CEPH @ Gillings, Executive Committee

Co-Chairs

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Members

- 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 Monaco
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 4.1, 4.2 (Faculty qualifications; faculty policies and procedures)
SPH APT Committee
Anna Maria Siega-Riz, chair

CEPH Sections 3.2 (Service/practice)
Practicum coordinators, others
Anna Schenck, chair

CEPH Section 4.3 (Student recruitment, admissions)
Admissions Practices Committee
Charletta Sims Evans, chair

CEPH Sections 3.3 (Workforce development)
NCI PH staff, others
Anna Schenck, chair

CEPH Section 4.4 (Advising/career counseling)
Office of Student Affairs staff, others
Charletta Sims Evans, chair
CEPH @ Gillings: Suggested Timeline

- **Fall 2014**
  - 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

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
CEPH @ Gillings: Mission & Values

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.
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
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
Questions?
Summer 2015 Planning Roadmap
MPH Core Planning Committee

May Meeting
- Map CEPH skills to ASPPH domains

June Meeting
- Group June results into “buckets” of content

July Meeting
- Discuss strengths & weaknesses of “buckets” and what’s missing
- Add model/structure; create prototypes

August/September Meeting
- Discuss prototypes with key stakeholders
- Refine prototypes based on feedback
- Begin developing surveys/interviews
- Deploy surveys
- Town Hall Mtg 10/7 @ 3pm
- Use data to revise prototypes

Additional meeting to develop prototypes, sequencing

October-December
- Present recommended prototype for approval to Dean’s Council
- Check against guiding principles at each juncture