.

The Graduate Exit survey asks respondents to indicate which Career Services resources and programs were most helpful during their time in their program. This question is open-ended; however, many resources and programs

have been mentioned multiple times across years and are summarized below. The number of total respondents (n=78) includes all respondents who indicated at least one service that they found helpful.

Resource/Program	Number of Times Mentioned 2020-2021, 2021-2022, 2022-2023	% of Total Respondents (n = 78)
Weekly Updates / Job and Internship Postings	43	55.1%
Resume, CV, & Cover Letter Reviews	27	34.6%
Career Services Workshops and Events	23	29.5%
1:1 Career Advising Sessions / Direct Work with Claire Brown	21	26.9 %

The Graduate Exit survey also asks graduates to provide any general feedback on the Office for Career Services. Responses have been positive, with specific quotes noted below:

- *“The Career 1-1 Advising Sessions were essential! Claire Brown is phenomenal and provided individualized guidance grounded in professionalism. The specific guides available in Canvas linking helpful websites and resources were also tremendously helpful. Thank you, thank you!!!”*
- *“Great resource! I wish I used it more earlier in my SPH career.”*
- *“Thank you guys!! You're doing a great job in helping students out. Really appreciate it.”*
- *“Thanks for all your help, Claire! It was reassuring to know I could reach out when I needed guidance!”*
- *“You guys were amazing and offered so many opportunities to students throughout the pandemic.”*
- *“Claire has been a huge help and very informative through her programs and resume review.”*
- *“I loved the office of career services. They were consistent with updates and provided helpful information.”*
- *“Again - and I cannot stress this enough - thank you Claire. For all the office meetings, resume helps, panicked emails, and all of those job postings that you comb through for us. It's all so appreciated. You're the best.”*
- *“Claire is amazing! She's so friendly and helpful. She always sends out announcements and is easy to reach with questions.”*

Alumni Survey: Services Requested

The alumni survey is administered every two years and asks alumni to reflect upon their experiences as students and how their program has impacted their post-Rutgers School of Public Health career. This survey is issued to all school alumni on the school’s mailing list and captures those who participated in the Office for Career Services’ programs as well as those who graduated prior to 2019 and did not have access to the Office for Career Services. This distinction was noted in the instructions for the most recent alumni survey, administered during the spring 2022 semester. The last alumni survey prior to this point was before to the launch of career services.

In the 2022 Alumni Survey, all respondents regardless of graduation year were asked the following question: “The Rutgers School of Public Health Office for Career Services was officially launched at the start of the Fall 2019 semester. During your time as a student, what career services and resources do you wish you had been provided?” Responses are shared below, separated by those who would have had access to career services for at least one year (May 2020 and later) and those who would have had less than one year or no access to career services (January 2020 and earlier).

Graduated January 2020 or earlier	Graduated May 2020 or later
January 2016: “Info on high-demand fields outside of public health but applicable to public health. For instance, I've ended up in a tech field at a health insurance company. I wish there had been more out of the box thinking to help students plan. It'd be great if you had past alumni come in and discuss what they do	May 2020: “For me career services was really helpful in preparing me for the world of public health and the jobs it was posting. To me it was great. What could be more helpful would be partnerships with multiple public health agencies that funnel our students to these positions.”

Graduated January 2020 or earlier	Graduated May 2020 or later
<p>now to help people think more creatively about potential career paths.”</p> <p>May 2017: “Insight into pursuing careers in governmental public health or more field-related public health work. I felt as if the main focus was to prepare students for research-based career paths.”</p> <p>October 2018: “I graduated prior to the start of this service. I do wish more career options were available when I was a student including a job posting website, interview tips/training, job apps counseling/guidance.”</p> <p>January 2020: “Anything would have been nice. I had no idea there was a career service office.”</p>	<p>January 2022: “I took full advantage of the Career Services and resources offered! From resume/CV reviews, career advising, referencing helpful tips and guides on the canvas page, or reaching out to Claire with questions, the career services office was SUPER helpful and I honestly did not realize it started when I started my time here at SPH, it felt more established.”</p>

The Office for Career Services is most often utilized by MPH students on a traditional, two-year, full-time enrollment schedule – as such, alumni who began their programs in Fall 2019 and graduated in May 2021 represent the first “cohort” of students who had full access to the Office for Career Services and were encouraged to use OCS resources from new student orientation onward. As such, there is a marked difference in the types of requests provided by students who have had access for the entirety of their programs compared to those who did not have access at all, or only gained access in their final semester or two.

Post-Session Surveys: One-on-One Advising

Following each one-on-one advising appointment with the Office for Career Services, advisees are asked to complete a post-survey. This survey is optional, and attendees have the option to remain anonymous. This survey is primarily used by the Office for Career Services to make immediate, easy-to-implement changes to advising practices throughout the course of each semester. Due to the supplemental nature of these data and the limited response rate overall and by semester, these data are provided below in aggregate.

To date, the post-survey has been completed 87 times, representing 18.3% of all advising appointments. The total number of students who have responded is unknown, as the survey is optional and those who do respond may choose to remain anonymous and may complete the survey more than once if they attend multiple advising sessions. Spring advising sessions experience a very low response rate as the post-session surveys often coincide with the more extensive and more widely-promoted Current Student Survey distributed to all currently-enrolled students.

Students are asked to answer a mix of Likert-scale and open-ended questions. Likert-scale questions (1-Strongly Disagree to 7-Strongly Agree) focus on the quality and helpfulness of the advising sessions. These data overwhelmingly report high levels of benefit from one-on-one advising sessions provided by the Office for Career Services. Due to the low overall response rate and strong consistency across the semesters, data are reported in aggregate below (n= 87 except where noted with *).

Level of Satisfaction with Advising Session Experience	% Strongly Agree + Agree
The advisor was prepared for my session	98.9%
I found the session helpful.	98.9%
I had my goals of the session met.	96.6%
The advisor understood my career/professional development questions	98.9%
The advisor and I collaborated to identify strategies for addressing my career/professional development questions.	95.4%
I received feedback that I can use moving forward in my professional pursuits.	97.7%
After my session, I feel more confident in my professional pursuits.	90.8%
I will utilize other career services resources recommended in the session.	97.7%

I would recommend these services to my peers at the school.	97.7%
---	-------

In addition to these indicators, students are also asked to assess the efficiency of registering for appointments, the sufficiency of communication from the advisor prior to the session, and their own use of available resources prior to the session.

Level of Satisfaction with Advising Session Registration and Preparation	% Strongly Agree + Agree
The process of registering for a one-on-one appointment was efficient.	100%
I received sufficient communication from the advisor prior to my appointment.	96.6%
I reviewed available resources in the Career Services Connect Canvas page prior to registering for my session. ¹ *(n=75)	77.0%

¹Item #3 was not included in the original version of the survey used from Fall 2019-Fall 2020. It was added to the survey mid-year in response to students' lack of familiarity with existing resources, to encourage students seeking appointments to review resources beforehand. In Spring 2021, to further increase pre-advising service utilization, the Office for Career Services implemented a new requirement for first-time advising-seekers to attend a career services orientation session prior to receiving permissions to register for advising. This change has helped scaffold and stagger student onboarding to career advising, improving the career advisor's scheduling flexibility and advisees' accountability to use existing universal, asynchronous resources before seeking more personalized advisement.

Open-ended questions on the post-advising surveys ask students to report general comments on their session, the ways the session was most helpful to them, and what recommendations they may have for future sessions. Open-ended comments have also been overwhelmingly positive, examples are included below:

- *“Claire’s comments and feedback were very insightful, and it was obvious how passionate she is about helping students prepare their resumes and become ready to market themselves to organizations.”*
- *“I loved how personable Claire was and I also loved how great she was with communication. Although our time ran over, she stayed with me until all my questions were answered and needs were met. Overall, I really enjoyed the one-on-one with the career advisor and thought that it was very helpful.”*
- *“Claire was great! I will absolutely schedule others in the future and have already recommended them to peers.”*
- *“I always find value when speaking with Claire about my academic/professional career. She is wise and provides sound advice and guidance. She is also willing to make time in her schedule, which makes me feel valued by her.”*
- *“The session was extremely helpful and made me feel more confident and prepared heading into my job search.”*

The aspects of advising that attendees have found most helpful include overall career development and support, job searching, interviewing, and resume/CVs and cover letters. Examples for each of these common areas of support are included below:

- **Overall Career Development and Support:** *“My career advisor had prepared ahead of time and really structured the session, so it was organized and there were tangible action steps. We never wasted anytime talking about ‘fluffy’ things. Everything was tailored to my goals for post MPH career journeys.”*
- **Job Searching:** *“Different resources that have been provided to me in job hunting and making myself stand out when applying to jobs and maximizing my background in public health to the best that I can.”*
- **Interviewing:** *“Claire supported me in my preparation for an internship interview - and I was offered the internship! She could not have been more helpful!”*
- **Resumes, CVs, Cover Letters:** *“Focused feedback is always provided as well as general brainstorming. Claire has a very clear structure when reviewing CVs/personal statements that are helpful in the writing process.”*

The aspects of advising that attendees have provided recommendations and changes for include improvements to providing materials and resources; enhancing networking, job referrals, and employer relations; and enhancing scheduling. Examples for each of these common areas of improvement are included below:

- **Materials and Resources:** *"I would greatly recommend the advisor to ask the participant/student if they can make notes or even better to record the session, it's a lot of information to remember."*
- **Networking, Job Referrals, and Employer Relations:** *"I would say that depending on the student's concentration, perhaps you could direct internships, full-time positions, and/or part-time positions they could explore before they meet with you. I think that this is personally something I would like because I had to scroll through health policy-related jobs. This idea is not perfect because I am aware that it is not your job to tell students to apply to things, but to offer them advice and recommendations on how they can pursue their career and professional aspirations. "*
- **Scheduling:** *"I would love more sessions in the New Brunswick campus as the two times I used this service, I had to once go to Newark (not convenient) and the other time, come to the New Brunswick campus on a day/time I am not in school, so a bit inconvenient."**

*All sessions were made virtual starting March 2020 and have remained virtual since.

These survey responses have been used on a semesterly basis to plan and implement improvements. Included in the ERF H2.4 SPH Surveys are:

- Career Service Post- session (one on one) Survey Tool
- Current Student Survey Tool
- Graduate Exit Survey Tool
- Alumni Survey Tool

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

During Summer 2019, a comprehensive first-year plan for the launch of career services was developed, followed by an initial plan for the first three years (2019-2020, 2020-2021, 2021-2022). Every summer since, the Office for Career Services has reviewed the plans and goals from the previous year to assess progress, identify strengths and weaknesses, and identify new directions. The strengths and weaknesses outlined below reflect the conclusions drawn from this iterative improvement and evaluation process.

Strengths

- Since its inception in Fall 2019, the Office for Career Services has consistently received positive ratings and reports across a variety of dimensions, as reflected in the data reported in H2.4. The development of the Office for Career Services has represented a critical opportunity for students and alumni to build relationships with student support staff. These professional connections are reflected in the personalized feedback provided by students and alumni in our annual survey data. High levels of engagement at career services events, high return rates for students/alumni who seek out advising, and the office's commitment to providing virtual resources and programming have established the office's reputation as one that is accessible and responsive to students and alumni and seeks to offer something for everyone.
- The Office for Career Services has developed a clear strength in providing a diverse array of programming to students and alumni, despite severe limitations in staffing capacity with just one dedicated Career Services staff member. As noted previously, the Office for Career Services has planned, developed, and hosted 185 events across its three-year history, including orientation sessions, employer info sessions, public health and professional skill-building skills, and dissemination of best practices and innovations to faculty, staff, and the broader academic public health and career development communities. In Year 1 (September 2019-May 2020), the Office for Career Services set an initial goal of offering a minimum of two career/professional development events per year. This goal has been far exceeded, with a historical average of ~23 events per semester and consistent growth each semester following Spring 2020. Careers

services events are consistently well-attended and are made accessible to all students and alumni through recordings and supplemental resources shared through the Career Services Connect Canvas page.

- The Office for Career Services is housed within the Office for Student Services and Alumni Affairs, a notable departure from common trends across other universities and programs where the Office for Career Services may be housed within larger departments focused on public health practice. While there are budgetary, staffing, and limitations associated with this, the unique organizational structure surrounding the Office for Career Services at the Rutgers School of Public Health provides a key opportunity to promote and provide career services as a support service, rather than a transactional commodity. As public health professionals continue to face increasingly challenging workforce demands, burnout rates, and public harassment and distrust, it is critically important for offices of career services within schools and programs of public health prepare students to develop confidence and capability around navigating workplace boundaries, safety, satisfaction, and support. In support of this goal, the Office for Career Services has created an innovative career wellness skills series, Be Well to Do Good, which has been presented at national conferences, including the Association of Schools and Programs of Public Health (ASPPH), the American Public Health Association (APHA), the National Career Development Association (NCDA). The Office also embraces a flexible and welcoming approach to one-on-one advising, leveraging student support counseling skills and practices into career advisement, which can oftentimes be an intimidating or overwhelming experience for students who may be nervous about their futures or may have limited professional experience.

Weaknesses

- While school's enrollment has increased steadily since Fall 2019, the Office for Career Services' staffing has remained at one dedicated staff member, who also fulfills responsibilities within general student support and academic advising in addition to career services. The Office for Career Services collaborates closely with multiple offices – most frequently the Office for Public Health Practice, the Office for Marketing and Communication, and the Office for Admissions and Recruitment – to achieve its goals efficiently. The Office for Career Services seeks to provide high-quality, sustainable services to all students and alumni and will struggle to do so long-term at the current staffing level. This weakness is evident in the relatively lower satisfaction ratings for career-related services that are high-volume and time-intensive – for example, job and internship postings, which are currently curated and posted manually by the assistant director of student support services. (The acting assistant dean for student services and alumni affairs now oversees the staff in the Office for Career Services and the Office for Public Health Practice. This should enable new synergies between the two offices to enhance capacity.)
- As noted in H2.1, the school lost access to university-wide, institutionally funded career resources (including all third-party job search and university recruitment platforms) in 2017. Since Fall 2017, the school's student enrollment has more than doubled, and the Office for Career Services was not available to students until Fall 2019. Other Rutgers University schools and students have long had access to a Handshake license, which provides significantly more professional opportunities and tools to students and alumni without placing the burden of researching and posting opportunities on career services teams. Through both annual survey data and anecdotal requests (i.e., through advising and student email communications), it became clear that consistent and open access to job postings and university-based recruiters would be critical to students' long-term career prospects and satisfaction. Through partnership with Rutgers-New Brunswick's Career Exploration and Success (CEAS), the Office for Career Services was able to provide access to Handshake as part of the AY22-23 budget in hopes of addressing this need. (Starting in Fall 2023, the school started using 12Twenty which we believe will provide enhanced services for both students and alumni. Longer-term, the school hopes to re-establish access to university-wide, institutionally funded career resources and will advocate for equal services.)
- Over the past three years, the Office for Career Services has begun to build relationships with local and state public health employers, with the ultimate goal of developing meaningful recurring opportunities and employment pipelines for graduates. The Office for Career Services has been relatively successful with partnerships built thus far, but the overall capacity to conduct employer outreach and follow-

through on long-term, comprehensive employment partnerships is limited given the staffing and resource limitations noted already. The school's development of a new position, the inaugural leader of community engagement, will also help contribute to these efforts on a broader scale. (To meet the goals of the HRSA Public Health Scholarship program, new relationships are being developed with organizations across New Jersey and these new relationships will also benefit the Office for Career Services.)

- While student and alumni engagement with specific career services offerings tends to be high, there remain large groups of students who do not participate consistently in career services and/or do not feel adequately prepared for professional pursuits post-graduation. Currently, the Office for Career Services exists as an optional set of resources for students who wish to seek them out and there are no degree-required career development activities. In the future, the Office for Career Services hopes to either 1) develop required professional programming to more effectively value and build students' professional public health skills or 2) provide options for students to receive degree/transcript credit or graduation-related recognition for active participation in career services programs.

Plans for Improvement

- The school is exploring how to feature the career services office and resources available to students as part of the recruitment efforts for new students.

H3. Student Complaint Procedures

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

1) Describe the procedures by which students may communicate complaints and/or grievances to school officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.

For informal complaints or grievances regarding courses, students are expected to discuss their concerns first with their instructor. If adequate resolution is not reached, students are encouraged to notify the Office for Student Services and Alumni Affairs (formerly known as the Office of Student Support Services) to discuss circumstances for their complaints and resources or options for support.

For informal complaints or grievances regarding non-course related matters, students are encouraged to notify the Office for Student Services and Alumni Affairs. Instructors, faculty, and staff at the school are also expected to notify the Office for Student Services and Alumni Affairs and refer students to this office should they be made aware of any informal complaints or grievances.

Prior to the Fall 2021 semester, students were directed to communicate formal complaints or grievances directly via email to the director of student support services (now assistant dean for student services and alumni affairs). Starting the Fall 2021 semester, students were directed to communicate formal complaints or grievances through the online student grievance report form, available through Qualtrics and managed by the Office for Student Services and Alumni Affairs.

Procedures for raising complaints or grievances are publicized proactively on the SPH Student Connect Canvas page. On the SPH Student Connect Canvas landing page, a navigation icon is displayed to take students directly to the "Raising a Grievance or Concern" information page. In addition, students are informed of these procedures and opportunities for support through their online New Student Orientation (NSO) course. While not communicated explicitly as a means to raise complaints or grievances, the school's course syllabi templates include a mandatory statement which inform students that they should communicate with the Office for Student Services and Alumni Affairs regarding any concerns or areas of additional support they may have. Additionally, when students reach out to the Office for Student Services and Alumni Affairs with concerns related to their courses, the grievance policy and online student grievance report form may be recommended as an option, when appropriate based on the nature of the concern. The grievance form for the SPH student is in ERF H3.1 Student Grievance Form.

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

There are five situations in which a formal complaint or grievance can be filed:

- 1) Grade Appeal;
- 2) Academic Progression Committee Decision Appeal;
- 3) Complaint about another student;
- 4) Complaint about an instructor in class; and
- 5) Complaint about a faculty or staff member outside of class.

Each of the situations can be filed through the Student Grievance Report form and are initially reviewed by the assistant dean for student services and alumni affairs to ensure all the necessary information is included. However, there are different sets of information that students need to submit and procedures for review/appeal depending

on the situation which are further detailed below. The process for each type of situation is the same for all degree programs.

Grade Appeal

Procedures to Report: Students may appeal a grade on an assignment/exam or the final grade in a course no later than two weeks after final grades are due for that particular semester or two weeks after the instructor submitted grades, whichever date is later. In their report, students must provide: 1) course details (name, semester, instructor), 2) grade they received, 3) grade they feel they earned, and 4) a written explanation which describes the circumstances that contributed to the grade received, rationale for why they feel they should have received a different grade, efforts they've made to remedy the issue with the instructor, and any other evidence that demonstrates how they have earned the grade they feel they should have received.

Procedures for Review: The assistant dean for student services and alumni affairs notifies the course instructor and the department chair/concentration director of the course's academic department that a complaint has been filed. The department chair/concentration director reviews the complaint and initiates an investigation of the rationale for appeal no later than two weeks after being notified of the complaint. The investigation may include, but is not limited to, requesting more information and documentation from the student, discussing the rationale for the grade with the course instructor, and reviewing the grades and outcomes of other students in the class. The review of the appeal may also include forming an ad-hoc committee of faculty from the department or concentration to discuss the case. In the event a department chair or concentration director is the instructor of the course in which the student is appealing a grade, the senior associate dean for academic affairs serves as the acting department chair to determine a decision. A description of the review process and the appeal must be provided to the assistant dean for student services and alumni affairs within four weeks of being notified of the complaint. The assistant dean for student services and alumni affairs then notifies the student of the decision, and a copy of the letter is provided to the registrar to be stored in the student's file.

Procedures for Secondary Appeal: A written appeal detailing how the initial grade appeal process was not handled fairly and/or additional rationale for why a secondary review of the grade is warranted should be provided to the senior associate dean for academic affairs within two weeks after receiving the grade appeal decision. The senior associate dean for academic affairs must make a decision within two weeks of receiving the secondary appeal, notify the student, and share their decision with the assistant dean for student services and alumni affairs and the registrar so the student's file can be updated.

Academic Progression Committee Decision Appeal

Procedures to Report: Students may appeal a decision made by the Academic Progression Committee (remediation, probation, or dismissal) no later than two weeks after being notified of the decision. In their report, students must provide: 1) an explanation of the grounds for the appeal; 2) the attempts they have made to resolve the matter or remediate their academic standing; and 3) the strategies they will employ to remediate their academic standing, if an appeal were granted.

Procedures for Review for Appeal of Remediation or Probation: The assistant dean for student services and alumni affairs notifies the Academic Progression Committee Chair, the department chair, and the academic advisor of the student that a complaint has been filed. The assistant dean for student services and alumni affairs then initiates an investigation of the circumstances which may include, but is not limited to, requesting more information and documentation from the student, discussing the circumstances of the student's academic standing with their academic advisor, and reviewing the grades and outcomes of their courses. All information collected related to the appeal shall be reviewed in consultation with the academic progression committee chair and the student's academic advisor to decide the outcome of the appeal within four weeks of receiving a report. The assistant dean for student services and alumni affairs then notifies the student of the decision, and a copy of the letter is provided to the registrar to be stored in the student file.

Procedures for Review for Appeal of Dismissal: The assistant dean for student services and alumni affairs notifies Academic Progression Committee Chair, the department chair, and the academic advisor of the student that a complaint has been filed. The executive director for doctoral studies shall also be notified if the student is a PhD or DrPH degree student. The assistant dean for student services and alumni affairs then initiates an investigation of the circumstances which may include, but is not limited to, requesting more information and documentation from the student, discussing the circumstances of the student's academic standing with their academic advisor, and reviewing the grades and outcomes of their courses. Following the investigation, a meeting will be scheduled for the student to present their reasons why the dismissal should be reversed to an ad-hoc hearing committee. The committee shall comprise of the assistant dean for student services and alumni affairs and two faculty members, one from within the student's academic department and another external to the student's academic department. After the hearing, the ad-hoc committee must make a decision within four weeks of the receipt of the initial appeal report. The assistant dean for student services and alumni affairs then notifies the student of the decision, and a copy of the letter is provided to the registrar to be stored in the student file.

Procedures for Secondary Appeal: A written appeal detailing how the first appeal process was not handled fairly and/or additional rationale for why a secondary review of the appeal is warranted should be provided to dean within two weeks after receiving the appeal decision. The dean must make a decision within two weeks of receiving the secondary appeal, notify the student, and share their decision with the assistant dean for student services and alumni affairs and the registrar so the student's file can be updated.

Complaint about a Student

Procedures to Report: Students may submit a formal complaint about a student at any point during their time at the school. In their report, students must provide: 1) the name of the student(s) involved; 2) date, time, and location of the incident(s); and 3) a written explanation of the complaint, impact the student's actions had on their overall experience, and, from their perspective, what might be done to remedy the situation. Students may also submit reports anonymously.

Procedures for Review: The assistant dean for student services and alumni affairs reviews the complaint and, if the student self-identifies, schedules a meeting to discuss the complaint further. Depending on the nature of the incident, the student may be referred to follow university and RBHS policies for how the grievance shall be addressed (i.e., crime, assault, harassment, etc.). If the incident can be addressed internally, the assistant dean for student services and alumni affairs will assess the appropriate actions to pursue, which may include, but is not limited to, meeting with the involved student(s) with or without the reporting student, sending a written notice or warning to the involved student(s), and following school disciplinary action in relation to the student conduct policy. All steps taken will be done ensuring that the reporting student's privacy, safety, and wellbeing are respected throughout each step of the process. If the student does not self-identify, the involved student(s) may be contacted to discuss the complaint.

Complaint about an Instructor in Class

Procedures to Report: Students may submit a formal complaint about an instructor of one of their courses at any point during their time at the school. In their report, students must provide: 1) course details (name, semester, instructor); 2) date, time, and location of the incident(s); and 3) a written explanation of the complaint, impact the instructor's actions had on their academic experience, and, from their perspective, what might be done to remedy the situation.

Procedures for Review: The assistant dean for student services and alumni affairs reviews the complaint and, if the student self-identifies, schedules a meeting to discuss the complaint further. Depending on the nature of the incident, the student may be referred to follow university and RBHS policies for how the grievance shall be addressed (i.e., crime, assault, harassment, etc.). If the incident can be addressed internally, the assistant dean for student services and alumni affairs notifies the assistant dean for academic affairs and the instructor's department chair/concentration director to assess for the appropriate actions to pursue, which may include, but is not limited

to, meeting with the instructor about the complaint, observing the instructor in class, recommending or requiring additional training or professional development, or formal disciplinary action. All steps taken will be done ensuring that the reporting student’s privacy, safety, and wellbeing are respected throughout each step of the process. If the student does not self-identify, the instructor is contacted to discuss the complaint.

Complaint about a Faculty or Staff Member Outside of Class

Procedures to Report: Students can submit a formal complaint about a faculty or staff member at any point during their time at the school. In their report, students must provide: 1) the name of the faculty and/or staff member(s) involved; 2) date, time, and location of the incident(s); and 3) a written explanation of the complaint, impact the faculty and/or staff member(s) actions had on their overall experience, and, from their perspective, what might be done to remedy the situation.

Procedures for Review: The assistant dean for student services and alumni affairs reviews the complaint and, if the student self-identifies, schedules a meeting to discuss the complaint further. Depending on the nature of the incident, the student may be referred to follow university and RBHS policies for how the grievance shall be addressed (i.e., crime, assault, harassment, etc.). If the incident can be addressed internally, the assistant dean for student services and alumni affairs notify the chief of staff, the faculty member’s department chair/ concentration director, and/or staff member’s supervisor to assess for the appropriate actions to pursue, which may include, but is not limited to, meeting with the faculty and/or staff member about the complaint, recommending or requiring additional training or professional development, or formal disciplinary action. All steps taken will be done ensuring that the reporting student’s privacy, safety, and wellbeing are respected throughout each step of the process. If the student does not self-identify, the faculty and/or staff member is contacted to discuss the complaint.

3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.

Date	Complaint Description	Current Status
October 2020	Student appealed dismissal from PhD program and requested additional time to complete remaining requirements	Student met with ad hoc hearing committee to review appeal circumstances and appeal was granted
January 2021	Student appealed final grade for BIST 0615 due to grade not being reflective of their understanding of material and sought an opportunity to improve their grade	Student’s appeal was reviewed by department chair who felt they were graded fairly throughout course and had adequate opportunities to demonstrate understanding with additional support, thus appeal was denied
January 2021	Student appealed final grade for BIST 0613 due to grade not being reflective of their understanding of material and sought an opportunity to improve their grade	Student’s appeal was reviewed by department chair who felt they were graded fairly throughout course and had adequate opportunities to demonstrate understanding with additional support, thus appeal was denied
January 2021	Student appealed final grade for HSAP 0671 due to grade not being reflective of their understanding of material and sought an opportunity to improve their grade	Student’s appeal was reviewed by department chair who felt they were graded fairly throughout course and had adequate opportunities to demonstrate understanding with additional support, thus appeal was denied
August 2021	Student appealed final grade for PHCO 0504 due to grade not being reflective of their understanding of material and sought an opportunity to improve their grade	Student’s appeal was reviewed by department chair who felt they were graded fairly throughout course and had adequate opportunities to demonstrate understanding with additional support, thus appeal was denied

Date	Complaint Description	Current Status
March 2022	Student appealed being placed on academic probation due to low grades in graduate courses she took as an undergraduate student	Student's situation was reviewed by the Assistant Dean for Student Services and Alumni Affairs and the Registrar, who found that, given our policies, student should not have been placed on academic probation and status was reversed.
April 2022	Student sent an email with six grievances they have regarding their student experience to Assistant Dean for Student Services and Alumni Affairs, Dean, and RBHS Vice Chancellor and requested that they receive P/F grades for the Spring 2022 semester and be permitted an exception to complete their Practicum Capstone within one semester, rather than the required two, with a faculty member from outside of the school.	Student's grievances were reviewed by Assistant Dean for Student Services and Alumni Affairs and Dean. Assistant Dean sent a response to the student regarding each of their grievances to address misunderstood expectations and support the student's experience. Request for grade change was denied. Requests regarding capstone timeline was approved, if plan was established with a faculty member from within the school.
August 2022	Student appealed final grade for PHCO 0504 due to grade not being reflective of their understanding of material and sought an opportunity to improve their grade	Student's appeal was reviewed by department chair who felt they were graded fairly throughout course and had adequate opportunities to demonstrate understanding with additional support, thus appeal was denied
September 2022	Student appealed being placed on academic probation due to exceeding the maximum number of courses student can earn below a B grade. Student requested to be permitted to graduate despite not meeting these academic standards.	Student's situation was reviewed by the Assistant Dean for Student Services and Alumni Affairs and the registrar, who found that, given our policies, student should not be permitted to graduate until they met academic standards and would be required to retake courses to do so.
October 2022	Student appealed registration restriction due to being placed on academic probation. Student requested to be able to co-register for Practicum Capstone while remediating a low grade in a required course.	Student's appeal was reviewed by Assistant Dean for Student Services and Alumni Affairs, the department chair, and the faculty practicum advisor who granted the appeal.
October 2022	Student sent an email with two grievances they have regarding a late registration fee and attendance at a mandatory Practicum Capstone presentation.	Student's grievances were reviewed by Assistant Dean for Student Services, Alumni Affairs, Associate Dean for Academic Affairs and the Registrar. Assistant Dean sent a response to the student regarding each of their grievances to address misunderstood expectations and support the student's experience. The Registrar issued a refund for the \$50 late fee.
December 2022	Student sent an email with a grievance about the Interprofessional Education Event requirement.	Student's grievance was reviewed by Associate Dean for Academic Affairs who sent a response to the student regarding the grievance to address misunderstood expectations and support the student's experience. The Registrar issued a refund for the \$50 late fee. The appeal to be waived from the IPE experience was denied but the student was provided with an individualized IPE opportunity.

Date	Complaint Description	Current Status
January 2023	Student appealed final grade for EPID 0656 due to extra credit not being applied.	Student's appeal was reviewed by Epidemiology Concentration Director and appeal was granted.
January 2023	Student appealed final grade for PHCO 0505 due to grade not being reflective of performance on final exam and group project grade not reflecting provided instructions.	Student's appeal was reviewed by Health Behavior, Society and Policy Department Chair and course instructor and appeal was granted.
January 2023	Student appealed registration restriction due to being placed on academic probation. Student requested to be able to co-register for Practicum Capstone while remediating a low grade in a required course.	Student's appeal was reviewed by Assistant Dean for Student Services and Alumni Affairs, the department chair, and the faculty practicum advisor who granted the appeal.
January 2023	Student appealed registration restriction due to being placed on academic probation. Student requested to be able to co-register for Practicum Capstone while remediating a low grade in a required course.	Student's appeal was reviewed by Assistant Dean for Student Services and Alumni Affairs, the department chair, and the faculty practicum advisor who granted the appeal.
January 2023	Student appealed registration restriction due to being placed on academic probation. Student requested to be able to co-register for Practicum Capstone while remediating a low grade in a required course.	Student's appeal was reviewed by Assistant Dean for Student Services and Alumni Affairs, the department chair, and the faculty practicum advisor who granted the appeal.
February 2023	Student appealed decision of not being allowed to graduate due to not meeting minimum academic standards for the MPH degree.	Student's appeal was reviewed by Assistant Dean for Student Services and Alumni Affairs, the Associate Dean for Academic Affairs, the department chair, and the faculty practicum advisor who found that the student had not met minimum academic standards needed to graduate, and thus the appeal was denied.
February 2023	Student appealed final grade for UGPH 0644 due to points being deducted unfairly from participation and attendance and a lack of clarity on grading expectations.	Student's appeal was reviewed by LGBTQ+ Health Concentration Director and appeal was granted.
March 2023	Student appealed registration restriction due to being placed on academic probation. Student requested to be able to co-register for Practicum Capstone while remediating a low grade in a required course.	Student's appeal was reviewed by Assistant Dean for Student Services and Alumni Affairs, the department chair, and the faculty practicum advisor who granted the appeal.

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

Strengths

- The school has transparent policies and procedures that allow students to understand the process to file formal complaints and/or student grievances.
- The formal complaint and grievance process has expanded over the past three years, most notably with the introduction of the online student grievance report form in Fall 2021. This has improved our ability to respond to and track formal complaints and grievances over time and to use such reports to inform discussions around the improvement and communication of school policies and procedures.

Weaknesses

- While the school has several policies and procedures, sometimes students and faculty are unsure which policy to follow when complaints involve Title IX situations or situations that do not arise to formal complaints.

Plans for Improvement

- The school continues to refine communication with both students and faculty regarding policies and procedures within the school.

H4. Student Recruitment and Admissions

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

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

The school's Office for Admissions and Recruitment's primary goal is to recruit a bright and diverse graduate student population. The school uses several methods to recruit these talented students that are listed below:

- **Annual Open House:** Our most comprehensive event is the annual Open House, which allows prospective students to hear from the dean, meet with department chairs and faculty, and learn about different degrees and concentration offerings. Nearly 200 prospective students attend this event each year.
- **Monthly Information Sessions:** The school offers monthly information sessions for prospective and admitted students. These general events are provided in person and virtually and are led by an admissions representative who provides an overview of the school, the campus, the application process, and all the deadlines. Admissions representatives can connect with prospective students both in-person and virtually.
- **Campus Visits:** These are offered weekly throughout the academic year. During these visits, prospective students meet with admissions representatives, current students, and faculty members and have an opportunity to sit in on a class. Students unable to visit in person may schedule one-on-one counseling appointments with admissions representatives through the phone or Zoom.
- **Graduate Recruitment Events:** The school also participates in over 80 graduate student recruitment events throughout the typical admissions cycle, some of which are listed below:
 - American Public Health Association (APHA) Annual Conference
 - Association of Schools and Programs of Public Health (ASPPH) Recruitment Fairs
 - Rutgers-New Brunswick Graduate and Professional School Expo
 - Rutgers-Newark Graduate and Professional School Expo
 - Rutgers-Camden Graduate School Fair
 - Rowan University Graduate and Professional Fair
 - Morehouse Project IMHOTEP Summer Graduate Recruitment Fair
 - Philadelphia Health Professions Expo
 - University of Pittsburgh Pre-Health Summit
 - Dallas Fort Worth Spring Swing Recruitment Consortium
 - McNair Scholars National Conference Recruitment Fair
 - Midwest Health Professions Recruitment Consortium

These events include national events such as the ASPPH "This is Public Health" graduate fairs, and the Idealists graduate fairs. The school also participates in regional graduate fairs, such as those hosted by Villanova University, the University of Maryland, and Columbia University. Most events are held during the Spring and Fall semesters and attended by admissions staff and school alumni. Other forms of outreach include exhibiting in targeted student group and professional organization conferences hosted by the American Public Health Association (APHA), McNair Scholars, Project Imhotep, and the National Association of Advisors for the Health Professions (NAAHP). These annual opportunities that can vary from year-to-year help cultivate relationships and encourage future applications to the school.

After the school accepts students into the program, recruitment shifts to motivating applicants to select Rutgers School of Public Health. The school holds an 'Admitted Student Day' in the spring. This event connects accepted students to the Office for Student Services and Alumni Affairs and current students through presentations and interactive student panels. Academic departments host academic information sessions and organize outreach to students accepted into their degrees and concentrations. Admitted students also receive invitations to participate

in numerous school events throughout the year, including Alumni April events and MPH Student Practice Presentations. The samples of promotional 1-page flyers for each concentration and digital marketing for the school are in ERF Criterion H4, Recruitment Samples.

Scholarship and Financial Awards

The school also offers some financial support for admitted students. These awards are typically granted by the Office for Admissions and Recruitment. Applicants are automatically considered for all scholarships and financial awards available during the admissions process. Award amounts range from \$1,000 to full tuition. The Office for Admissions and Recruitment notifies admitted students about scholarship decisions as soon as possible after acceptance.

21st Century Scholarship: The Rutgers School of Public Health recognizes high-achieving individuals by offering the 21st Century Scholarship. This highly competitive partial tuition scholarship is awarded to a select group of incoming MPH students. 21st Century Scholars are assigned a mentor with whom they will meet monthly to receive guidance and support in navigating the MPH program. This mentor will also provide additional exposure to the wide variety of engagement opportunities occurring at our school, as Scholars will be expected to be active members of the student community.

Jennifer Elliot Population Aging Scholarship: Students in the MPH in Population Aging concentration are eligible the full-tuition Jennifer Elliot Population Aging Scholarship. All applicants who apply for the program are automatically considered for this scholarship.

HRSA Public Health Scholarship: In September 2021, the school received a \$1.5 million grant from the Health Resources and Services Administration (HRSA) to provide public health scholarships to MPH and Certificate in Population Health students. Scholarship recipients are evenly split between current employees of state and local health programs without formal training in public health and underrepresented minorities in New Jersey who wish to enter the public health profession.

Scholarships Awarded (all types)	FY2021	FY2022	FY2023
# of Student Recipients	7 awards	11 awards	29 Awards
Total Scholarship Money Awarded	\$70,000	\$100,000	\$260,500

2) Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Schools should discuss only public health degrees. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.

The Rutgers School of Public Health considers applicants without regard to religion, race, color, national origin, ancestry, age, sex, sexual orientation, disability or handicap, marital status, or veteran status and complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Older Americans Act of 1975, the Americans with Disabilities Act of 1990, and the Student Right to Know and Campus Security Act of 1990.

The Office for Admissions and Recruitment initially processes all applications to the Rutgers School of Public Health. The school utilizes the Schools of Public Health Application Service (SOPHAS) centralized application service for most MPH, MS, DrPH, and PhD applicants. Certificate and Articulated degree applicants submit Rutgers electronic applications. Once all required application materials are received and an application is considered complete, the Office for Admissions and Recruitment prepares the file for committee review.

Admissions processes and documents required vary by degree type as listed below.

Master of Public Health (MPH) and Master of Science (MS)

- Transcripts from an accredited school in the United States or Canada (all transcripts must be official; sent directly from an accredited institution). Students with completed course work outside the U.S. or Canada must submit a course-by-course evaluation by World Education Services (WES) or comparable service.
- Two letters of recommendation
- Personal Statement summarizing the applicant's interest in public health and their selected concentration
- Graduate Record Exam (GRE) scores or equivalent standardized test (MCAT, GMAT, DAT or Pass USMLE, Step I). Test scores were made optional in February 2020
- Application Fee (fee waivers are available)
- Test of English as Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required for students educated outside the U.S. in Non-English-speaking countries

Applicants for admission to the MPH, MS, or Post Baccalaureate Certificate Programs must have completed a bachelor's degree program accredited in the United States or its equivalent. After submission, applications are reviewed by the specific concentration's Admissions Committee. The Admission Committee reviews MPH and MS applications for quality and compatibility with the program. The Admissions Committee will then submit recommend decisions, and the Office for Admissions and Recruitment will send decision communications to applicants.

Doctor of Philosophy (PhD)

- Transcripts from an accredited school in the United States or Canada (all transcripts must be official; sent directly from an accredited institution). Students with completed course work outside the U.S. or Canada must submit a course-by-course evaluation by World Education Services (WES) or comparable service.
- Three letters of recommendation
- Personal Statement
- Graduate Record Exam (GRE) scores or equivalent standardized test (MCAT, GMAT, DAT or Pass USMLE, Step I). Test scores were made optional on February 2020 due to the pandemic
- Application Fee (fee waivers are available)
- Test of English as Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required for students educated outside the U.S. in Non-English-speaking countries

Each PhD applicant to the PhD in Public Health Program is required to submit a full application as specified in the School of Public Health website, including identification of an area of proposed research. Application materials are reviewed by at least two School of Public Health faculty members in each concentration accepting doctoral students. The concentration-level committees review doctoral applications for quality and compatibility with the interests of the faculty. Applicants are strongly encouraged to meet with faculty virtually or in-person visits prior to this review. The recommendations from the faculty within each concentration are shared with the faculty representative to the Research and Doctoral Studies Committee, which reviews applications and identifies the School of Public Health faculty member (at the rank of assistant professor or higher) willing to serve as the applicant's advisor. (Proposed advisors must submit a PhD Advisor Selection form.) The Committee will then recommend students for admission, subject to final approval by the dean. In addition, students recommended for admission are ranked for the purpose of identifying candidates for funding.

Doctor of Public Health (DrPH)

- Transcripts from an accredited school in the United States or Canada (all transcripts must be official; sent directly from an accredited institution). Students with completed course work outside the U.S. or Canada must submit a course-by-course evaluation by World Education Services (WES) or comparable service.
- Three letters of recommendation
- Letter of Intent, which addresses why the DrPH is of interest at this stage of their career, key knowledge, and skills they hope to gain from the program, previous leadership experience, research interests and goals (highlighting possible dissertation research interests), and how the DrPH degree will help to advance their leadership in the field of public health

- Graduate Record Exam (GRE) scores or equivalent standardized test (MCAT, GMAT, DAT or Pass USMLE, Step I). Test scores are optional
- Resume/CV
- Application Fee (fee waivers are available)
- Test of English as Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required for students educated outside the U.S. in Non-English-speaking countries

Applicants for admission to the DrPH Program must have completed a master's degree program accredited in the United States or its equivalent and must have demonstrated academic achievement in an appropriate discipline. (Applicants without an MPH degree may apply to the DrPH Program. If accepted, they are required to first complete the school's Certificate in Population Health prior to starting the DrPH Program. In addition, applicants must have a minimum of five years professional experience within a public health or health-related setting. Post-master's degree experience and previous leadership experience are strongly preferred. After submission, applications are reviewed by the DrPH Admissions Committee. The DrPH Admissions Committee reviews DrPH applications for quality and compatibility with the program. Most critically, the DrPH Program strives to achieve a balance in the diversity of student backgrounds, interests, experience, and potential contributions to one or more areas of public health. Applicants are not expected to identify specific faculty members with intersecting interests prior to applying to the program. Identification of each student's faculty academic advisor will be completed within the first two years of the DrPH Program and is not expected at the time of application; however, applicants should describe their research and scholarly interests. The DrPH Admissions Committee will then recommend students for admission, subject to final approval by the dean.

Articulated BA/MPH and BS/MPH

- Transcripts from an accredited school in the United States or Canada (all transcripts must be official; sent directly from an accredited institution). Students with completed course work outside the U.S. or Canada must submit a course-by-course evaluation by World Education Services (WES) or comparable service.
- Two letters of recommendation (One letter from Undergraduate Program Liaison)
- Personal Statement
- Application Fee (fee waivers are available)

Applicants for admission to the Articulated BA/MPH or BS/MPH Program must be currently enrolled in a Rutgers University or New Jersey Institute of Technology undergraduate program. Interested undergraduates must be approved by their undergraduate school before applying. Once approved, they must apply to the school between successful completion of 60 credits and before their final semester of undergraduate coursework. After submission, applications are reviewed by the specific concentration's Admissions Committee. The Admission Committee reviews articulated applications for quality and compatibility with the program. The Admissions Committee will then submit recommend decisions, and the Office for Admissions and Recruitment will send decision communications to applicants. After successful completion of undergraduate coursework, articulated students transition to the MPH degree.

3) Provide quantitative data on the unit’s student body from the last three years in the format of Template H4-1, with the unit’s self-defined target level on each measure for reference. In addition to at least one from the list that follows, the school may add measures that are significant to its own mission and context. Schools should focus data and descriptions on students associated with the school’s public health degree programs.

Template H4-1: Outcome Measures for Recruitment and Admissions				
Outcome Measure	Target	AY2021	AY2022	AY2023
Average GPA for Newly matriculating Master’s students (MPH and MS)	3.2	3.35	3.39	3.34
Average GPA for Newly matriculating Doctoral students (PhD)	3.5	3.79	3.85	3.62
Average GPA for Newly matriculating Doctoral students (DrPH)	3.5	3.67	3.65	3.77

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

Strengths

- The Office for Admissions and Recruitment provides a high level of individualized and customized outreach to accepted students prior to enrolling. The school’s departments also engage with accepted students prior to enrolling. These have resulted in an increase in the number of accepted students who enroll.
- The school received a three-year Health Resources and Services Administration (HRSA) grant (Grant No. T52 HP46773) to support MPH and Population Health Certificate scholarships (\$1.5 million). The HRSA funding enables us to award 50% tuition scholarships to approximately 84 students over the three years. Scholarship recipients are being recruited from state and local public health programs and students from underrepresented groups.
- The school continues to target recruitment efforts toward applicants from underrepresented groups.

Weaknesses

- The undergraduate program in public health at Rutgers University is administered through a different school (Edward J. Bloustein School of Planning and Public Policy) and not the Rutgers School of Public Health. (The academic teams plus the deans have begun to meet regularly to discuss and plan for how the two programs can collaborate more effectively and efficiently to encourage more synergies between the programs.)

Plans for Improvement

- The Office for Admissions and Recruitment actively seeks ways to increase access to pathway opportunities for undergraduate students and professionals. The office is working on building stronger relationships with undergraduate programs and professional organizations within the state.
- The school is focusing its efforts to seek approval for select concentrations within the MPH and PhD in Public Health degree programs to be considered STEM-designated degree programs. This would further attract talented students and facilitate the recruitment of international students.

H5. Publication of Educational Offerings

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

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

Academic Calendar

- <https://sph.rutgers.edu/academics/calendars>

Admissions Policies

- <https://sph.rutgers.edu/admissions/apply/application-requirements>

Grading Policies

- Grading System and Grade Grievance:
<https://sph.rutgers.edu/academics/policies-procedures-and-forms>

Academic Integrity Standards

- Academic Standing; Student Rights, Responsibilities, and Disciplinary Procedures; Academic Dishonesty: Definitions, Offenses, and Sanctions
<https://sph.rutgers.edu/academics/policies-procedures-and-forms>

Degree Completion Requirements

MPH concentrations

- <https://sph.rutgers.edu/academics/degree-programs/master-public-health-mph-degrees>

MS concentrations

- <https://sph.rutgers.edu/academics/degree-programs/master-science-ms-degrees>

PhD in Public Health concentrations

- <https://sph.rutgers.edu/academics/degree-programs/doctor-philosophy-public-health-phd>

DrPH concentration

- <https://sph.rutgers.edu/academics/degree-programs/doctor-public-health-drph>