

Members

Co-Chairs



Anna Maria Siega-Riz, PhD
Associate Dean for Academic
Affairs; Professor,
Epidemiology and Nutrition
am_siegariz@unc.edu



Barbara K. Rimer, DrPH
Dean and Alumni
Distinguished Professor
rimer@unc.edu



Charletta Sims Evans, MEd
Assistant Dean
Student Affairs
simsevan@email.unc.edu



Deytia Lima Rojas, PhD, MS
Business Intelligence/
Performance
Measurement Associate
dlima@email.unc.edu



Sandra Martin, PhD
Associate Dean, Research
Professor, MCH
sandra_martin@unc.edu



Elizabeth French, MA
Assistant Dean
Strategic Initiatives
eafrench@unc.edu



Anna Schenck, PhD
Director, PHLP and NCIPH
Associate Dean, Public
Health Practice
anna_schenck@unc.edu



Regina Higgins, PhD
Research Associate for
CEPH
regina_higgins@unc.edu

- Meets twice-monthly to provide overall oversight on planning and progress.
- Reviews, revises, approves all aspects of report. Provides quality control.
- Plans for and oversees CEPH site visit.

CEPH @ Gillings: Our Committees

CEPH Section 1 (Mission, Eval., etc.)

Executive Committee
Dean Rimer and Elizabeth French

CEPH Section 2 (Degree programs)

Academic Programs Committee
Anna Maria Siega-Riz, chair

BSPH Programs

Jane Monacco
BSPH subcommittee chair

Master's Programs

Anita Farel and Shelley Golden
Subcommittee co-chairs

Doctoral Programs

Sally Stearns, Melinda Beck,
Steve Cole
Subcommittee co-chairs

CEPH @ Gillings: Our Committees

CEPH Section 3.1 (Research)

SPH Research Council
Sandra Martin, chair

CEPH Sections 3.2 (Service/practice)

Practicum coordinators, others
Anna Schenck, chair

CEPH Sections 3.3 (Workforce development)

NCIPH staff, others
Anna Schenck, chair

CEPH Sections 4.1, 4.2 (Faculty qualifications; faculty policies and procedures)

SPH APT Committee
Anna Maria Siega-Riz, chair

CEPH Section 4.3 (Student recruitment, admissions)

Admissions Practices Committee
Charletta Sims Evans, chair

CEPH Section 4.4 (Advising/career counseling)

Office of Student Affairs staff, others
Charletta Sims Evans, chair

CEPH @ Gillings: Suggested Timeline

Fall 2014

July 2017

Self Study Process

Fall 2014
Oct/Nov

Process
Model
Agreement

Nov 2015

First Draft
Self Study

May 2016

Second
Draft

Oct 2016
Internal
Delivery:
Preliminary
Self Study

Jan 2017
Preliminary
Self Study
Delivery to
CEPH

Mar 2017
CEPH
Comments
& 3rd Party
Period

May 2017
Final
Revision
Due

Site
Visit:
April 17-
19

CEPH @ Gillings: Suggested Timeline

May 2015

Nov. 2015

Self Study Process

May-August

- Convene committees
- Preliminary discussions in committees
- Draft narratives/tables to Regina

Aug.-Nov.

- Regina writes/edits Draft 1

Nov.-Dec.

- Draft 1 to Exec. Committee
- Exec. Committee reviews Draft 1
- Draft 1 to chairs for feedback/comments
- Data collection, surveys
- Discuss/implement changes in curriculum & organization

Mission Statement

Our mission is to improve public health and promote individual well-being and eliminate **health inequity** across North Carolina and around the world.

How Statement

We bring about sustainable, positive changes in health by providing an outstanding program of **collaborative teaching**, research and service to:

- Educate the next generation of public health leaders;
- Discover, test, disseminate **and implement** solutions to health threats and problems;
- Translate research into effective practices and sound policies; and
- Serve North Carolina and beyond through outreach, engagement, education of citizens and health professionals, and application of solutions to health threats and problems.

Values Statement

- Our work is guided by strongly **held** values.
- We are committed to diversity **and inclusion among** our faculty, staff and students.

Values Statement *cont'd*

- We believe that public health is accountable and responsible to communities and should work collaboratively with them.
- We believe that all people should be treated with dignity, **civility** and respect.
- We are committed to high standards of excellence, professional ethics and personal integrity in all that we do.
- Students are the foundation for the school. We pride ourselves in having created a student-centered environment that gives students an unsurpassed educational experience with accessible, top quality faculty and staff.
- Our students, faculty, staff and alumni are known for their leadership and dynamism as problem-solvers and their passion and enthusiasm for helping people live healthier lives.
- Our experience tells us that most public health solutions require interdisciplinary inquiry, broad partnerships and public engagement for constructive action.
- At the UNC Gillings School of Global Public Health, we believe we can make a world of difference, and we live that every day.

CEPH @ Gillings: Criterion 2

Critical needs identified through our SWOT analysis was:

- Training for all faculty on what are competencies versus learning objectives and developing appropriate assessments tools with grading rubrics

Coordinator for Curriculum and Pedagogy, Jennifer Elliott, will be working on a series of workshops throughout the year to address this need for all faculty

- Provide best practices for checking on academic integrity for online courses
- How can we better track our students once they leave us?

CEPH @ Gillings: Criterion 2

Curriculum Issues to Consider and Improvements to be made

BSPH

- Are there sufficient courses tailored solely for undergraduates in their degree programs? (CEPH criteria)
- New competencies for undergraduates to be in sync with ASPPH Framing the Future and CEPH criteria for 2017

Masters

- Clear description of MSPH as professional degree in certain departments
- MSPH to PhD Track-academic degree-Why are we requiring the MPH core?
- Competencies for core 600 courses – are they on the syllabus?
- Grading rubrics for culminating experiences and thesis/master's projects
- Learning contracts for research and thesis hours

CEPH @ Gillings: Criterion 2 Con't

Curriculum Issues to Consider and Improvements to be made

Doctorate

- Can we have some core competencies for all of our doctoral students?
- Do we have sufficient number of courses just for the doctoral students?
- Grading rubrics for dissertation?
- Learning contracts for research and dissertation hours?
- Individual Development Plans-should they be required of all doctoral students?
- Establish advising guidelines for faculty
- Best practices for monitoring student progress



Council *on* Education *for* Public Health

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Questions?



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Summer 2015 Planning Roadmap

MPH Core Planning Committee

