

UNC Gillings School of Global Public Health **Self-Study Report**



PREPARED FOR THE COUNCIL ON EDUCATION FOR PUBLIC HEALTH • MARCH 2017



UNC

GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

Acronyms

AAU	Association of American Universities
ACHE	American College of Healthcare Executives
ADR	Adverse drug reaction
AdPC	Admissions Practices Committee
AFIX	Assessment, Feedback, Incentives and eXchange
AHEC	Area Health Education Centers
AHRQ	Agency for Healthcare Research and Quality
ALP	Academic Leadership Program
AMWHO	American Mock World Health Organization
APC	Academic Programs Committee
APHA	American Public Health Association
APT	Appointments, Promotions and Tenure
ASF	Assignable square feet
ASPH	Association of Schools of Public Health
ASPPH	Association of Schools and Programs of Public Health
ASTHO	Association of State and Territorial Health Officials
AY	Academic Year
BeAM	Be A Maker
BEBES	Breastfeeding: Evidence-based Education and Support
BIOL	Biology
BIOS	Biostatistics
BIOSIS	Biosciences Information Service
BPSS	Buckley Public Service Scholars
BSL-3	Biosafety Level Three
BSPH	Bachelor of Science in Public Health
CAM	Computer-aided Manufacturing
CCI	Carolina Computing Initiative
CCPS	Carolina Center for Public Service
CDC	Center for Disease Control and Prevention
CE	Continuing Education
CEPH	Council on Education for Public Health
CEU	Continuing Education Units
CFE	Center for Faculty Excellence
CHEM	Chemistry
CHES	Certified Health Education Specialist
CITI	Collaborative Institutional Training Initiative
CIS	Consortium for Implementation Science
CNC	Computer numerical control
COI	Conflict of Interest
COS	Community of Science
CPHS	Carolina Public Health Solutions
CPU	Central Processing Unit
CQI	Continuous Quality Improvement
CRMs	Customer Relations Management systems
CROs	Clinical Research Organizations
CTSA	Clinical and Translational Science Award
CV	Curriculum Vitae
D&I	Dissemination and Implementation
DDS	Doctor of Dental Surgery
DE	Distance Education
DHHS/DPH	Department of Health and Human Services/Division of Public Health

Acronyms

DrPH	Doctor of Public Health
DVD	Digital Versatile Disc
EEO	Equal Employment Opportunity
EHRA	Exempt from the Human Resources Act
EMBASE	Excerpta Medical dataBASE
EMP	Executive Master's Program
ENHS	Environmental Health Sciences
ENVR	Environmental Sciences and Engineering
ENVRSO	Environmental Sciences and Engineering Student Organization
EPA	Environmental Protection Agency
EPA-STAR	Science to Achieve Results
EPID	Epidemiology
ERC	Education and Research Centers
ERF	Electronic Resource File
ESE	Environmental Sciences and Engineering
FABM	Fellow of the Academy of Breastfeeding Medicine
FACPM	Fellow of the American College of Preventative Medicine
FNCE	Food and Nutrition Conference and Expo
FTE	Full-time Equivalents
FY	Fiscal Year
GA	UNC General Administration
Gbps	Gigabits per second
GenHLB	Genetic Epidemiology of Heart, Lung, and Blood Training Grant
GGG	Gillings Global GatewayTM
GILs	Gillings Innovation Labs
GIS	Geographic Information Systems
GO	Global Online
GPA	Grade Point Average
GPS	Gillings Program Search
GRE	Graduate Record Examination
GVP	Gillings Visiting Professorships
HB	Health Behavior
HBCU	Historically Black Colleges and Universities
HBHE	Health Behavior and Health Education
HC	Head Count
HC&P	Health Care & Prevention
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
HPM	Health Policy and Management
HR	Human Resources
HRSA	Health Resources and Services Administration
HSL	Health Sciences Library
I&E	Innovation and Entrepreneurship
IBCLC	International Board Certified Lactation Consultant
IBM	International Business Machines Corporation
ICF	International Classification of Functioning
IDIQ	Indefinite Delivery Indefinite Quantity
IELTS	International English Language Testing System
IGHID	Institute for Global Health and Infectious Diseases
IIS	Instructional and Information Systems
IP	Internet Property
ISI	Information Sciences Institute
IT	Information Technology
ITS	Information Technology Services
JAMA	Journal of the American Medical Association
JD	Juris Doctor

LCCC	Lineberger Comprehensive Cancer Center
LCD	Liquid Crystal Display
LMS	Learning Management System
MBA	Master of Business Administration
MCH	Maternal and Child Health
MD	Doctor of Medicine
MHA	Master of Healthcare Administration
MHRC	Michael Hooker Research Center
MMS	Master of Management Studies
MP	Master's Program
MPH	Master of Public Health
MPH-RD	Master of Public Health-Registered Dietician
MSC	Minority Student Caucus
MSCR	Master of Science in Clinical Research
MSEE	Master of Science Environmental Engineering
MSPH	Master of Science in Public Health
MSW	Master of Social Work
NACCHO	National Association of County and City Health Officials
NAPSACC	Nutrition and Physical Activity Self-Assessment for Child Care
NBPHE	National Board of Public Health Examiners
NC	North Carolina
NCI	National Cancer Institute
NCIPH	North Carolina Institutes for Public Health
NGOs	Non-governmental Organizations
NC TraCS	North Carolina Translational and Clinical Science Institute
NHLBI	National Heart, Lung, and Blood Institute
NICHD	National Institute of Child Health and Human Development
NIDDK	National Institute of Diabetes, Digestive and Kidney Diseases
NIH	National Institutes of Health
NIMH	National Institute of Mental Health
NIOSH	National Institute of Occupational Safety and Health
NLN	National League of Nursing
NRMN	National Research Mentoring Network
NSF	National Science Foundation
NUTR	Nutrition
OHN	Occupational Health Nursing
ONYEN	Only Name You'll Ever Need
OSA	Office of Student Affairs
OSHERC	Occupational Safety and Health Education and Resource Center
OUR	Office for Undergraduate Research
PERLC	Preparedness and Emergency Response Learning Center
PhD	Doctor of Philosophy
PHEP	Public Health Emergency Preparedness
PHLP	Public Health Leadership Program
PHP&R	Public Health Preparedness & Response
PHTC	Public Health Training Center
PI	Principal Investigator
RA	Research Assistant
RAMSeS	Research Administration Management System and eSubmission
RCT	Randomized Controlled Trial
RD	Registered Dietician
REACH	Recruitment Event Affecting Change
REHS	Registered Environmental Health Specialist
RIS	Research and Innovation Solutions
RO/DI	Reverse osmosis and de-ionized

Acronyms

RTI	Research Triangle Institute
SACS	Southern Association of Colleges and Schools
SACSCOC	Southern Association of Colleges Commission on Colleges
SAMHSA	Substance Abuse and Mental Health Services Administration
SBIR	Small Business Innovation Research
ScM	Master of Science
SHRA	State Human Resources Act
SOPHAS	Schools of Public Health Application Service
SOWO	Social Work
SPA	Sponsored Programs Administration
SPH	School of Public Health
SPHTC	Southeast Public Health Training Center
STD	Sexually Transmitted Diseases
STTR	Small Business Technology Transfer
SUTASA	Student Undergraduate Teaching and Staff Awards
SWOT	Strengths, Weaknesses, Opportunities, and Threats Analysis
TA	Teaching Assistant
TOEFL	Test of English as a Foreign Language
TraCS	Translational and Clinical Sciences
TSCH	Taught Student Credit Hours
UCRF	University Cancer Research Fund
UCS	University Career Services
UNC	University of North Carolina
UNICEF	United Nations Children's Fund
URMs	Underrepresented populations
USAID	United States Agency for International Development
VCL	Virtual Computing Lab
WHO	World Health Organization
WIC	Special Supplemental Nutrition Program for Women, Infants and Children

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These items are in the Electronic Resource File.)

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**The Gillings School of Global Public Health
2017 CEPH Self-Study [Electronic Resource File](#)
(ERF)** is contained in a Dropbox folder, organized by criterion. The link (above) includes a Table of Contents for the ERF. References to resources in the ERF appear throughout the self-study report. Many of these resources are hyperlinked directly to webpages, although pdfs of these pages appear in the appropriate ERF folder by criterion (1.1, 1.2, etc.). Other resources appear only in the ERF and are linked directly there. Note: There are separate Dropbox sub-folders for Frequently Referenced Key Documents (i.e. student handbooks, faculty manuals and course catalogs and bulletins) and Notices of Third Party Comment Opportunity. Confidential documents will be available at the site visit.

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Introduction

Consistently recognized as one of the top public health schools in the United States, the Gillings School of Global Public Health at The University of North Carolina at Chapel Hill has been leading in teaching, research, practice and service for more than 75 years.

Our Mission. The Gillings School's mission, adopted in 2007 and updated slightly in 2010 and 2015, is to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. First organized in 1936 as a division within the UNC-Chapel Hill School of Medicine, in 1940 the School of Public Health became the fourth such school in the nation and the first within a public university. The University of North Carolina is the oldest public university in the United States, with a long and rich history of and commitment to a public mission. The Gillings School, as a part of that University, is also intensely committed to that public mission. As a University of the people and for the people, we uphold the core values of public health and community engagement in everything we do. The current chancellor of UNC-Chapel Hill, Carol Folt, PhD (Ecology), who has an appointment in our School's Department of Environmental Sciences and Engineering, led development of a new strategic framework for the University. The notion that we exist *for the public good* is a fundamental pillar of that framework. As a School, we are committed to anticipating future health threats and accelerating public health solutions. Solving some of the world's greatest public health threats and challenges defines us as an organization.

Teaching and learning. The Gillings School awards doctoral, master's and undergraduate degrees and certificates to students who take courses on campus and online. Our innovation- and solutions-driven students consistently win major awards and funding for their research, inventions and impact. Within a year of graduation, more than 90 percent of graduates continue their education or accept employment in positions related to public health. The School is ranked the top public school of public health, and the number 2 public health school overall, by *U.S. News and World Report*. Individual departments consistently earn top rankings as well.

Research. Gillings School faculty members have an outstanding track record of competing for and receiving peer-reviewed research awards, even in difficult times. In the last year, our faculty received more than \$184 million in research funding. Faculty, students and staff at the School conduct research that leads to new insights about the causes and consequences of health threats and conditions, contributes new methods to accelerate the pace of progress, changes public health practice, influences policy and improves the quality of people's lives. The Gillings School is committed to research, innovation, entrepreneurship and problem solving. Our students consistently receive a high proportion of UNC Graduate School Impact Awards, which recognize research that improves North Carolina and the lives of the people who live here. Strategic use of our resources, including the transformative \$50 million Gillings gift, has made it possible to accelerate the development and implementation of solutions to some of the most pressing public health problems, including preventing and controlling cancer; bending the obesity curve; ensuring access to safe, clean water; improving global health and reducing health inequities across North Carolina and around the world.

Service and practice. Guided by our focus on the public, the Gillings School is rooted in service and practice, an approach which dates back to the School's inception, when North Carolina urgently needed educated public health professionals equipped to reduce premature illness and death. Gillings faculty,

staff and students now serve in public health settings across the state, nation and world. Our motto, *From the Well to the World*, celebrates our commitment to a widening sphere of impact through research, education, practice and service.

The future. Our self-study process and metrics adhere to the 2011 CEPH criteria but look forward as well. Our leadership team has actively participated in the national dialogue to frame the future of public health, including by preparing the next generation of public health leaders. In 2010, as part of our efforts to anticipate future needs for the Gillings School, we launched SPH2020, an interactive planning process grounded in a fundamental inquiry: What kind of School do we want to be in 2020? Feedback from faculty, staff and students established ambitious plans for improvements in teaching and learning and diversity and inclusion, for the creation of a truly global school and for revenue generation. We have since put many of those plans into action. In 2015, in anticipation of new CEPH competencies for the MPH, we began the process of redesigning and integrating our core courses through the Gillings MPH Core initiative. This innovative new curriculum is on track to launch in fall 2018. Building on Chancellor Folt's strategic framework for the University, we have reexamined and evolved our focus areas in research as well. For example, leveraging our strength in delivering proven solutions faster will enable us to address some of the world's greatest public health threats and problems with evidence-based solutions locally and globally.

At the Gillings School, we are proud of the many contributions our faculty, staff, students and alumni have made toward anticipating and responding to the next set of public health challenges in our rapidly changing world. This self-study has allowed us to reflect deeply on our mission and to contemplate how that mission links to our teaching, training, practice, service and research plans. The self-study process, as a fully engaged, data-driven dialogue among students, faculty, alumni, employers and other community partners, has produced approaches and solutions that will improve Gillings now and long into the future. We look forward to the ongoing exchange of information and ideas that will enhance our continuous quality improvement process.

Criterion 1

The Gillings School of Global Public Health

1.1 Mission

CEPH Criterion

The School shall have a clearly formulated and publicly stated mission with supporting goals and objectives.

1.1.a Mission Statement

Required Documentation: A clear and concise mission statement for the School as a whole.

The Gillings School's [mission](#) [ERF] is to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. We bring about sustainable, positive changes in health by providing an outstanding program of 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.

1.1.b Values

Required Documentation: A statement of values that guides the School.

The Gillings School's fundamental values were adopted at the same time as its new mission statement. These values inform and support the mission statement, embracing two core aspects of public health: diversity and accountability to communities. The statement of values also explicitly articulates the central role of students and reaffirms the Gillings School's commitment to the highest standards of excellence and integrity.

Our work is guided by strongly held values:

- We are committed to diversity, inclusion and civility in our faculty, staff and student body.
- 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 civility, dignity and respect.
- We are committed to high standards of excellence, professional ethics and personal integrity in all that we do.
- Students are the foundation of the Gillings School. We are committed to 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 for 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 Gillings School, we believe we can make a world of difference, and we live that belief every day.

1.1.c Goals

Required Documentation: One or more goal statements for each major function by which the School intends to attain its mission, including, at a minimum, instruction, research and service.

In pursuit of its mission, the Gillings School established the following goals:

1. **Education** Prepare the next generation of leaders to improve the public's health.
2. **Research** Conduct research that will lead to the creation and improvement of programs, policies and practices that will have a positive, sustainable impact on the public's health.
3. **Service** Serve North Carolina and beyond through outreach, engagement, education of citizens and health professionals and application of solutions to health threats and problems.
4. **Faculty/Staff** Recruit and retain high-quality faculty who contribute to improving the public's health and staff who support the Gillings School's mission.

1.1.d Objectives

Required Documentation: A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c. In some cases, qualitative indicators may be used as appropriate.

Objectives related to each of the Gillings School's four goals are described below. Measurable outcomes, targets and performance data are in Table 1.1.d; they also are provided as individual Tables 1.1.d in the Electronic Resource File ([ERF](#)).

Education: *Prepare the next generation of leaders to improve the public's health.*

- Objective 1 Recruit a diverse and promising student body.
- Objective 2 Provide world-class, innovative education grounded in the School's mission.
- Objective 3 Sustain a supportive, active learning environment.
- Objective 4 Graduate a diverse and accomplished student body.

Research: *Conduct research that will lead to the creation and improvement of programs, policies and practices that will have a positive, sustainable impact on the public's health.*

- Objective 1 Maintain strong research productivity among faculty.
- Objective 2 Provide research training and experiences for student scholars.
- Objective 3 Engage in collaborative research that contributes to public health improvements in North Carolina and worldwide.
- Objective 4 Accelerate the translation and adoption of research into policy and practice.

Service: *Serve North Carolina and beyond through outreach, engagement, education of citizens and health professionals and application of solutions to health threats and problems.*

- Objective 1 Maintain or increase faculty engagement in public health practice.
- Objective 2 Maintain or increase faculty participation in engaged scholarship.
- Objective 3 Maintain or increase faculty service.
- Objective 4 Maintain or increase engagement of practice communities in the academic and research missions of the Gillings School.
- Objective 5 Maintain or increase student engagement in service to communities.

Faculty/Staff: *Recruit and retain high-quality faculty who contribute to improving the public's health and staff who support the Gillings School's mission.*

- Objective 1 Attract and recruit a diverse and accomplished faculty.
- Objective 2 Foster and retain a diverse and accomplished faculty.
- Objective 3 Recruit and retain a diverse and accomplished staff.
- Objective 4 Foster a supportive environment conducive to sustained impact within a collaborative and interdisciplinary context.

1.1.d Education Metrics							
Education Goal: Prepare the next generation of leaders to improve the public's health.							
Outcome Measure		Data Source	Year 1	Year 2	Year 3	3-Year Target	6-Year Target
Objective 1: Recruit a diverse and promising student body.							
Metric 1.1	Percentage of under-represented minority (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander) student's applications, acceptances and new enrollments. ¹	Apply Yourself	Hispanic-App. 4.5 Acc. 5.8 New 5.9	Hispanic-App. 5.2 Acc. 5.8 New 6.6	Hispanic-App. 5.6 Acc. 6.0 New 6.7	8 (all)	10 (all)
			African American-App. 9.4 Acc. 7.0, New 8.2	African American-App. 9.1 Acc. 8.0, New 7.8	African American-App. 9.4 Acc. 7.8 New 8.7	9 (all)	12 (all)
			American Indian/Alaskan Native-App. 0.1 Acc. 0.2 New 0.2	American Indian/Alaskan Native-App. 0.1 Acc. 0.0 New 0.2	American Indian/Alaskan Native-App. 0.1 Acc. 0.1 New 0.0	0.5 (all)	0.5 (all)
			Native Hawaiian/Other Pacific Islander-App. 0.1 Acc. 0.0 New 0.0	Native Hawaiian/Other Pacific Islander-App. 0.1 Acc. 0.1 New 0.2	Native Hawaiian/Other Pacific Islander-App. 0.1, Acc. 0.0, New 0.0	0.1 (all)	0.1 (all)
Metric 1.2	Average verbal and quantitative percentiles of GRE scores for accepted students, and average GRE writing scores. ¹	Apply Yourself	Verbal-App. 67.4 Acc. 78.6 New 76.0	Verbal-App. 67.6 Acc. 77.4 New 74.8	Verbal-App. 67.6 Acc. 78.1 New 75.8	Verbal-App. 68 Acc. 79 New 76	Verbal-App. 69 Acc. 80 New 77
			Quant-App. 67.4 Acc.70.0 New 66.7	Quant-App. 67.3 Acc. 68.9 New 64.8	Quant-App. 65.5 Acc. 68.3 New 63.0	Quant-App. 68 Acc. 70 New 65	Quant-App. 69 Acc. 71 New 66
			Writing-App. 54.9 Acc. 66.3 New 64.5	Writing-App. 55.3 Acc. 66.7 New 62.6	Writing-App. 56.6 Acc. 68.5 New 65.5	Writing-App. 57 Acc. 68 New 65	Writing-App. 58 Acc. 69 New 66
Metric 1.3	Average application GPA. ¹	Apply Yourself	3.47	3.47	3.51	3.53	3.55
Metric 1.4	Percentage of current under-represented minority (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander) students. ¹	Connect Carolina	Hispanic-6.4	Hispanic-6.6	Hispanic-7.6	8 (all)	10 (all)
			African American-9.3	African American-9.1	African American-8.4	9 (all)	12 (all)
			American Indian/Alaskan Native-0.3	American Indian/Alaskan Native-0.3	American Indian/Alaskan Native-0.1	0.4 (all)	0.5 (all)
			Native Hawaiian/Other Pacific Islander-0.5	Native Hawaiian/Other Pacific Islander-0.2	Native Hawaiian/Other Pacific Islander-0.0	0.2 (all)	0.3 (all)
Objective 2: Provide world-class, innovative education grounded in the School's mission.							
Metric 2.1	Percentage of students responding "Strongly agree" or "Agree" to questions about evaluation of course objectives on student course evaluations. ²	Course Evaluations	85	84	81	> 87	> 87
Metric 2.2	Percentage of students who responded "Strongly agree" or "Agree" to the question about assessment of teaching performance from student course evaluations. ²	Course Evaluations	85	86	84	> 86	> 86
Metric 2.3	Percentage of students who responded "Strongly agree" or "Agree" to questions about assessment of the use of innovative technologies in the class room on student course evaluations. ²	Course Evaluations	65	66	66	> 65	> 65

1.1.d Education Metrics (cont'd)							
Metric 2.4	Percentage of students responding "Strongly agree" or "Agree" to the question "I believe I would be able to apply information/skills learned in this course ". ²	Course Evaluations	88	88	86	> 88	> 88
Metric 2.5	Number of courses reported with a practice component or involvement of practitioners. ³	Curvita	61	96	64	> 65	> 65
Objective 3: Sustain a supportive, active learning environment.							
Metric 3.1	Percentage of students responding "Strongly agree" or "Agree" to the question "The instructor established a respectful and welcoming classroom environment for all students, where I felt comfortable <i>expressing my opinions</i> ". ²	Course Evaluations	90	91	91	> 90	> 90
Metric 3.2	Percentage of students who report satisfaction with their <u>graduate academic advisor</u> . ⁴	Grad School Exit Survey	N/A	79	79	> 75	> 78
Metric 3.3	Percentage of students who report satisfaction with their graduate program's quality of mentorship and guidance. ⁴	Grad School Exit Survey	N/A	79	80	>75	> 78
Metric 3.4	Student to faculty ratio ¹	Connect Carolina	All 7.3 Doctoral 2.7 Master 3.7 Bach 1.0	All 6.9 Doctoral 2.6 Master 3.3 Bach 0.9	All 6.1 Doctoral 2.9 Master 3.6 Bach 0.9	All 6.0 Doctoral 2.7 Master 3.5 Bach 1.0	All 6.0 Doctoral 2.7 Master 3.5 Bach 1.0
Objective 4: Graduate a diverse and accomplished student body.							
Metric 4.1	Percentage of Master's or Bachelor's degree students graduating within maximum time to graduation (5 and 2 years respectively), and Doctoral degree students graduating within 8 years. ^{1,5}	Connect Carolina	BSPH 93 MPH 89 MS 71 MSPH 76 MHA 89 MSCR 78 MSEE 100 PhD 74 DrPH 75	BSPH 88 MPH 84 MS 70 MSPH 74 MHA 91 MSCR 86 MSEE 100 PhD 76 DrPH 69	BSPH 90 MPH 91 MS 81 MSPH 86 MHA 97 MSCR 89 MSEE 100 PhD 79 DrPH 74	Bachelors >70 Masters >70 Doctoral >60	Bachelors >70 Masters >70 Doctoral >60
Metric 4.2	Percentage of graduates who obtain positions broadly related to public health or continue their education within 12 months of graduation. ¹	First Destination Survey and Online Search	BSPH 94 MHA 95 MPH 90 MS 91 MSCR 100 MSEE 100 MSPH 95 PhD 99 DrPH 100	BSPH 99 MHA 99 MPH 94 MS 92 MSCR 100 MSEE 100 MSPH 97 PhD 99 DrPH 100	BSPH 95 MHA 99 MPH 93 MS 96 MSCR 100 MSEE 89 MSPH 95 PhD 99 DrPH 95	> 92	> 95
Metric 4.3	Percentage of graduates who authored at least one scholarly work in the academic year (e.g. peer reviewed articles, books, book chapters, conference proceedings). ⁴	Grad School Exit Survey	N/A	33	34	> 30	> 30
Metric 4.4	Graduation rate of under-represented minority (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander) graduates. ¹	Connect Carolina	80	73	90	90	90
Metric 4.5	Percentage of faculty reporting publications on which there is a student co-author. ³	Curvita	52	44	45	47	49

¹ Fall census data for 2014, 2015, and 2016.

² Fall 2014, 2015, and 2016.

³ Fiscal year 2014, 2015, and 2016.

⁴ Data represent a rolling five-year, aggregated window (2010-2015, 2011-2016).

⁵ 2016 First Destination Survey data as of Feb. 1, 2017.

1.1.d Faculty and Staff Metrics							
Quality Faculty and Staff Goal: Recruit and retain high quality faculty who contribute to improving the public's health and staff who support the school's mission.							
Outcome Measure		Data Source	Year 1	Year 2	Year 3	3-Year Target	6-Year Target
Objective 1: Attract and recruit a diverse and accomplished faculty.							
Metric 1.1	Percentage of underrepresented minority candidates in faculty applicant pools. ²	UNC HR	16	15	15	16	18
Metric 1.2	Percentage of underrepresented minority candidates from applicant pool invited to interview. ²	UNC HR	4	2	4	5	6
Metric 1.3	Percentage of underrepresented minorities in new faculty hires. ²	UNC HR	23	3	11	9	11
Objective 2: Foster and retain a diverse and accomplished faculty.							
Metric 2.1	Percentage of underrepresented minorities in current faculty. ¹	Connect Carolina	10	10	11	11	12
Metric 2.2	Percentage of underrepresented minorities in current faculty leadership positions. ¹	Connect Carolina	N/A	6	7	10	12
Metric 2.3	Percentage of women in current faculty leadership positions. ¹	Connect Carolina	N/A	6	7	8	10
Metric 2.4	Percentage of faculty with breadth of public health-related experience as measured by participation in each of the ten categories of the Gebbie framework. ²	Faculty data collection	100	100	100	100	100
Metric 2.5	Percentage of underrepresented minority faculty who depart for reasons other than retirement, health, or death. ¹	UNC HR	0	29	17	15	14
Objective 3: Recruit and retain a diverse and accomplished staff.							
Metric 3.1	Percentage of women in current staff leadership positions. ¹	Connect Carolina	32	36	40	37	39
Metric 3.2	Percentage of underrepresented minorities in current staff leadership positions. ¹	Connect Carolina	24	15	15	17	19
Metric 3.3	Percentage of underrepresented minority staff who depart for reasons other than retirement, health, or death. ¹	UNC HR	15	9	7	6	5
Objective 4: Foster a supportive environment conducive to sustained impact within a collaborative and interdisciplinary context.							
Metric 4.1	Percentage of tenured associate professors and full professors who report mentoring junior faculty. ³	Curvita	31	17	11	25	40
Metric 4.2	Percentage of faculty who begin as tenure-track and attained tenure within the expected university timetable (7 years). ²	SPH HR	100	100	100	100	100
Metric 4.3	Percentage of assistant professors reviewed/evaluated within the expected university timetable. ²	SPH HR	100	100	75	100	100
Metric 4.4	Percentage of tenured associate and full professors who receive post-tenure review within the expected university timetable. ²	SPH HR	0	25	46	100	100
Metric 4.5	Number of primary, tenure and tenure-track faculty in Gillings who have secondary appointments outside of the school. ²	UNC HR	N/A	N/A	15	30	35
Metric 4.6	Number of primary, tenure and tenure-track faculty external to Gillings who have secondary appointments in the school. ²	UNC HR	N/A	N/A	90	100	110

****Due to the University's transition to the new Connect Carolina data and reporting system in FY15, a complete census file was not captured. Data for that semester is incomplete at this time, though we are working on a solution to backfill that information moving forward.**

¹ Fall census data for 2014, 2015, and 2016.

² Calendar year 2014, 2015, and 2016.

³ Fiscal year 2014, 2015, and 2016.

1.1.d Research Metrics							
Research Goal: Conduct research that will lead to the creation and improvement of programs, policies, and practices that will have a positive, sustainable impact on the public's health.							
Outcome Measure		Data Source	Year 1	Year 2	Year 3	3-Year Target	6-Year Target
Objective 1: Maintain strong research productivity among faculty members.							
Metric 1.1	Total dollar amount of grants and contracts awarded to PIs whose primary appointment is in the School (Gillings PIs). ¹	RAMSeS	\$145 million	\$162.5 million	\$183.7 million	\$184 million	Highest total from prior 3 Years
Metric 1.2	Total dollar amount of grants and contracts awarded to UNC-CH on which there is an investigator (PI, Co-PI, or Co-I) whose primary appointment is in the SPH. ^{1,4}	RAMSeS	\$245 million	\$255 million	\$289 million	\$289 million	Highest total from prior 3 Years
Metric 1.3	Total dollar amount of grants and contracts awarded to Gillings PIs from all sponsor types except the federal government. ¹	RAMSeS	\$29 million	\$30.4 million	\$46.7 million	\$47 million	Highest total from prior 3 Years
Metric 1.4	Number of sponsored project proposals (excluding non-competing renewals and recurring contracts) submitted by Gillings PIs. ¹	RAMSeS	596	574	600	590	Mean of prior 3 Years
Metric 1.5	Number of sponsored project proposals funded to Gillings PIs. ¹	RAMSeS	458	399	404	420	Mean of prior 3 Years
Metric 1.6	Percentage of School tenure-track and fixed-term assistant, associate and full professors who are PIs on awarded grants and/or contracts [stratified by rank (assistant/associate/full) and appointment type (tenure-track/fixed term)] ¹	RAMSeS	Asst. TT 61 Asst. FT 31 Assoc. TT 73 Assoc. FT 63 Full TT 80 Full FT 74	Asst. TT 58 Asst. FT 32 Assoc. TT 73 Assoc. FT 50 Full TT 83 Full FT 60	Asst. TT 43 Asst. FT 21 Assoc. TT 74 Assoc. FT 50 Full TT 86 Full FT 48	Asst. TT 54 Asst. FT 28 Assoc. TT 73 Assoc. FT 54 Full TT 83 Full FT 61	Mean of prior 3 Years
Metric 1.7	Mean number of publications by SPH assistant, associate and full professors (stratified by these three ranks). ²	Curvita	Asst. Prof 7 Assoc. Prof 10 Full Prof 12	Asst. Prof 7 Assoc. Prof 9 Full Prof 12	Asst. Prof 5 Assoc. Prof 9 Full Prof 10	Asst. Prof 6 Assoc. Prof 9 Full Prof 11	Mean of prior 3 Years
Objective 2: Provide research training and experiences for student scholars.							
Metric 2.1	Number of training grants actively supporting eligible Gillings doctoral students. ¹	RAMSeS	35	33	33	33	Mean of prior 3 Years
Metric 2.2	Number of publications by school faculty on which there is a student co-author. ²	Curvita	305	237	306	283	Mean of prior 3 Years
Objective 3: Engage in collaborative research that contributes to public health improvements in North Carolina and worldwide.							
Metric 3.1	Number of North Carolina counties where Gillings sponsored projects are being conducted or where they advance policy or changes in practices. ¹	RAMSeS	100	100	100	100	100
Metric 3.2	Number of countries where Gillings sponsored projects are being conducted or where they advance policy or changes in practices. ¹	RAMSeS	65	60	82	69	Mean of prior 3 Years
Metric 3.3	Number of collaborations with research groups external to Gillings. ²	ReachNC/ Pure	1,223	1,175	1,287	1,228	Mean of prior 3 Years
Objective 4: Accelerate the translation and adoption of research into policy and practice.							
Metric 4.1	Total number of unique publications. ²	Curvita	1,397	1,384	1,284	1,355	Mean of prior 3 Years
Metric 4.2	Number of scholarly research or training activities that led to an organization or evidence registry adopting their intervention, practice, product, protocol or evidence-based program. ¹	Curvita	12	14	43	43	Highest total from prior 3 Years
Metric 4.3	Number of scholarly research or training activities that affected federal, state or local policy, development of regulatory guidelines or legislative activity. ¹	Curvita	12	20	25	25	Highest total from prior 3 Years
Metric 4.4	Number of peer-reviewed publications about implementation science. ¹	Curvita	149	148	140	149	Highest total from prior 3 Years
Metric 4.5	Number of Innovation & Entrepreneurship activities. ^{1,3}	RAMSeS, RIS Office, BLUE	0 GILs 0 SBIR/STTR 7 IP Types 7	4 GILs 1 SBIR/STTR 7 IP Types 12	4GILs 1 SBIR/STTR 7 IP Types 12	12	Highest total from prior 3 Years

¹ Fiscal year 2014, 2015, and 2016.

² Calendar year 2014, 2015, and 2016.

³ GILs = Gillings Innovation Labs, SBIR = Small Business Innovation Research, STTR = Small Business Technology Transfer, IP = Internet Property.

1.1.d Service Metrics							
Service Goal: Serve North Carolina and beyond through outreach, engagement, education of citizens and health professionals, and application of solutions to health threats and problems.							
Outcome Measure		Data Source	Year 1	Year 2	Year 3	3-Year Target	6-Year Target
Objective 1: Maintain or increase faculty engagement in public health practice.							
Metric 1.1	Number of engaged activities reported by faculty ¹	Curvita	112	116	140	150	180
Metric 1.2	Percentage of faculty reporting engaged activities ¹	Curvita	31	30	28	35	40
Objective 2: Maintain or increase faculty participation in engaged scholarship.							
Metric 2.1	Number of engaged scholarship activities ¹	Curvita	81	94	82	90	100
Metric 2.2	Percentage of faculty reporting participation in engaged scholarship ¹	Curvita	22	20	17	25	30
Objective 3: Maintain or increase faculty professional service.							
Metric 3.1	Number of professional service activities reported by faculty ¹	Curvita	263	236	398	375	385
Metric 3.2	Percentage of faculty reporting professional service activities ¹	Curvita	57	44	52	60	63
Objective 4: Maintain or increase engagement of practice community in the academic and research missions of the School.							
Metric 4.1	Number of courses including identified practice component or involvement of practitioners ¹	Curvita	61	96	64	> 65	> 65
Metric 4.2	Number of community-based research activities ¹	RAMSeS	234	211	255	250	260
Objective 5: Maintain or increase student engagement in service to communities.							
Metric 5.1	Number of students engaged in service ³	Carolina Center for Public Service; Student Survey	50	48	117	125	135
Metric 5.2	Total student engagement service hours ³	Carolina Center for Public Service; Student Survey	6,082	5,774	16,427	17,500	18,500
Metric 5.3	Percentage of practicum placements in the surrounding community ²	Practicum Database	57	50	54	50	50
Metric 5.4	Number of times students participated in coordinated service and practice community projects ²	Multiple Sources	350	685	826	1,000	1,500

¹ Fiscal year 2014, 2015, and 2016.² Calendar year 2014, 2015, and 2016.³ Academic year 2013-14, 2014-15, and 2015-16. Student survey conducted for the first time in 2015-16.

1.1.e Development of Mission, Values, Goals and Objectives

Required Documentation: Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.

How current mission was developed and refined. In 2007, we began a major review of the Gillings School's mission and values. The 16-month process included extensive surveys of faculty, students, staff and alumni, as well as consultation with key advisory groups, including the [Advisory Council](#) [ERF], [Alumni Association Governing Board](#) [ERF], [External Advisory Committee](#) [ERF] and [Gillings School's Public Health Foundation Board](#) [ERF]. Multiple iterations of the mission and values statements provided an opportunity for hundreds of individuals to participate and develop ownership of the final products. With this comprehensive input from multiple constituents, the [Dean's Council](#) [ERF], the Gillings School's leadership decision-making body, reviewed multiple drafts of the statements, made recommendations for changes and voted approval on the final drafts, resulting in new mission and values statements. We built goals and objectives upon the foundation laid by the mission and values statements. We review the mission and values statements every few years to determine whether wording changes are needed or whether something more substantial is required. In anticipating the 2017 reaccreditation process, in 2015, we undertook a more in-depth assessment with the Dean's Council, culminating in discussion at an all-day retreat. We then presented proposed wording changes, first at a Dean's Council, and then at a Gillings faculty/staff meeting. The process resulted in changing language from disparities to inequities, reflecting evolving wording adopted by APHA. Our mission is a durable statement, but we are committed to re-examine mission and values as part of each reaccreditation cycle and at least one additional time within each cycle.

The mission statement and corresponding values reflect our public university status and commitment to reducing health inequities locally and globally. The values are congruent with a worldwide shift toward finding sustainable solutions for a wide range of health-related problems and with our collective determination to identify and disseminate public health solutions that make a difference. They also are an acknowledgement of the fact that the impact of public health practices is experienced by individuals as well as by larger social units. (See [Mission Statement](#) [ERF].)

1.1.f Maintaining a Living Mission Statement

Required Documentation: Description of how the mission, values, goals and objectives are made available to the School's constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.

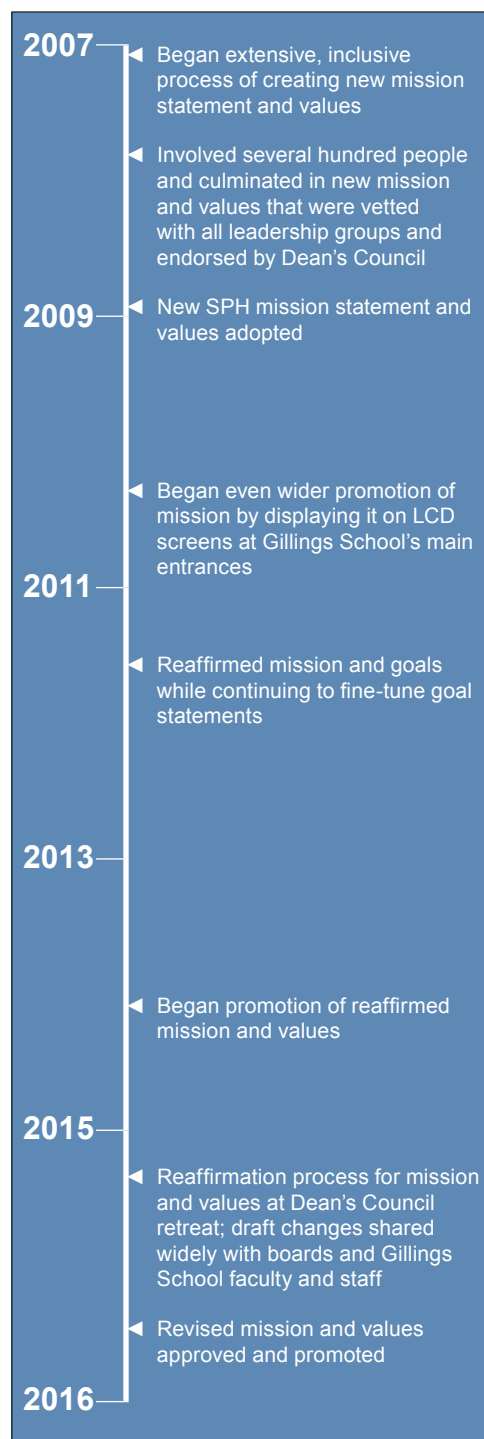
How we share and promote mission, values, goals and objectives. The Gillings School uses a variety of means to share our mission and other key statements. We have adapted our strategies to meet the changing ways people seek and absorb information. The School's [mission and values](#) [ERF] are displayed prominently on our website under the *Discover Gillings* menu. We include mission and values in a range of print documents, from our *Carolina Public Health* magazine to our commencement brochure. We use on-site LCD screens to share important information at the Gillings School, and the mission and values are frequently paired with specific examples of ways faculty, students and staff are achieving the mission and displaying core values. We begin student orientation each year by stating our mission and values and reinforcing their importance. We also share this information at student open houses and at Experience Gillings, our event for admitted students. At Dean's Council meetings, faculty and staff meetings/orientations and at meetings of our external boards, we regularly communicate progress toward goals and future plans, reinforcing the mission and values as the guide for our actions. Whenever we have made changes to our mission and/or values, we have shared them with our major constituencies

before adopting them. The dean and others refer frequently to the Gillings School's mission when discussing current activities in order to put what we do in the context of our mission.

Refreshing our mission and values. As described in Criterion 1.1.e, Development of Mission, Values, Goals and Objectives, the Dean's Council, the Gillings School's major decision-making body for issues other than appointments, promotion and tenure review, is responsible for mission, values, goals and objectives. As discussed in Criterion 1.2, this includes developing, periodically reviewing, updating and assessing the progress of the mission, values, goals and objectives. Figure 1.1.f.1 shows the key steps taken with regard to mission and values since 2007. We review progress toward one or more goals and corresponding objectives at each Dean's Council meeting (see Criterion 1.2.a, Evaluation Procedures and Planning Processes), keeping efforts connected to our overall mission, values and goals. We get regular feedback on efforts and plans from external stakeholder groups and through faculty and staff meetings. In addition, we have identified points at which we systematically review the mission, values, goals and objectives and get feedback from broader audiences to inform Dean's Council discussions. We assessed and did a reaffirmation of mission and values in 2011, prior to beginning an intensive strategic planning process we refer to as SPH2020. The last assessment and reaffirmation of our mission, values, goals and objectives was done in 2015, as Figure 1.1.f.1 shows, in anticipation of our self-study process. At a 2015 Dean's Council retreat, we agreed to change the term "health disparities" to "health inequities." In doing this, we not only sought consistency with the APHA, but also wanted to reflect the larger societal context in which public health operates. We later promoted this change widely to our various constituencies, who responded very positively. In 2015-2016, we used the self-study process to complete comprehensive reviews of our goals and objectives.

We promote our mission on our website and through communications with all of our stakeholder groups; through our website, communications about events open to the general public, such as our annual Foard Lecture; through collateral print materials, such as commencement brochure and *Carolina Public Health* magazine, which reaches a wide audience.

Figure 1.1.f.1
Gillings School Mission



1.1.g Assessment of Mission

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The mission, values, goals and objectives have been developed, reviewed and updated regularly through a broad participatory process that includes Gillings School leadership, faculty, students, staff and external stakeholders.
- We regularly communicate our mission and values, recently expanding the number of communication channels we use, and consider ways of refining and improving goals and objectives as a standard part of Dean's Council meetings.
- We connect mission, values, goals and objectives to annual reviews, position searches, curriculum planning and both internal/external reviews of the Gillings School and its departments.
- Our metrics for the Gillings School are aligned with the mission, values and goals of the Gillings School so that data inform our planning and decision-making processes.

Weaknesses

- None

Plans

- Continue working with the Dean's Council to examine and regularly assess our mission, values, goals and objectives.
- Continue to refine goals and objectives as part of the process of measuring progress toward achieving identified metrics.
- Share recommended changes with broader constituencies (e.g., staff, faculty, students, advisory groups, alumni, employers and community partners) as a means of continuing the dialogue with our key stakeholders and as a way to refine our goals, mission and values.

This Criterion is met.

1.2 Evaluation

CEPH Criterion

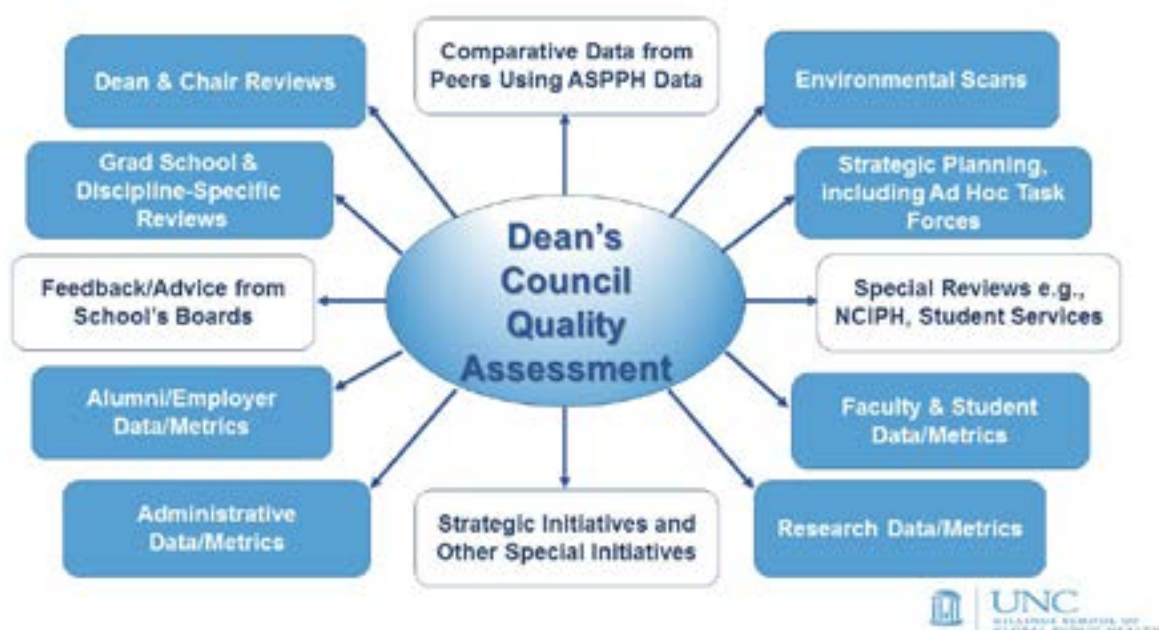
The School shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the School's effectiveness in serving its various constituencies and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the School must conduct an analytical self-study that analyzes performance against the accreditation criteria defined in this document.

1.2.a Evaluation Procedures and Planning Processes

Required Documentation: Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across objectives, they need be described only once. If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.

At the Gillings School, we use multiple, integrated methods to conduct planning and evaluation and to assess achievement of mission, goals, objectives and outcomes as defined in Criterion 1.1.d. We focus first on systems within the Gillings School to monitor progress toward objectives (as noted in Figure 1.2.a.1, Gillings School Decision-Making Resources, below). We then integrate those data with institutional monitoring and evaluation systems. We have operationalized our evaluative approach to include (a) comprehensively collecting, sharing and vetting relevant data at regular intervals with senior leadership and (b) acting on our analyses of the data. We also share the data with our many constituencies through structured presentations and offer opportunities for feedback. At each faculty/staff meeting during the academic year, we provide data related to one or more objectives and discuss relevant issues regarding the data. We return regularly to data regarding diversity and enrollment. Dean Barbara K. Rimer, DrPH, MPH, presents diversity data at nearly every meeting of our Public Health Foundation Board and SPH Advisory Committee and provides selected data at other times to tie our data to issues of concern.

Figure 1.2.a.1 Gillings School Decision-Making Resources



We maintain a culture of assessment that extends from leadership throughout operations and influences monitoring and decision making at all levels. We have formally identified and refined our leadership groups, most recently described in the Leadership Committee's report [ERF] prepared for the 2015 Dean's Council retreat. The Dean's Council sits at the center of our decision-making systems, and we use bi-monthly (generally) meetings as a place to systematically complete quality assessment, reviewing data related to objectives and discussing actions to ensure appropriate progress. We developed a metrics review calendar [ERF] that our data reporting and analysis team, led by Molly O'Keefe, MS, assistant dean for strategic analysis and business intelligence, uses to prepare reports for discussion at each meeting. Examples of presentations appear in the [ERF]. At times, emerging issues require that the analysis team focuses, and reports on, just-in-time problems, in which case the more regular review schedule is revised. The assistant dean for strategic analysis and business intelligence manages the team and is accountable for the processes and quality control of data and reporting. Additionally, the Gillings School's director for research maintains, and is accountable for, processes and quality control of data and reporting for Gillings School research efforts (reported in Criterion 3.1); this individual collaborates closely with staff in Strategic Analysis and Business Intelligence. The assistant dean for strategic analysis and business intelligence also is the key presenter of data (although the dean and associate dean for academic and student affairs also present data to other audiences, e.g. Advisory Council) and obtains feedback from key decision making bodies, e.g. Dean's Council.

A combination of Gillings School and institutional data sources provide critical information needed for measuring objectives, as outlined in Table 1.2.a.1, Data Sources. The Gillings School's Strategic Analysis and Business Intelligence team is responsible for coordinating data collection and ensuring that appropriate parties have access to data and reports when needed.

Table 1.2.a.1 Data Sources		
Data Source	Description	Related Objectives
Admitted Student Survey	Captures data on admissions processes and reasons for choosing to enroll	Education Goal: Objective 1
BLUE	University system for reporting inventions and other types of intellectual property	Research Goal: Objectives 3, 4
Carolina Center for Public Service	Student survey capturing data on undergraduate service	Service Goal: Objective 5
ConnectCarolina	Enterprise Resource Planning system for the University, providing reports on enrollment, grades, and demographics	Education Goal: Objectives 1, 3, 4
Curvita¹	Comprehensive system for tracking faculty activity	Education Goal: Objectives 2, 4 Research Goal: Objectives 1, 2, 4 Service Goal: Objectives 1, 2, 3, 4 Faculty/Staff Goal: Objective 4
Class Climate	University system for course evaluations, which includes questions identified by University, Gillings School, and departments/program	Education Goal: Objectives 2, 3
Graduate School Exit Survey	University-administered survey of all graduating graduate students	Education Goal: Objectives 3, 4
Practicum Database¹	Captures data on all MPH practica, including practicum site, service catchment, products and outcomes	Service Goal: Objective 5
RAMSES	University system for managing sponsored research	Research Goal: Objectives 1, 2, 3, 4

Table 1.2.a.1 Data Sources (cont'd)		
Data Source	Description	Related Objectives
REACH NC	University-supported web portal that captures data on faculty publications, grants, collaboration networks, scientific taxonomies, and dissemination, provides graphical information to illustrate collaboration	Research Goal: Objective 3
Slate/SOPHAS	Complete demographic and application information for all applicants	Education Goal: Objectives 1
SPH Data Warehouse¹	Collection of data tables and views for internal and external reporting, including but not limited to faculty salaries, national trends, application trends, teaching activity, service activity, diversity trends, and revenue and expenditures	Education Goal: Objectives 1, 2, 3, 4 Research Goal: Objectives 1, 3, 4 Service Goal: Objectives 1, 2, 3, 4 Faculty/Staff Goal: Objectives 2, 3, 4

¹In addition to pulling from existing data sources provided through the University, we provide and/or support several of our own sources within the Gillings School.

The University also has a number of monitoring and evaluation processes, which we integrate into our data and analysis. We work with the [University Office of Institutional Research and Assessment](#) (OIRA) [ERF] for the majority of University data-gathering efforts, particularly those related to the University's accreditation process with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Our Strategic Analysis and Business Intelligence team works closely with OIRA to ensure accuracy of data and to support each other's analysis efforts.

Much like the annual review process for individuals and the five-year review cycle for senior administrative leaders (e.g., deans and chairs), our academic departments and research centers and institutes undergo program reviews every five to seven years by the Office of the Executive Vice Chancellor and Provost and the Graduate School. Centers and institutes are reviewed once every five years using the same criteria as are used for departments; center and institute reviews are usually led by department chairs. These reviews include a self-study, external reviewers and post-review follow-up. This University review process provides another mechanism for measuring an entire program against all of the relevant Gillings School goals and objectives.

The Dean's Council provides a mechanism for Gillings School leaders to incorporate data into strategic planning and decision making. We strongly encourage and provide tools so that leaders can use data to inform decision making and guide actions. Table 1.2.a.2, Individual/Office Responsibilities, illustrates how responsible units use data to guide ongoing operations, which feeds into outputs and outcomes that are reviewed by the Dean's Council and considered in relation to our overall Gillings School metrics identified in Criterion 1.1.d.

Table 1.2.a.2 Individual/Office Responsibilities		
Responsible Unit	Data Sources	Purposes
Academic and Student Affairs	Admitted Student Survey; Slate /SOPHAS; ConnectCarolina; Class Climate; Graduate School exit survey; Practicum database; SPH Data Warehouse	<ul style="list-style-type: none"> • Improve admissions processes and support. • Improve academic advising. • Improve practicum processes and support. • Improve support for diversity and inclusion initiatives.

Table 1.2.a.2 Individual/Office Responsibilities (cont'd)		
Responsible Unit	Data Sources	Purposes
Associate Dean for Practice and Director, North Carolina Institute for Public Health	Carolina Center for Public Service; Curvita; Practica database; RAMSES; REACH NC; SPH Data Warehouse	<ul style="list-style-type: none"> • Increase integration of practice in faculty and student education and research activities. • Increase breadth of practice opportunities. • Improve support for practice-based efforts.
Dean's Office	All data sources, by department/program and in aggregate	<ul style="list-style-type: none"> • Guide efforts across the Gillings School • Improve Schoolwide decision making.
Department Chairs	All data sources, by department/program	<ul style="list-style-type: none"> • Guide efforts within departments. • Improve departmental decision making.
Gillings Global Gateway®	Curvita; Practicum database; RAMSES; REACH NC; SPH Data Warehouse	<ul style="list-style-type: none"> • Foster and support research in a global context. • Increase facilitation of global experiences for students and faculty. • Coordinate support for international faculty and students.
Human Resources	ConnectCarolina; SPH Data Warehouse	<ul style="list-style-type: none"> • Improve recruitment and support for faculty and staff. • Ensure diversity is emphasized as a value in all recruitment and support efforts.
Research and Innovation Solutions	BLUE; Curvita; RAMSES; REACH NC; SPH Data Warehouse	<ul style="list-style-type: none"> • Facilitate and support effective research activities. • Enable and enhance students' research experiences. • Facilitate translation of research into practice and entrepreneurial opportunities.

1.2.b Using Results to Enhance Quality

Required Documentation: Description of how the results of the evaluation processes described in Criterion 1.2.a are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.

Continuous quality improvement is the main purpose of our evaluation-related data collection. We use data to build and enhance our organizational intelligence so that the Gillings School continues to improve and becomes even stronger. As described in Criterion 1.2.a, Evaluation Procedures and Planning Processes, while the Gillings School's Dean's Council is the accountable focal point for monitoring, further analyzing and acting upon institutional data, the Strategic Analysis and Business Intelligence team is responsible for collecting, cleaning, curating and further analyzing data related to our metrics. When we identify needs and opportunities for improvement, we work with individuals and teams (as appropriate) to enact change and/or charge cross-Gillings School committees to further explore, recommend and act. The Dean's Council also serves as a venue for encouraging adoption of recommended practices. Because our evaluation processes are ongoing, changes that are implemented are also evaluated and adjusted alongside existing practices. We give department chairs department-level data and expect them to use those data to track progress, enhance planning efforts and seek ways to strengthen their efforts. Enrollment and diversity data are especially important in this regard.

Our leadership committees provide mechanisms for sharing key information with leaders, and we expect leaders to communicate information, progress and directives to their respective departments and units. Some committees, such as the Coordination Committee, exist, in part, to ensure that we continue to communicate efforts and results across Gillings units. In addition, Schoolwide faculty/staff meetings

enable communication with the larger School community directly. We hold three faculty/staff meetings and two all-staff meetings each year. For special initiatives, we often use additional communication methods, including email, our website, e-newsletters, LCD signs, town hall meetings, letters from the dean and other leaders, open comment periods and more. For example, we held several town meetings, open to the entire Gillings School community, to seek feedback regarding the new Gillings MPH Core. As communication channels have proliferated over the last decade, we have tried, wherever possible, to match channels to users' preferences.

The following two examples illustrate how our evaluation and communication processes have resulted in changes that improve the quality of programs and activities.

1. **Admissions Processes.** In 2011, we undertook a variety of efforts designed to improve diversity and inclusion at the Gillings School. The Diversity and Inclusion Task Force, which included more than 40 people from across the Gillings School and beyond, identified the need for more focused attention on our admissions processes to influence diversity trends. The Dean's Council reviewed task force analyses and recommendations, resulting in creation of the Admissions Practices Committee (AdPC), which then gathered additional data, reviewed existing processes/procedures and developed specific recommendations, including the following:

- Develop and implement a whole-portfolio approach to reviewing graduate applications.
- Develop an ambassadors' program to orient faculty, staff and students involved in student recruitment.
- Redesign the admitted student survey to provide better data to inform recruitment efforts.
- Administer a fund to help cover travel costs and enable diverse, admitted students to visit and participate in recruitment activities, such as Admitted Students Day.
- Redesign the process for identifying recipients for funding awards.

In addition to taking action based on these recommendations, we also hired a new Office of Student Affairs staff member to focus on recruitment of underrepresented minority students. This individual, the coordinator of diversity programs and recruitment, has expanded our pipeline training programs. We encouraged departments to use their student-based tuition funds and other resources to support diverse students who needed financial help to visit the School, together with a fund, provided by the Dean's Office, that supports each department with up to \$2,000 annually to support such efforts. In this manner, the Dean's Council, Diversity and Inclusion Task Force, Admissions Practices Committee and Office of Academic and Student Affairs have all collaborated to improve our admissions processes, which we continue to monitor.

2. **MPH Core.** Prompted by ASPPH [Framing the Future](#) Task Force documents [ERF], the experience of Dean Rimer and others who served on Framing the Future committees, an early visit from Dean Donna Petersen, PhD, University of South Florida, who led the Framing the Future effort, data from student course evaluations, Graduate School program reviews and industry trends, we decided that it was time to completely redesign the MPH core courses to develop an integrated approach that better reflects the interdisciplinary nature of today's public health workforce and, especially, the future workforce. We created a cross-Gillings School planning committee to develop underlying principles and a structure that would accommodate what we refer to as the Gillings MPH Core. Using a draft of the new CEPH MPH competencies mapped onto an integrated structure, we developed prototypes and then discussed and revised them based on feedback from faculty, students, staff and alumni. One prototype was approved by the Dean's Council in February, 2016. In March, 2016, we charged an implementation committee with turning the prototype into a new, integrated MPH Core curriculum. The [MPH Core](#) [ERF] revision process exemplifies how we use a participatory approach and the best data/information to inform decisions and actions that have direct impact on accomplishing our goals and objectives.

1.2.c Outcome Measures

Required Documentation: Data regarding the School's performance on each measurable objective described in Criterion 1.1.d must be provided for each of the last three years. To the extent that these data duplicate those required under other criteria (e.g., 1.6, 1.7, 1.8, 2.7, 3.1, 3.2, 3.3, 4.1 and 4.3), the School should parenthetically identify the criteria where the data also appear.

These data appear in Table 1.1.d on pages 3-7 of this report and also as individual metrics Tables 1.1.d in the [ERF](#).

1.2.d Self-Study Document

Required Documentation: Description of the manner in which the self-study document was developed, including effective opportunities for input by important School constituents, including institutional officers, administrative staff, faculty, students, alumni and representatives of the public health community.

Preparation of our self-study document was built on the foundation of the monitoring and evaluation systems described above as part of our commitment to maintaining a culture of assessment. In fall, 2014, the director of institutional reporting and the associate dean for academic and student affairs developed a proposed plan and timeline for completing the self-study, which was then reviewed and approved by the Dean's Council. An Executive Committee was formed to oversee initial data gathering and draft development for the self-study. The group met monthly from spring, 2015 through June, 2016 and included the dean; senior associate dean; associate deans for academic and student affairs, research and practice and assistant deans for student affairs, strategic analysis and business intelligence and strategic initiatives. Throughout the data-gathering and drafting processes, stakeholder groups were included to inform relevant sections of the document. The Academic Programs Committee met several times in summer, 2015, to gather and review data related to Criterion 2. The Research Council convened special meetings during fall, 2015, and spring, 2016, to review data and writing related to the development of Criterion 3.1. An ad hoc committee was formed by the associate dean for practice in spring, 2016 to work with North Carolina Institute for Public Health staff and practicum coordinators to inform Criteria 3.2 and 3.3. Human Resources provided data throughout fall, 2015 and spring, 2016, which were then reviewed by the Academic Promotion and Tenure Committee in summer, 2015 to inform Criteria 4.1 and 4.2. The Admissions Practices Committee and Office of Students Affairs worked together in the summers of 2015 and 2016 to review data for Criteria 4.3 and 4.4. The Gillings Research Council reviewed criterion 3 sections on research.

To prepare early drafts of the self-study report, the associate dean for academic and student affairs organized a process whereby each Criterion had a "Project Manager" and "Oversight Leader" who was responsible for drafting the initial text responses to each guideline, as well as an assessment of strengths, weaknesses and plans. The Project Managers and Oversight Leaders for each Criterion were directed to confer with specific experts, both internal and external to UNC-Chapel Hill, when forming their initial responses. For example, program directors from each department within the Gillings School were involved in all aspects of the response to curriculum-related aspects covered within Criterion 2, and the associate dean for research got input from the Research Council when drafting the response to Criterion 3.1. In another example, we invited members of the [Practice Advisory Committee](#) [ERF], composed of high-level practitioners from across North Carolina, to review and provide feedback on sections 3.2 (Service) and 3.3 (Workforce Development) of the report as well as significant parts of Criterion 2 (Instructional Programs). Multiple drafts of each Criterion were reviewed by key stakeholders, including students on our Dean's Council, as well as by the assigned Project Manager and Oversight Leader. The Diversity and Inclusion Working Group, which includes faculty, staff, students and an alumni representative, provided feedback on an early draft of Criterion 1.8. Throughout the entire self-study process, the Dean's Council has been integral in monitoring progress and providing feedback. The Dean's Council participated in a day-long CEPH retreat in summer, 2015 to review key findings from the self-study process, the preliminary rating/status for each guideline and initial strengths, weaknesses and plans. The associate dean for academic and student affairs followed these discussions with another round of targeted requests for

feedback and assistance from department chairs and other key stakeholders where gaps were identified. The response to each Criterion was refined according to that feedback. The School also obtained feedback on an early draft of the report from a member of our External Advisory Committee who also is a dean emerita and former CEPH site visitor. Final revisions were made based on the accumulated feedback from all key stakeholders. The final version of the preliminary self-study report underwent an Executive Team review for accuracy, consistency and clarity before it was submitted to CEPH reviewers.

We posted on our website an [announcement](#) [ERF] regarding the upcoming site visit and the opportunity to comment on the Gillings School; we also posted reminders about the public comment period via social media (Facebook; Twitter). These modalities reach faculty, staff, students, alumni, employers, the University community, community members and more. Similarly, we indicated the opportunity to provide feedback when Dean Rimer and others spoke at the annual Health Director's Conference in January, 2017, and the North Carolina Public Health Association communicated this information to its members. We shared portions of the self-study with members of the Practice Advisory Committee and invited them to provide input on all aspects of practice, service, workforce and engaged scholarship, together with ways we could strengthen our work in these areas.

The self-study processes and results have enabled the Gillings School's faculty, staff and students to critically reexamine mission, goals and objectives and to ensure that they are understandable and acceptable to the Gillings School's key constituencies. The process of developing *measurable* goals and objectives has vastly improved our capacity to assess our strengths and weaknesses. We are confident that assessment of our performance against CEPH criteria provides an accurate look at where we are, as well as a secure platform for launching future activities.

1.2.e Assessment of Evaluation

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The Gillings School's approach to evaluation exhibits a culture of assessment that yields data used to create shared knowledge and influence programs, policies and practices at all levels of the organization.
- Gillings School leaders and leadership within departments/units use data to examine performance and to make changes and improvements on the basis of data.
- Chairs and other leaders have accessible views of data and can customize data for their particular needs.
- The Strategic Analysis and Business Intelligence team provides unique resources to help collect reliable data and support the rigorous evaluation of our goals, objectives and key metrics.
- The self-study was undertaken in a highly engaged and participatory manner that maximized use of available (and new) data to inform decision making now and for future planning efforts.

Weaknesses

- None

Plans

- We will continue to refine our metrics, data collection and reporting systems to enhance the use of data for decision making and continuous quality improvements.

This Criterion is met.

1.3 Institutional Environment

CEPH Criterion

The School shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

1.3.a The School's Institutional Home

Required Documentation: A brief description of the institution in which the School is located and the names of accrediting bodies (other than CEPH) to which the institution responds.

[The University of North Carolina \(UNC\)](#) [ERF] is a multi-campus public university dedicated to serving the state of North Carolina and its people through world-class teaching, research and scholarship, outreach and service. The oldest public university in the nation, UNC traces its roots to the state's 1776 constitution, which held that "All useful learning shall be duly encouraged and promoted in one or more Universities." As of the 2015-16 academic year, almost 225,000 students were enrolled on 16 university campuses across the state and at the North Carolina School of Science and Mathematics, the country's first public, residential high school for gifted students (see [UNC InfoCenter](#) [ERF]). The UNC System president, Margaret Spellings, serves as the chief administrative officer for the System. Each institution is headed by a chancellor, who is chosen by the UNC System's Board of Governors on the president's nomination and is responsible to the president. Dr. Carol Folt is the Chancellor of UNC-Chapel Hill. Each institution has a board of trustees, which holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

UNC-Chapel Hill, chartered in 1789, is the flagship campus of the UNC System and the nation's oldest public university. Its [mission](#) [ERF] is "to serve as a center for research, scholarship and creativity and to teach a diverse community of undergraduate, graduate and professional students to become the next generation of leaders." UNC-Chapel Hill has been recognized for its affordability and the quality of its graduate programs in every national survey conducted in the past 30 years. *U.S. News and World Report's* annual survey of American colleges and universities consistently ranks the Chapel Hill campus among the best colleges and among the top research universities in the nation. In December, 2016, *Kiplinger's Personal Finance* magazine ranked UNC-Chapel Hill the [number 1 best value in public higher education](#) [ERF], a position the university has held for the past 15 years.

In fall, 2015, UNC-Chapel Hill enrolled more than 29,000 students from all 100 North Carolina counties, all 50 states and 156 countries. Of these students, approximately 1,550 were enrolled in the Gillings School. UNC-Chapel Hill's almost 3,900 faculty hold (or have held) positions in almost every major national scholarly or professional organization.

UNC-Chapel Hill is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and its accreditation last was reaffirmed [\[ERF\]](#) in December 2006. In June 2015, following the discovery of irregular undergraduate courses offered by the UNC-Chapel Hill Department of African, African American, and Diaspora Studies in the College of Arts and Sciences, SACSCOC continued that accreditation but imposed a one-year probation. That probationary period ended unequivocally on June 16, 2016. UNC-Chapel Hill submitted a self-study in 2017, and we anticipate no issues with reaffirmation.

With regard to the Gillings School, in a letter to the Council on Education for Public Health August 31, 2015, Chancellor Carol Folt attested that our School and its programs had played no role in the issues raised by SACSCOC. Indeed, the Gillings School, with all others on campus, is now the beneficiary of the 70+ reforms and improvements made in recent years to prevent future academic irregularities and to support integrity in all UNC-Chapel Hill areas. Correspondence between Chancellor Folt and CEPH Deputy Director Mollie Mulvanity is in the [ERF](#).

Within the Gillings School, two departments (Health Policy and Management; Nutrition) and one program (Public Health Nursing, part of the Public Health Leadership Program) have specific degree programs that undergo accreditation by separate bodies. In 2015 and 2016, these programs received exemplary reviews (in the top two or three of all programs evaluated), with HPM receiving the Cerner-CAHME award in recognition of this ranking. Department accreditation reports are in the [ERF](#). Our RD program is accredited by ACCEND, and we got the highest possible score last summer when reaccredited.

1.3.b Organization Charts

Required Documentation: One or more organizational charts of the University indicating the School's relationship to the other components of the institution, including reporting lines.

See organizational charts for the [Office of the Chancellor](#) [ERF], [Office of the Executive Vice Chancellor and Provost](#) [ERF] and the [Gillings School of Global Public Health](#) [ERF].

1.3.c School Autonomy and Authority

Required Documentation. Description of the School's level of autonomy and authority regarding the following:

- *Budgetary authority and decisions relating to resource allocation*
- *Lines of accountability, including access to higher-level university officials*
- *Personnel recruitment, selection and advancement, including faculty and staff*
- *Academic standards and policies, including establishment and oversight of curricula*

Budgetary Authority

The budget model used currently by UNC-Chapel Hill has been described as incremental. The Gillings School's budgets are based primarily on allocations from previous years, with potential for increases or decreases based on enrollment and the health of the North Carolina budget. Occasionally, we are given the opportunity to make the case for special needs and to request additional funds. For example, in 2015, we asked for and received recurring funds to implement recommendations that emerge from our organizational development process. At the time of this writing, the University is preparing a new model that has been described as responsibility-centered or incentives-based.

The North Carolina General Assembly determines the budget for state government, typically in the summer, and begins the allocation of funds with the publication of the state budget for the fiscal year that starts each July. The process then proceeds downward from the UNC System's General Administration to the UNC-Chapel Hill Chancellor's Office. From the allocation to UNC-Chapel Hill, the provost allocates funds to deans, who then are responsible for allocating funds within their schools. The process and procedures are discussed in detail in Criterion 1.6.a. Deans are responsible for managing expenditures and revenues across their schools and have full discretion for how funds are allocated and spent in compliance with University policies. As we will discuss, we have developed, with chairs and our finance leader, a transparent model for allocating state budget funds to departments.

Accountability

Each of the UNC System schools and universities is led by a chancellor, who is the principal administrative officer for that school/university and accountable to the school/university's board of trustees, UNC System President Margaret Spellings and the Board of Governors for the UNC System. The chancellor is charged with ensuring that the school/university operates in accordance with [policies and regulations](#) [ERF] defined by the school/university's board of trustees and by the Board of Governors, as well as with those of other governing and accrediting bodies. A number of staff support the chancellor in these duties, including the Equal Opportunity/Americans with Disabilities Act officer, secretary of the school/university, internal auditor, senior counsel of the school/university, and chief investment officer.

In addition, the chancellor has direct relationships with the Faculty Council, General Faculty and the Employee Forum. [Carol Folt](#) [ERF], PhD, was installed as the University's 11th chancellor in October 2013. Chancellor Folt has faculty appointments in UNC-Chapel Hill's Department of Biology, within the College of Arts and Sciences, and in the Gillings School's Department of Environmental Sciences and Engineering.

At UNC-Chapel Hill, deans and directors of the University's 12 academic units (nine schools, the Graduate School, the Friday Center for Continuing Education and the General College) report directly to the University provost who, in turn, reports directly to the chancellor. Gillings School Dean Barbara K. Rimer, DrPH, MPH, has the same autonomy and responsibilities as the deans for all of the other schools at UNC-Chapel Hill. Deans have significant discretionary authority and are expected to manage their budgets and affairs with substantial independence. Dean Rimer works closely with other senior administrative officers of the University, meeting monthly with the provost and other deans in the provost's Deans' Council to discuss policies and strategic directions for the University. There are similar committees and governing bodies that support coordination of, and guidance for, finance and academic leaders.

We have received unequivocal support from the UNC System and University leadership. The chancellor and provost, in particular, have been consistent advocates for the Gillings School. For example, we have benefited over the years from generous discretionary budget allocations to the Gillings School, and we have received nearly every targeted hire we requested. We also have received support for a few very important recruitments of senior faculty and for a number of faculty retentions.

Personnel Recruitment, Selection and Advancement

All hiring is subject to rules defined within the State Human Resources Act (SHRA) and by the UNC System and UNC-Chapel Hill. Search committee membership is consistent with disciplines and the nature of positions to be filled and usually includes faculty, staff, alumni and students. An important goal is to achieve diversity across units and within our faculty and staff ranks. All search committees are expected to include diverse membership, and members are required to take online training that addresses biases implicit in hiring. The Gillings School is independent in terms of constituting search committees for positions within the School, although the Equal Opportunity and Compliance Office reviews search committee composition to ensure diversity. At least two candidates are interviewed for every position, and a broad selection of stakeholders almost always participate in the interview process. Following search committee recommendations, selection approval depends on the level of authority required. Department chairs have authority for hiring faculty and staff within their departments, subject to final approval by the dean for faculty positions. The dean appoints chairs and associate deans, subject to approval from the provost and, in some cases, additional approval, e.g. Board of Trustees for chairs. See Criteria 1.8.a.6 and 1.8.a.7 for a more detailed overview of recruitment and hiring practices for faculty and staff.

- **Staff policies.** Most University staff members are subject to the State Human Resources Act (SHRA). SHRA staff recruitment and advancement matters are governed by state regulations, administered on the University campus by the Office of Human Resources. Some staff in professional and administrative positions are non-faculty but are considered Exempt from the Human Resources Act (EHRA); the University has more control over selection and advancement of EHRA staff.
- **Faculty policies.** Faculty are also considered EHRA. Departments and other Gillings School units establish search committees when filling faculty and top-level administrative positions.

Department chairs are appointed by deans, with approval from the provost and chancellor. Deans are appointed by the Chancellor's Office and report to the provost. All faculty appointments must receive final approval from the UNC-Chapel Hill Board of Trustees.

Academic Standards and Policies

Overall academic standards and policies are set at the UNC system level by the Board of Governors and at the campus level by the University's Board of Trustees and the chancellor. Three documents outline these standards and policies: the [Code of the Board of Governors](#) [ERF], the [Faculty Handbook](#) [ERF] and the [Faculty Code of University Government](#) [ERF]. The Gillings School supplements the UNC System and University standards with its own [Appointments, Promotion and Tenure \(APT\) Manual](#) [ERF], and each department produces an [expectations document](#) [ERF] that defines criteria for promotion at each rank across the different public health disciplines. All proposed new academic programs at the Gillings School must be approved by the Gillings School's Academic Programs Committee after considerable discussion in other venues, including in the Chairs' Committee and Dean's Council.

The University's Graduate School plays an important role in setting admission guidelines for graduate students, establishing academic standards and conducting graduate program reviews. Once departments have reviewed prospective student applications and recommended approval/rejection, the Graduate School sends formal notices of admission to all accepted graduate students (including those within the Gillings School), with the exception of candidates for MBA, DDS, JD and MD degrees. The dean of the Graduate School, along with the [Graduate School's policymaking Administrative Board](#), [ERF] also supervise additions, changes and deletions in graduate curricula, including in the Gillings School and the other graduate schools and colleges. (Carolyn Halpern, PhD, professor and chair, MCH, currently serves on the Graduate School's Administrative Board; her term ends in 2017).

Gillings School faculty participate fully in University-wide committees that play a role in determining academic standards and policies (listed in Criterion 1.5.d). In particular, the [Faculty Council](#) [ERF] makes University-wide educational policies and makes recommendations regarding many proposed University policies and procedures. To conduct its work, the Council forms committees that advise the faculty and administrators on a range of issues related to teaching, research and campus climate.

The Gillings School's faculty and administrative leaders work with peers across campus to create and sustain new programs and curricula. These range from joint certificate programs, such as the certificate in health communications between the Gillings School's Health Behavior (HB) Department and the School of Media and Journalism, to dual degree programs, such as those between the School's Health Policy and Management Department (HPM) and the School of Information and Library Science (see Table 2.1.1). HPM also shares academic programs with the University's School of Law, and with the City and Regional Planning Department (CRP). The Environmental Sciences and Engineering (ESE) and the Health Behavior (HB) departments at the Gillings School also have dual degree programs with CRP. Department leaders manage these efforts. We work across departments, campus schools and beyond in developing new programs, such as the interdisciplinary effort in health informatics that includes the Gillings School's Health Policy and Management, Epidemiology and Biostatistics departments and the Schools of Information and Library Science, Medicine, Nursing, Pharmacy and Dentistry on the Chapel Hill campus. We now have a veterinary MPH concentration in Epidemiology with the North Carolina State University College of Veterinary Medicine. Similar efforts recently were organized to examine academic programs related to the environment across campus in the context of the UNC Institute for the Environment.

1.3.d Distinct School of Public Health Processes

Required Documentation: Identification of any of the above processes that are different for the School of Public Health than for other professional schools, with an explanation.

None of the processes described above are different for the Gillings School than for other professional schools.

1.3.e Collaborative School Participating Institutions

Not applicable.

1.3.f Collaborative School Written Agreement

Not applicable.

1.3.g Assessment of Institutional Environment

Required Documentation: Assessment of the extent to which this criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this criterion.

Strengths

- The Gillings School is situated within a strong, respected university and is on equal footing with the other health affairs schools and academic affairs schools; each dean reports to the provost and chancellor.
- The Gillings School has considerable autonomy to manage our teaching, research and practice activities.
- Our departments and other units have considerable autonomy to manage their business and budgets.

Weaknesses

- None

Plans

- Plans are underway to change the University's budget model to a variant of the responsibility-centered model. We serve on University committees and are actively engaged in discussions about the new budget model and thus are well-prepared to have a strategic response to any new model that is proposed.

This Criterion is met.

1.4 Organization and Administration

CEPH Criterion

The School shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the School's public health mission. The organizational structure shall effectively support the work of the School's constituents.

1.4.a Organizational Relationships

Required Documentation: One or more organizational charts showing the administrative organization of the School, indicating relationships among its component offices, departments, divisions or other administrative units.

As Figure 1.4.a.1 shows, the Gillings School is organized [ERF] into (a) departments and programs, (b) academic, research, programmatic and practice support units and (c) administrative units. We are advised by several external advisory committees. We foster collaboration and communication through several committee structures, described later in this section, and through governance.

Figure 1.4.a.1 Gillings School of Global Public Health Organizational Chart



1.4.b Roles and Responsibilities

Required Documentation: Description of the roles and responsibilities of major units in the organizational chart.

Our organizational structure is designed to support teaching, research and service in an interdisciplinary environment that encourages open dialogue about important issues and checks and balances to assure that no one voice or unit dominates.

Senior Leadership

The dean of the Gillings School, with support from the senior associate dean, chairs, senior leaders and dedicated staff, leads and guides Schoolwide operations and activities, including academic programs, research, service, outreach and fundraising. The dean and leadership team also manage institutional relations with the University; with other health affairs schools, centers and institutes on campus and beyond; and with other universities and organizations nationwide and around the world. This includes relationships with partner organizations, such as RTI International, and with donors and donor organizations. The associate dean for academic and student affairs plays a strong role in guiding academic programs of the School. However, ours is not a top-down structure. The culture of both the Gillings School and the University encourage collaboration with, and access to, leadership by people at all levels of the organization. It is said that UNC-Chapel Hill has “low stone walls,” and it is true.

Dean's Office Leadership

Senior Associate Dean. The senior associate dean assures effective, efficient operations across the Gillings School; prevents problems wherever possible; solves them when they occur; and advances the Gillings School through high-level strategic planning and engagement with Gillings School and University strategic efforts. In addition to serving as a coordinating resource and managing cross-School projects, the senior associate dean has direct oversight for six units (Finance, Gillings Global Gateway, Human Resources, Instructional and Information Systems, NC Institute for Public Health and Strategic Analysis and Business Intelligence). He also represents the dean and the Gillings School on various internal and external committees, including a planning committee for the new University budget model; leads special Gillings School initiatives, such as development of the Gillings School's strategic space plan; and assists with planning for critical external functions. Because of the senior associate dean's experience in developing and leading online education programs, he also is playing a leadership role in this area, e.g. spearheading a collaboration with UNC-Asheville to develop an MPH program offered in Asheville. He works closely with the associate dean for academic and student affairs, given the need to integrate these efforts into the larger academic mission of the Gillings School.

Assistant Dean for Strategic Initiatives. The assistant dean for strategic initiatives plays a significant role in initiating and managing major initiatives that transcend academic and administrative units at the Gillings School, such as diversity and inclusion initiatives, creation of the framework for the Gillings MPH Core, creation of the Gillings Global Gateway® and more. A key facilitator, she coordinates and connects numerous people and projects, liaising among the Dean's Office, departments and leaders of the School's central administrative units. She develops agendas for key leadership groups, including the Dean's Council and Practice Advisory Committee, and works with potential presenters to assure that presentations meet intended goals.

She collaborates with others across the Gillings School and University to develop goals and catalyze development of groundbreaking, transformative initiatives in pursuit of those goals. The position also provides consultation for achieving inclusive excellence (including best practices and evidence-based strategies for doing so), recommends actions to be taken by the Gillings School's leadership and by departments within the Gillings School and leads initiatives to promote inclusive excellence across the Gillings School.

School-Level Leadership Groups

Dean's Council. This primary decision-making leadership group for the Gillings School is comprised of the dean, senior associate dean, all associate and assistant deans, selected directors (e.g., communications and Gillings Global Gateway) and two student representatives from Student Government and the Minority Student Caucus as described in Criterion 1.5.a. The Dean's Council reviews institutional data, informs school-wide strategy, reviews progress toward school objectives, and develops approaches to improve progress toward objectives or to extend successful strategies in related areas.

Chairs' Committee. This committee is comprised of the dean, senior associate dean, associate dean for academic and student affairs, department chairs and the Public Health Leadership Program (PHLP) director. The committee is a decision making body for issues such as the School's allocation model for state funds, decisions about new academic programs once reviewed by the Academic Programs Committee and examines how a variety of topics affect departments and what actions might be needed to mitigate threats and advance opportunities.

Coordination Group. Senior administration leaders, together with all leaders from the Academic, Research, Programmatic and Practice Support units of the Gillings School (specified below), constitute the Gillings School's Coordination Group. Led by senior associate dean, this committee meets every other month to ensure that initiatives are well coordinated and executed.

Departments and Programs

The Gillings School has seven academic departments and one program that offer different combinations of baccalaureate, master's and/or doctoral degrees ([each home page](#) [ERF]). The chairs of departments and program director report directly to the dean and provide oversight for day-to-day operations of their areas with substantial autonomy. They manage their own budgets and are accountable for the quality of their operations. However, they all were hired with strong messages about encouraging interdisciplinary activities and serving as both leaders of their units and of the Gillings School, as well as with the expectation that they will increase diversity and inclusion, as noted in the description of the chair's role at the Gillings School [ERF].

- [Biostatistics](#)
- [Environmental Sciences and Engineering](#)
- [Epidemiology](#)
- [Health Behavior](#)
- [Health Policy and Management](#)
- [Maternal and Child Health](#)
- [Nutrition](#)
- [Public Health Leadership Program](#)

Chairs and the PHLP director, along with the dean, senior associate dean and associate dean for academic and student affairs, meet monthly as the Chairs' Committee (see Criterion 1.5 for a description of their role in Schoolwide governance). Some departments also have associate chairs and/or other leadership roles, depending on their size and level of activity. All have student services staff, a business manager and degree program directors. Degree program directors are appointed by their department chairs and have substantial responsibility for ensuring quality of the programs they oversee. In the last two years, we created a Human Resources Shared Service, with staff assigned to particular units within the Gillings School. (Organizational charts and program descriptions for each of the departments/programs are in the [ERF](#).)

Academic, Research, Programmatic and Practice Support

Academic and Student Affairs. The associate dean for academic and student affairs is the Gillings School's chief academic officer. In this context, she provides leadership for the planning, administration, evaluation and continuous improvement of the Gillings School's academic programs. She ensures that academic standards and policies of the University, the Graduate School, the Gillings School and accrediting agencies are met. She is a tenured full professor in the Department of Health Behavior. She chairs the Gillings School's Academic Programs Committee as well as the newly constituted Program Directors Committee and collaborates with the dean, senior associate dean, chairs and others to create and implement innovative academic programs important to the future of public health. She co-chaired the MPH Core planning committee and now chairs the implementation/evaluation committee. The associate dean for academic and student affairs also oversees the Office of Student Affairs, with the assistant dean for student affairs reporting directly to her. As such, the associate dean is responsible for programs and policies that support student success, both within and outside the classroom. The associate dean also is responsible for overseeing selection of recipients for Schoolwide scholarships and student awards; she oversees faculty orientation, development and promotion and, as such, serves as an *ex officio* member of the Gillings School's Appointments, Promotion and Tenure Committee; and she represents the Gillings School at designated Gillings School, University, and professional meetings (e.g., the Association of Schools of Public Health, the Council on Education for Public Health).

Student Affairs. The Gillings School's assistant dean for student affairs leads the [Office of Student Affairs \(OSA\)](#) [ERF], part of Academic and Student Affairs, which provides an array of services and resources to prospective, admitted and current students. OSA coordinates major Schoolwide efforts such as orientations, student activity fairs, career and internship fairs and professional development workshops. OSA is also responsible for school-level student recruitment, diversity outreach programs and career services. The assistant dean advocates on behalf of many students, oversees the Early Intervention Network to support students in crisis, chairs the Schoolwide Awards Committee and supports student groups, including the Minority Student Caucus and Student Government. OSA is also the main contact point for SOPHAS and issues related to its use.

Communications. The director of communications leads the Gillings School's central communications staff and activities, with a focus on both internal and external communications. Efforts include directing media relations, overseeing [School and research news](#) [ERF], managing [social media](#) [ERF], producing the award-winning [Carolina Public Health](#) [ERF] magazine and weekly web updates, providing event publicity and photography and overseeing the Gillings School's website content and navigation. The communications group trains and provides oversight for the 60+ web content managers Schoolwide and works to achieve accuracy, consistency and clarity in Gillings School's messages. This individual is also the Gillings School's communications representative on University-wide communications committees and provides advice and periodic training on strategic communications to leadership and faculty Schoolwide.

SPH Advancement. The associate dean for advancement (currently an interim appointee) oversees [SPH Advancement](#) and is responsible for fundraising and development efforts and serves as a liaison to alumni. The associate dean works with the dean, colleagues and faculty on developing fundraising ideas. S/he oversees campaign planning, corporate and foundation relations and is the executive director of the Gillings School's [Public Health Foundation Board \(PHFB\)](#) [ERF]. S/he also oversees the [Advisory Council](#) [ERF], which provides strategic input to Gillings School leadership and the [Alumni Association Governing Board](#) [ERF]. The associate dean serves as part of the central senior development team for the University and, as such, plays an important role in setting development directions for the University.

Research and Innovation Solutions. The Gillings School's Research and Innovation Solutions unit promotes faculty and student research across the Gillings School. Specifically, staff in this office support researchers by: helping to grow and diversify our research funding; facilitating responses to large grant announcements; working with people across the University to create new tools for faculty who conduct research; [preparing brief quarterly reports](#) [ERF] that illustrate strengths, trends and needs; and implementing research policies to protect and enhance resources. The associate dean for research

oversees overall research support efforts, leads the Gillings School's Research Council and works with the director of research to manage conflicts of interest assessments and plans for faculty in the Gillings School. She is also a tenured full professor in the Department of Maternal and Child Health. The managing director of Research and Innovation Solutions oversees a program funded by the \$50 million gift to the Gillings School from Dennis Gillings and Joan Gillings made in 2007. The program provides significant resources to help faculty accelerate delivery of real-world solutions for challenging and complex public health problems. RIS staff also provide a variety of support services for students. For example, [a team of two Health Behavior students](#) [ERF] was one of five winning national teams in the most recent Innovation Next competition sponsored by The National Campaign to Prevent Teen & Unplanned Pregnancies. On the way to their winning presentation, RIS staff helped them refine their pitch and presentation for the final part of the competition.

North Carolina Institute for Public Health. The [North Carolina Institute for Public Health \(NCIPH\)](#) [ERF] is the Gillings School's formal outreach arm, although every department has some outreach and service functions. The NCIPH director leads service and outreach efforts for the Gillings School and oversees a staff of 27 public health professionals and administrators who provide technical assistance as well as services in workforce development through in-person and online trainings as part of a larger continuing education effort. The NCIPH also hosts the NIOSH Occupational Safety and Health Education and Research Center.

NCIPH staff provide technical assistance to local public health agencies, including help with community health assessments. They also offer strategic planning and evaluation services and practice-focused scholarship and research to inform the tasks performed by the public health workforce, including a special focus on preparedness, accreditation and public health systems and services research. With support from NCIPH, all local health departments in North Carolina were accredited. After feedback from a regular review, we have decided to invest in a full-time NCIPH director to grow services within the state.

Practice. The associate dean for practice is a crucial, consistent, Schoolwide voice for the importance of practice. She develops and oversees metrics associated with practice, service and engaged scholarship; provides oversight for practice databases and organizes efforts to facilitate field placements for students. She also provides leadership in connecting faculty with state public health leaders and legislators to help facilitate the research-to-practice and policy pipeline. She serves as a member of the Gillings School's Practice Advisory Committee.

Gillings Global Gateway® (GGG). The Gillings School's model for global health is integrative and highly interrelated with local public health activities, rather than being organized as a separate department. In 2014, following a comprehensive review of our global activities and aspirations, we created the [Gillings Global Gateway®](#) [ERF] to serve as an umbrella entity for global health at the Gillings School. It is led by an executive director who also has a professor of the practice appointment in the Gillings School's Department of Health Behavior. The associate dean for global health focuses primarily on academic programs, including student internships and practica, and is a tenured full professor of nutrition. Together, these individuals lead efforts to expand our global presence and impact, focusing strategically on facilitating learning experiences, building strategic partnerships, expanding application of evidence-based research in a global context and coordinating a communications strategy that promotes and supports these efforts.

Administration

Finance. The assistant dean for finance and business is the Gillings School's chief financial officer and lead accountant, with responsibility for running the central finance office, reporting on Schoolwide financial results and metrics and reviewing departments' fiscal activities for compliance with University policies and procedures. She works with all departmental and other unit business managers to interpret and implement campus and Gillings School business procedures and policies and to ensure consistency

in financial data and reporting throughout the Gillings School. The assistant dean also serves as treasurer for the Public Health Foundation and represents the Gillings School on University-wide finance committees.

Human Resources (HR). The assistant dean for human resources oversees all human resource functions for the Gillings School, which includes oversight for seven major academic departments and one program and the central units, together with management and direction of the Gillings School's nine-person Human Resources group. He provides counsel on all HR policies and matters, including recruitment and hiring, international appointment issues, payroll, personnel files and records, employee relations, review and feedback on performance appraisals, reviews and development plans, audits and reports and benefit plan administration. The assistant dean interfaces with University contacts on HR-related issues (such as the Provost's Office, Benefits, Payroll and Office of Human Resources) and acts as Equal Employment Opportunity/Compliance officer for the Gillings School. Since 2014, the assistant dean has overseen implementation of a shared services model for meeting Schoolwide HR needs.

Informational Technology (IT) and Project Planning. The associate dean for IT and project planning represents the IT interests of the Gillings School, defines and integrates IT strategy with overall plans and, with the director of communications, defines and implements online communications strategies. She oversees the Gillings School's [Instructional and Information Services \(IIS\)](#) [ERF] unit and the 16-member staff that support our administrative, instructional and research activities. This includes oversight of the Gillings School's data center; web and database services, including data security; file and print services; desktop support; multimedia development; videoconferencing and online instructional course development and support. The associate dean also works closely with a planning team to help plan and execute cross-Gillings School initiatives and manages selected projects, as assigned, with a focus on process improvement and change management. For example, she is leading the organizational development plan, an effort to identify opportunities for increasing efficiency and effectiveness across the Gillings School. The associate dean also oversees the facilities manager, who works with a team to manage facilities and facilities planning for the Gillings School's four on-campus buildings and auxiliary research sites. The associate dean serves on the campus-wide Information Technology Executive Council that provides feedback and guidance about Gillings School-level IT issues to the campus vice chancellor for information technology.

Strategic Analysis and Business Intelligence. The assistant dean for strategic analysis and business intelligence leads the Gillings School's analytical support for planning and evaluation efforts. She also supports efforts in designing, conducting and analyzing data and evaluations focused on improving quality and effectiveness of all aspects of the Gillings School and its various programs. She directs the Gillings School's responses to ASPPH, CEPH, UNC-Chapel Hill leadership, and UNC General Administration. Part of the assistant dean's role is to be vigilant in strengthening our analytics program, seeking opportunities to improve the reliability and validity of data collection while reducing burden and enhancing visualization. She has oversight for CEPH metrics and for monitoring our progress over time. She also is expected to monitor trends in the higher education strategic analysis and business intelligence landscape.

Schoolwide External Advisory Committees. For more than 10 years, four external advisory bodies have advised the dean and the Gillings School's leadership: Advisory Council, Alumni Association Governing Board, External Advisory Committee (disbanded during the height of the recession and then reconstituted) and the Public Health Foundation Board. The newest Schoolwide external advisory committee is the Practice Advisory Committee, which was created in 2016 to enable more interaction across the Gillings School, and with our key community partners, regarding practice. The committee is helping us to: educate the practice community about what is expected of our faculty and students in the practice arena; solicit input about our performance; and identify additional opportunities for students and faculty. We are listening carefully to input on workforce needs and interests of the practice community so that our continuing education opportunities are appropriate and timely and so that we may learn more about what expectations community members have for students who get placed in their organizations. This two-way dialogue will strengthen our collaborative work with practitioners to improve public health in North Carolina. The PAC will also be helpful as we transition to new CEPH accreditation criteria.

1.4.c Interdisciplinary Relationships

Required Documentation: Description of the manner in which interdisciplinary coordination cooperation and collaboration occur and support public health learning, research and service.

UNC-Chapel Hill is known for its highly collaborative culture and low barriers or “stone walls” to collaboration. The University culture sets the tone for the way the Gillings School operates. In accordance with our value of encouraging “interdisciplinary inquiry, broad partnerships and public engagement,” the Gillings School is committed to collaborative approaches to problem solving and to addressing the world’s greatest health threats and challenges. We facilitate collaboration across areas within public health, across disciplines within health affairs, throughout the University and with external partners and organizations. Examples of collaborative efforts internal to the Gillings School include the following.

- **Research gatherings.** Research and Innovation Solutions (RIS) convenes faculty from different departments through monthly “lunch with the dean” sessions in which 3-4 faculty members from different departments present their research. RIS also sponsors seminars, speakers and faculty interest groups and strategically brings faculty together to develop grant applications.
- **Teaching.** We are in the midst of working across departments to develop an integrated [Gillings MPH Core](#) [ERF] curriculum. The highly collaborative process used to plan, implement and evaluate this effort is a model for future curriculum changes. In addition, events that highlight topics relevant to teaching provide opportunities to engage faculty from across the Gillings School.
- **Health informatics** certificates and degrees involve multiple departments in the Gillings School. Our Public Health Informatics program includes the School’s HPM, Biostatistics and Epidemiology Departments, along with multiple schools across the UNC-Chapel Hill campus, and is managed by the School of Information and Library Sciences. Similarly, our work on **Implementation Science** cuts across the Gillings School and involves individuals from nearly every department.
- In our announcements regarding new funding for **Gillings Innovation Laboratories**, we indicate that recipient teams are expected to be interdisciplinary.
- Our **APT guidelines** recognize the importance of interdisciplinary science.
- We have created several **cross-cutting roles**, where leaders are responsible for encouraging collaborations across the Gillings School. These include the associate deans for research, practice, global health and the Gillings Global Gateway®, as well as the assistant dean for strategic initiatives.
- Our **allocation model** for state funding was developed by the Chairs’ Committee over 18 months. It was the result of an interdisciplinary process that examined the implications of different models which prioritized and weighted different variables related to teaching and other activities on all parts of the Gillings School and required the chairs to collaborate in a way they had never done before.

Examples of interdisciplinary efforts across health affairs and the University include the following.

- **Certificates.** The Gillings School supports a number of interdisciplinary certificates, including certificates in Global Health, Health Disparities, Core Public Health Concepts and Health Communications. Each involves multiple schools.
- **Faculty appointments.** The Gillings School regularly partners with other health affairs schools in the creation of joint appointments that facilitate connections between schools and disciplines.
- **Dual degrees.** We have long emphasized partnerships with other disciplines and currently offer dual degrees through all but one of our departments.
- **Inter-professional committee.** We are participating in an inter-professional committee with other health affairs schools to develop collaborative educational programs.
- **Alcohol/Substance Abuse policy.** The University recently adopted a new alcohol and substance abuse policy grounded in public health principles that was developed by stakeholders across campus, including the dean and faculty of the Gillings School.

Centers and Institutes are inherently interdisciplinary, and our faculty are active in some of the most significant University centers and institutes, with leadership roles in several of them. The Gillings School also maintains linkages with external [institutes and centers](#) [ERF] that enable particularly strong support for interdisciplinary activities across the University and the world [ERF]. For example, a close working relationship with the prestigious [Cecil G. Sheps Center for Health Services Research](#) [ERF] brings public health researchers together with researchers from universities throughout North Carolina, the United States and the world, representing fields as diverse as medicine, sociology, demography and political science. Our leadership of Sheps was strengthened by the appointment of **Mark Holmes**, PhD, associate professor (HPM), as the new center director. Our faculty also play several different leadership roles at, and participate in, the [North Carolina Translational and Clinical Sciences Institute \(TraCS\)](#) [ERF], funded through the NIH Clinical and Translational Science Awards. School funds provide a portion of the support for large pilot initiatives to match funds from TraCS awards to Gillings School faculty, as well as leadership and services in the Biostatistics core, training core and on several leadership committees. Funding from TraCS also catalyzed a new master's degree in clinical research based in epidemiology to serve the need for trained professionals from all fields to develop clinical research skills (MSCR/EPID). One of our strongest partnerships is with the [Lineberger Comprehensive Cancer Center \(LCCC\)](#) [ERF]. LCCC now receives about \$45 million yearly from the state legislature to accelerate progress in cancer prevention and control. A number of new faculty appointments in the Gillings School have been made possible as a result of support from the University Cancer Research Fund, and the Fund has also been enormously helpful in retaining faculty who conduct cancer-related research. Gillings School faculty are also robust leaders of, and partners with, other centers and institutes, for example, the [Health Promotion and Disease Prevention Center](#) [ERF], [Carolina Population Center](#) [ERF], the [UNC Institute for Global Health and Infectious Diseases \(IGHID\)](#) [ERF], the [Nutrition Research Institute \(NRI\)](#) [ERF] and others.

Examples of cooperative efforts that include partners and participants outside the University include the following.

- **Minority Health Conference.** As the largest and longest running (38 years) student-led health conference in the country, the [Minority Health Conference](#) [ERF] aims to raise awareness around health disparities and inequities and mobilize students, academics and community members to take action for change.
- **Programs.** The Health Care and Prevention MPH concentration in PHLP brings together medical students, residents and fellows from the UNC-Chapel Hill and Duke Schools of Medicine. The MPH in the Leadership and GO MPH™ Tracks in PHLP are the first Schoolwide MPH programs with concentrations. The Gillings School also supports a number of dual and joint degree programs, which are detailed on the [Gillings Program Search \(GPS\)](#) [ERF] tool.

Collaborative approaches are so critical to the Gillings School that we have incorporated them into consideration for faculty promotion and tenure. The definition of “research” in the Gillings School’s [Appointments, Promotion and Tenure Manual](#) [ERF] includes “studies which are conducted in collaboration with industry, public or private organizations and/or communities.” Moreover, excellence in the creation of new knowledge is assessed through four domains, one of which is “responsiveness/collaboration.” Under this domain, faculty are expected to show evidence of (a) sustaining and building relationships and teams, (b) engagement in interdisciplinary and collaborative research, and (c) contributions to departmental and Gillings School missions. Individual faculty members are assessed in this area at the time of appointment, reappointment, promotion and post-tenure review. We also assess this area formally through Gillings School-level goals/metrics.

1.4.d Assessment of Organization and Administration

Required Documentation: Assessment of the extent to which this criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The Gillings School has an organizational structure that supports teaching, research and practice.
- There is a highly capable and collaborative leadership team, with a demonstrated track record of effective execution of strategic and administrative efforts.
- Departmental autonomy has promoted a strong spirit of entrepreneurship and accountability.
- Strong tradition of University-based centers and institutes benefits the Gillings School, including faculty, staff and students.
- Strong collaborative traditions that permeate UNC-Chapel Hill have resulted in excellent cross-disciplinary opportunities for students (in classes, on faculty research projects, in field placements and in service opportunities).

Weaknesses

- None.

Plans

- We will continue our efforts to facilitate interdisciplinary communication, cooperation and collaboration using our shared mission, values and goals to actively engage with leaders from departments, academic and research support units, administrative units and students.

This Criterion is met.

1.5 Governance

CEPH Criterion

The School administration and faculty shall have clearly defined rights and responsibilities concerning School governance and academic policies. Students shall, where appropriate, have participatory roles in the conduct of School and program evaluation procedures, policy setting and decision making.

1.5.a School Standing and Ad Hoc Committees

Required Documentation: A list of School standing and important ad hoc committees, with a statement of charge, composition and current membership for each.

The Gillings School is relatively large in terms of numbers of faculty, staff and students. Over decades, we have developed participatory methods that facilitate involvement of key constituencies without unwieldy bureaucracy. Because of the size of the Gillings School, participation occurs primarily through committees and departments, as we will discuss in this section. The School is highly decentralized, and the organization chart does not convey the full picture of how we operate. While there is a strong leadership team, reflected in the Dean's Council, the School does not function in a bureaucratic manner. Many of the most important decisions are made in departments, e.g. hiring faculty, selection of students, academic degrees, focus areas and promotion expectations. For most issues, other than those governed by the Appointments, Promotion and Tenure (APT) policies and UNC-Chapel Hill and university system policies, we collaborate with a high level of trust and accessibility.

The primary decision-making bodies at the central School level include the Dean's Council, Chairs' Committee, Academic Programs Committee and Appointments, Promotion and Tenure Committee (APT), with a number of parallel or department-specific committees situated at department levels. In the early days of the School of Public Health, when it was small, all the faculty sat around a table, shared information and made decisions about the Gillings School. By the mid-1960s, however, the Gillings School had become too large and complex to function effectively as a committee of the whole.

Under the leadership of several deans, a number of internal leadership groups evolved to serve as communication and coordination, decision making, policy making and advice bodies, providing input from key constituencies within the Gillings School, e.g., chairs on behalf of departments, and, where appropriate, seeking external input. Various leadership groups provide venues for policy recommendations and decisions. Complementary and representative bodies address the myriad governance issues that arise in connection with public health issues. As one of the largest schools of public health, it is critical to involve appropriate individuals in decision making and deliberation without becoming cumbersome. At the same time, we continue to encourage many outlets for participation and input beyond formal committee structures. Several committees were created to focus more outwardly and to address specific needs, such as management of development funds in the Public Health Foundation. These committees include the Advisory Council, Alumni Association Governing Board, External Advisory Committee, Practice Advisory Committee and the Public Health Foundation Board.

The Dean's Council was begun under William Roper, MD, MPH, the Gillings School's Dean from 1997–2005, and reflected his organizational chart and leaders. Dean Rimer continued the Dean's Council, with some modifications, including the addition of student representatives drawn from student leadership groups. In addition, she initiated the Chairs' Committee in response to requests from department chairs for regular meetings between themselves and the dean to discuss academic issues, something that had not occurred previously. The Coordination Group and Operations Committee were created to enhance communication and increase efficiency across the Gillings School's central units.

Each of these groups meets with prepared agendas, and most provide action minutes that are posted after each meeting. Members are expected to share information with their reporting groups unless the information shared is identified as confidential. Thus, Gillings School leaders not only participate in discussions and decision making about important issues, but also serve as communicators with their respective units, spreading information across the Gillings School.

Table 1.5.a.1, below, includes the Dean's Council and the Chairs' Committee, as well as the 17 Schoolwide standing and important ad hoc committees and their meeting frequency [ERF]. Further information regarding charge, composition and current membership is in the [ERF](#).

1.5.a.1. Key Schoolwide Committees	
Principal Governing Bodies for the Gillings School	
Chairs' Committee	
Membership	<p>Members: Chairs of all eight academic units at the Gillings School, dean, senior associate dean, and associate dean for academic and student affairs</p> <p>Committee Chair: A department chair – nominated by other department heads and approved in consultation with the dean</p>
Term of membership	Term of representative's position as chair or other designated leader in the Gillings School
Meeting frequency	Monthly
Charge	<p>The Chairs' Committee [ERF] is charged with the following responsibilities:</p> <ul style="list-style-type: none"> • Makes decisions about academic policies under School jurisdiction. • Guides and votes on the Gillings School's allocation model (see 1.6.a, Budgetary and Allocation Processes), and revisions to it, for state budget. • Considers issues with schoolwide relevance to the academic mission. • Reviews and makes funding recommendations about applications for Gillings Innovation Labs. • Reviews and approves new academic directions.

Dean's Council	
Membership	<p>Members: Academic and administrative leadership of the Gillings School, including: dean, department chairs, senior associate dean; all assistant and associate deans; directors of programs and units that serve all parts of the Gillings School; and representatives of Student Government and the Minority Student Caucus.</p> <p>Committee Chair: The dean</p>
Term of membership	Term of representative's position in the Gillings School
Meeting frequency	Usually bi-monthly
Charge	<p>The Dean's Council [ERF] is charged with the following responsibilities:</p> <ul style="list-style-type: none"> • Set strategic directions for the Gillings School. • Make policy recommendations. • Approve directions in high-impact areas affecting many or all parts of the Gillings School, such as diversity and inclusion. • Develop, approve, review and provide feedback regarding Gillings School metrics and potential remedies, in cases of underperformance. • Recommend strategies to enhance diversity and inclusion at the Gillings School. • Review and vote on memoranda of understanding. • Advise on fundraising directions. • Serve as a sounding board on important issues facing the Gillings School, including those related to students, and recommend appropriate actions.
Committees Reporting to School Leadership	
Academic Programs Committee (APC)	
Membership	<p>Members: Associate dean for academic and student affairs; at least one faculty representative from each academic unit; two student representatives</p> <p>Selection criteria: The chair of each member's respective academic unit selects the committee representative(s) in consultation with the associate dean for academic and student affairs, with strong preference for leaders of degree programs. The APC Committee chair selects two student representatives from official student organizations in the School.</p> <p>Committee chair: Associate dean for academic and student affairs</p>
Term of membership	3 years
Meeting frequency	Monthly
Charge	<p>The APC [ERF] has schoolwide responsibility for academic standards and policies; acts as a liaison between the Gillings School and the UNC graduate School and the Office of Undergraduate Curricula. Key responsibilities [ERF] include:</p> <ul style="list-style-type: none"> • Review and approve new degree programs and curricular changes. • Review and monitor metrics for accreditation. • Identify resources needed to support teaching and learning in the Gillings School. • Monitor and refine the online course evaluation system and develop unified summary statistics on teaching and learning. • Review nominations and recommend recipients for Gillings School teaching and mentoring awards (Larsh and McGavran).

Appointments, Promotions and Tenure (APT)	
Membership	<p>Members: One tenured full professor from each of the School's seven departments</p> <p>Selection Criteria: Tenured full professor; appointed with approval of department chair of each member's respective department and in consultation with the associate dean for academic and student affairs</p> <p>Committee chair: One APT committee member serves as chair; associate dean for academic and student affairs serves as <i>ad-hoc</i> member.</p>
Term of membership	Three years
Meeting frequency	Monthly
Charge	The APT Committee [ERF] reviews all faculty appointment, reappointment and promotion actions within the Gillings School that meet criteria for assessment, as outlined in the School's APT Manual [ERF]. Overarching standards for the APT process at UNC-Chapel Hill are governed by the Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill [ERF]. Each Gillings School academic unit has also developed promotion standards specific to the discipline it represents.
Coordination Group	
Membership	<p>Members: All unit heads from the central administrative units, including academic and administrative functions that serve the entire Gillings School</p> <p>Committee chair: Senior associate dean</p>
Term of membership	Term of representative's position in the Gillings School
Meeting frequency	Bimonthly
Charge	The Coordination Group assures communication and coordination across the Gillings School's central units, including those with administrative and academic/practice foci. It also monitors and assures effective and efficient administrative support to Gillings School departments and other units, reducing duplication of effort where appropriate. The group aligns goals, identifies unmet needs and solves problems across the School's central units.
Program Directors Committee	
Membership	<p>Members: All academic program directors and/or academic program leaders from each department/program in the Gillings School; and associate dean for academic and student affairs</p> <p>Committee chair: Associate dean for academic and student affairs</p>
Term of membership	Term of representative's position as a program or degree chair
Meeting frequency	At least 3 meetings annually, but additional meetings held as needed
Charge	Collaborate to ensure the quality and consistent implementation and evaluation of the overall Gillings academic mission across all degree offerings. Ensure that all departments/programs are in compliance with guidelines established by accreditation groups (e.g. CEPH).

Research Council	
Membership	<p>Members: Associate dean for research; director of research; at least one faculty representative from each academic unit.</p> <p>Selection Criteria: Faculty member with strong record of success in funded research; selected with approval of unit chair and in consultation with the associate dean for research.</p> <p>Committee chair: Associate dean for research</p>
Term of membership	A two or a three-year term (on a rotating basis)
Meeting frequency	Quarterly
Charge	<p>Established in 1999, primary functions of the Gillings Research Council [ERF] include:</p> <ul style="list-style-type: none"> • Discuss strategic planning and outcomes for research matters across the Gillings School. • Identify types of efforts that could enhance the research environment at the Gillings School. • Establish and refine research objectives and metrics for CEPH reaccreditation. • Conduct internal review processes for limited-submission opportunities at the University (i.e., circumstances in which only a set number of submissions could originate from faculty at the Gillings School). • Pilot and provide feedback on new research information systems, such as REACH NC and Curvita.
SPH All Hazards Preparedness Committee	
Membership	<p>Members: Faculty and staff from across the Gillings School, including representatives from Facilities, Communications, Instructional and Information Systems (IIS), the North Carolina Institute for Public Health, and the dean's front office.</p> <p>Selection criteria: Expertise in emergency preparedness and response and/or occupy a role within the Gillings School responsible for executing action plans in the event of an emergency. Members are appointed with approval by leader of each member's respective unit.</p> <p>Committee chair: Facilities manager for the Gillings School</p>
Term of membership	Term of representative's position in the Gillings School
Meeting frequency	Quarterly
	<p>Primary functions include:</p> <ul style="list-style-type: none"> • Ensure leadership, faculty, staff and students' awareness and understanding of the School-wide All Hazards Committee and the schoolwide emergency management system (ICS). • Develop and maintain a schoolwide emergency management system based on the FEMA Incident Command System. • Serve as the Incident Command Center during an emergency event. <ul style="list-style-type: none"> ♦ Assign individuals as lead/back-up to sections/function – maintain skills/knowledge needed. ♦ Coordinate functions between emergency management and business continuity. • Review emergency events and recommend corrective actions, develop procedures in coordination with University. • Oversee development of departments/units "Continuity of Operations Plans" (COOPs); coordinate and monitor COOPs. • Revise and complete written procedures that require an annual review and update; includes interface with UNC.

Student Services Council	
Membership	<p>Members: All student services professionals from the Office of Student Affairs and within all academic units at the Gillings School; associate dean for academic and student affairs</p> <p>Committee chair: Assistant dean for student affairs</p>
Term of membership	Term of representative's position in the Gillings School
Meeting frequency	Monthly
Charge	<p>Primary functions include:</p> <ul style="list-style-type: none"> • Update student services staff on schoolwide projects and policies. • Discuss school and University issues related to student services, including policies and procedures related to academic advising, admissions and recruitment, student funding, career development, student resources and program planning. • Recommend student-related policies to Gillings School leadership. • Provide professional development and networking opportunities.
Important Internal Ad-Hoc Committees	
Business Managers' Team	
Membership	<p>Members: Senior associate dean, assistant dean for business and finance; assistant dean for HR; assistant dean for strategic analysis and business intelligence; assistant dean for IIS; all business managers from across the Gillings School.</p> <p>Convener: Senior associate dean</p>
Term of membership	Term of representative's position in the Gillings School
Meeting frequency	Monthly
Charge	Mechanism for disseminating information and best practices in business and finance across the Gillings School
Diversity and Inclusion Working Group	
Membership	<p>Members: Faculty, students and staff from across the Gillings School with an interest in and commitment to increasing diversity and creating a strong culture of inclusion at the Gillings School.</p> <p>Selection Criteria: All members are self-identified volunteers.</p> <p>Convener: Assistant dean for strategic initiatives.</p>
Term of membership	Indefinite: Working Group will remain active until hiring of assistant dean for inclusive excellence, at which point that individual may reassess needs and structure.
Meeting frequency	Monthly
Charge	<p>Review recommendations of the Diversity and Inclusion Task Force [ERF] and identify emerging needs to prioritize activities of the Working Group.</p> <p>Plan and deliver events, trainings and resources that help increase diversity and enhance inclusivity at the Gillings School.</p> <p>Share information and serve as a sounding board for issues related to diversity and inclusion across the Gillings School.</p>

Gillings Global Gateway® Advisory Team	
Membership	Members: Gillings faculty and senior staff with expertise in global health and/or strategic planning Convener: Senior associate dean
Term of membership	Indefinite
Meeting frequency	Bimonthly
Charge	Review recommendations of the Global School Task Force and Global School Implementation Committee, together with other reports, to prioritize activities of the Gateway. <ul style="list-style-type: none"> • Provide a forum for discussing progress and resolving implementation issues. • Facilitate the work of the Gateway's leadership. • Discuss communication strategies. • Develop long-term strategy to support the Gateway's financial needs.
MPH Core Implementation Committee	
Membership	Members: Gillings faculty, staff and students with expertise and interest in curriculum development and/or core content for master's level public health education Committee chair: Associate dean for academic affairs
Term of membership	12 months
Meeting frequency	Twice a month
Charge	The MPH Core Implementation Committee [ERF] is charged with fully developing, and creating plans to implement, the new Gillings MPH Core.
Operations Committee	
Membership	Members: Key administrative leaders from the Central Administrative Units, including dean, senior associate dean, associate dean for academic and student affairs, assistant dean for strategic initiatives, associate dean for information technology and project planning, assistant dean for finance, assistant dean for HR, and assistant dean for strategic analysis and business intelligence Committee Chair: Senior associate dean
Term of membership	Term of representative's position in the Gillings School
Meeting frequency	Weekly
Charge	Committee members help coordinate the work of the Gillings School; serve as a rapid response team to emerging issues; plan major meetings; and advise each other on strategy and problem resolution

Schoolwide Student Awards Task Force	
Membership	<p>Members: Gillings faculty, staff and students who represent areas involved with student recruitment and administration of student funding; include representatives from departments (department chairs, program directors, student services managers), Office of Student Affairs, Business and Finance, IIS, and SPH Advancement</p> <p>Committee Chair: Assistant Dean of Student Affairs</p>
Term of membership	Three years, or until awards revisions have been piloted and evaluated
Meeting frequency	Twice a semester and subcommittees meet as needed
Charge	<p>Assess current state of funding processes and notifications to Gillings students (admitted and current). Consider all sources of student funding, including Graduate School merit awards, School-based tuition (SBT), tuition remission, Schoolwide awards and department-based awards.</p> <p>Identify problems that could be contributing to negative student experiences, as well as examples of best practice – both at Gillings and at peer schools – that appear to lead more consistently to positive outcomes.</p> <p>Develop a prioritized set of recommendations for change, outlining estimated benefit and cost of each change as well as recommended approach to implementation, barriers/risks, and mitigation strategy.</p>
External Advisory Committees for the Gillings School	
Advisory Council	
Membership	<p>Members: Public health leaders, executives and friends of the Gillings School from across North Carolina and the U.S.</p> <p>Committee chair: An elected member identified by dean and associate dean for advancement</p>
Term of membership	Three years; members may be reappointed
Meeting frequency	Twice a year
Charge	The Advisory Council provides strategic input to the leadership of the Gillings School, including insights, ideas and resources in developing collaborative initiatives and connecting the School to innovative public-private partnerships. Council members also serve as ambassadors for the Gillings School.
Alumni Association Governing Board	
Membership	Members: Accomplished alumni who are highly engaged with, and invested in, the Gillings School
Term of membership	Two years
Meeting frequency	Biannually
Charge	The Governing Board [ERF] for the Gillings School's Alumni Association represents the School's more than 18,000 living alumni. The board works with the Gillings School's leadership to address issues of importance to alumni and to organize social and professional development events that keep alumni connected to the School.

External Advisory Committee	
Membership	Members: Senior leaders in public health and related fields from external organizations, including academia, private industry and the non-profit sector. Committee Chair: The dean
Term of membership	Three years
Meeting frequency	About once every 18 months
Charge	Primary functions of the External Advisory Committee [ERF] include: <ul style="list-style-type: none"> • Provide input into academic and research programs at the Gillings School. • Identify potential academic concerns and issues. • Provide advice on best practices. • Offer perspective regarding how other schools of public health handle issues such as faculty governance, indirect costs, global health, and University centers.
Practice Advisory Committee	
Membership	Members: Experienced public health leaders as well as those in public and private enterprises with relevance to public health; faculty and staff within the Gillings School with a strong focus on public health practice serve as liaisons to the committee. Committee chair: A committee member external to the Gillings School
Term of membership	Two years
Meeting frequency	Three times a year
Charge	The Practice Advisory Committee [ERF] strengthens connections of Gillings School faculty, staff and students to practice. Specifically, it helps: <ul style="list-style-type: none"> • Create intentional dialogue between Gillings School leaders and North Carolina practice and policy leaders. • Identify research and service contributions to strengthen public health practice. • Create pathways for improvements in NC public health policy and practice.
Public Health Foundation Board	
Membership	Members: Senior leaders and executives in public health representing academia and the private and public sectors; priority given to alumni Committee president: Selected from the committee
Term of membership	Three years, with a maximum of three terms
Meeting frequency	Biannually
Charge	The Public Health Foundation Board of Directors [ERF] provide fiduciary oversight to the assets of the Public Health Foundation, a 501(c)3 organization that manages the Gillings School's endowments and charitable gifts.

1.5.b Governance Roles and Responsibilities

Required Documentation: Description of the School's governance and committee structures' roles and responsibilities relating to the following:

- *General School policy development*
- *Planning and evaluation*
- *Budget and resource allocation*
- *Student recruitment, admission and award of degrees*
- *Faculty recruitment, retention, promotion and tenure*
- *Academic standards and policies*
- *Research and service expectations and policies*

The Gillings School has a long tradition of collaborative leadership, with most important decisions being made by mutual agreement and consensus. Some notable exceptions include decisions made by the Appointments, Promotion and Tenure (APT) Committee and decisions about the allocation model in the Chairs' Committee, both of which involve formal vote-taking as do APT decisions within departments. The Gillings School also has a strong tradition of faculty, staff and student involvement in our major processes. Except for the APT committee, which follows University policies in defining membership, most committees include representatives from administration, faculty, students and staff. We seek diversity in membership in terms of faculty tracks and rank, interests and race/ethnicity. Issues of diversity are discussed in greater detail in Criterion 1.8, Diversity.

Each of these leadership groups meets with prepared agendas, and most take action minutes (except for APT) posted soon after each meeting. The process for developing agendas is an open one, with anyone free to suggest topics. In many cases, members are asked to seek input about a topic from their departments and other constituencies prior to a particular discussion. Committee members are also expected to share information with their reporting groups unless information/discussions are identified as confidential. In this way, there is a two-way flow of information, from departments and units to committees and from committees to these units. The input of faculty, staff and students is filtered through their respective committee representatives.

General School Policy Development

We follow UNC System and UNC-Chapel Hill policies unless authority is expressly delegated to the Gillings School. Because our departments have substantial authority, we have delegated to chairs and their governance structures decisions about faculty expectations in terms of workload and similar kinds of decisions. The Dean's Council sets strategic directions, makes policy recommendations and approves directions in high-impact areas affecting the Gillings School, including recommending strategies to enhance diversity and inclusion. The Dean's Council also reviews and votes on memoranda of understanding and recommends appropriate action with regard to important Gillings School issues, especially those relating to students. Within the SPH, prior to UNC policy, the Dean's Council agreed to require that all students use our travel registry to report global travel. Departmental committees are responsible for managing many aspects of department operations, including appointments and promotions, mentoring, student recruitment, admissions, curricular and degree requirements and monitoring student progress. Our approach to policy development and governance has strengths and

limitations. It contributes to strong local involvement and excellence in departments. There are times when we are less coordinated than ideal, and we have been working diligently to develop alignment in policies and processes across the Gillings School.

Planning and Evaluation

At the School level, the Dean's Council develops (through ad hoc subgroups), reviews, and provides feedback on proposed metrics; approves and then monitors them regularly; and discusses remedial actions, where needed, including potential remedies in cases of underperformance. Members of the Dean's Council undertook a systematic examination and refresh of all goals, metrics and benchmarks in spring and summer, 2016 (see Criteria 1.a and 1.b).

Strategic planning is under the direction of the senior associate dean. We began the last effort in 2010. We will initiate another round of planning in 2017. Both the Dean's Council and the Chairs' Committee are deeply involved in strategic planning efforts, such as SPH2020. The Dean's Council has also played an important role in selecting items to go forward from the Gillings School when there have been calls from the university system for discretionary funding proposals. Members of the Chairs' Committee serve as the main review body to integrate feedback from Gillings Innovation Lab reviewers. At the same time that we use Schoolwide committees for planning and evaluation functions, departments also have their own strategies and processes for these functions.

Over the last year, Chancellor Folt has been engaged in developing a strategic framework for the University, working with committees comprised primarily of deans and vice-chancellors, provost and his team. Members of the Gillings School have provided input in various ways, including through Dean Rimer and Senior Associate Dean Todd Nicolet and through presentations they have made to external and internal committees. In addition, each school was asked to customize themes and various aspects of the framework to their schools, and we have done that. (See *The Blueprint for Next: University Strategic Framework* in the [ERF](#).)

Budget and Resource Allocation

Generally, when speaking of the budget, we are referring to our state allocation, since Facilities and Administrative (F&A) funds flow directly to relevant departments for distribution, with a small portion going directly to the Dean's Office. The dean, senior associate dean and assistant dean for finance have overall authority for the Gillings School's budget. Each year, they solicit budget requests from departments and other units, meet with chairs and associate and assistant deans and directors and make final allocations to departments and units. Since the recession began, a key aspect of this process has involved decisions about how to allocate cuts across the Gillings School. Chairs and other unit heads are expected to manage their budgets with considerable autonomy and to be accountable for them.

The Chairs' Committee, with participation from the assistant dean for finance, developed, guided and voted on the Gillings School's allocation model, and revisions to it, as well as the distribution of school-based tuition. We developed the model for allocating state funds to departments to be fair, transparent (each chair knows what the other chairs have received and why), and to reflect the reality of how state funds are provided to schools—based on teaching and education. (See ERF for [allocation formula](#).) It was a significant achievement to have engaged the chairs in a successful effort to develop an allocation model, something that had never occurred before at the Gillings School, or at most schools of public health, and in a university that has operated with a non-transparent historical budget model until now. Such collaboration is a reflection of the overall goodwill in the Gillings School, and the willingness of chairs to consider the good of their departments *and* the School as a whole.

Student Recruitment, Admission and Award of Degrees

Departmental committees have primary responsibility for student recruitment, admissions, curricular and degree requirements and monitoring student progress, with the Gillings School's Office of Student Affairs supporting these efforts. More specifically, each department has one or more admissions committees responsible for determining overall approaches to recruitment, together with admissions guidelines. Admissions committees review all applications, with most taking a holistic approach to consideration of their applicants, i.e., they require that each committee member assess each part of an application (GRE scores, GPA, letters of recommendation, personal statement) separately before rendering a decision. These recommendations are submitted to the Graduate School, which formally admits graduate students. The Gillings School's Office of Student Affairs supports the efforts of departments with a recruitment specialist and an admissions coordinator, who work across the departments to help better coordinate our admissions efforts. The admissions coordinator, for example, often interfaces with interested students before they have zeroed in on a department and degree program of interest. He also maintains the Gillings Program Search (GPS), our online, interactive database of degree programs. These are new positions since the last self-study and site visit.

The Admissions Practices Committee (AdPC), created in 2014, has been subsumed into our program directors' committee. It explored ways to increase diversity by understanding and sharing best practices across the School and helping align the work of admissions committees from across the School. More information about student recruitment appears in Criterion 4.3, Student Recruitment and Admissions. Requirements for degrees are discussed by level in Criterion 2.0, Instructional Programs.

Faculty Recruitment, Retention, Promotion and Tenure

All units follow University policies for recruitment of faculty and staff. We are especially committed to identifying and considering diverse candidates and have taken additional steps to increase the likelihood of doing so. All positions must be advertised and, except in rare circumstances, search committees guide the processes. Search committee members must take online training that is intended to enhance their efforts to seek diverse candidates and to understand their own implicit biases. We do everything possible to assure that there is diversity of membership on each search committee. Each department also has guidelines and established methods to provide mentoring to faculty and to optimize their potential for success. These are discussed in Criterion 4.2, Faculty Policies and Procedures. The APT Committee reviews new appointments and promotions for School faculty, following criteria spelled out in the [APT Manual](#) [ERF] and in appointment and promotions criteria specified by departments and evaluated online. More detailed information appears in Criteria 1.8, Diversity, and 4.1, Faculty Qualifications.

Academic Standards and Policies, Including Curriculum Development

We follow University and General Administration policies and procedures for academic programs, appointments and promotions. The Chairs' Committee and Academic Programs Committee (APC) share responsibility for developing, maintaining and revising academic standards and policies to the extent that they vary from UNC-Chapel Hill standards and policies. Where appropriate, these committees make decisions on academic policies under the Gillings School's jurisdiction and consider issues with Schoolwide relevance to the academic mission, including review and approval of new academic directions, e.g., the new MPH Core curriculum.

The APC reviews and approves (as necessary) new degree programs and curricular changes; reviews and monitors metrics for accreditation, including CEPH and SACS accreditation; identifies resources needed to support teaching and learning in the Gillings School; monitors and refines the online course evaluation system and develops unified summary statistics on teaching and learning; and reviews nominations and recommends recipients for the student-nominated innovations in teaching, as well as the Larsh and McGavran career teaching and mentoring awards. The APC also acts as a liaison between the Gillings School and the University's Graduate School and Office of Undergraduate Curricula. The APC is accountable to the dean through the associate dean for academic and student affairs. The APC meets monthly and is responsible for ensuring that the Gillings School meets or exceeds accreditation standards. The associate dean for academic and student affairs is the chair of the committee. APC faculty representatives from each department are selected by the chair of that department in consultation with the associate dean. Faculty representatives have leadership and decision-making roles related to curriculum in their departments. Up to two student representatives, including at least one graduate student, also serve as members of the committee.

Curriculum development can be initiated within departments or at the Gillings School level. Department chairs may appoint individuals and committees to develop and/or revise departmental curricula. Proposals must receive approval from both the School's APC and the dean of the University's Graduate School (for graduate programs) or the [administrative boards for the General College](#) [ERF]. A [checklist](#) [ERF] describing the kinds of changes that require notification to the APC and the Graduate School (vs. approval by these bodies) is in the APC Charge and Responsibilities statement.

For programs and initiatives that cut across departments (e.g., Gillings MPH Core), the dean, in close consultation with the associate dean for academic and student affairs, may appoint a cross-Gillings School committee. Such programs and initiatives must be reviewed and approved by the Dean's Council. New degree programs and/or major revisions to a degree program must also be reviewed and approved by the [APC](#) [ERF] and the Graduate School.

Research and Service Expectations and Policies

Each department has explicit, articulated expectations regarding promotion, as noted in the Matrices for Departmental Expectations for Promotion and Tenure included in the APT Manual [ERF]. Expectations are established for research, teaching and service, including kinds of products considered acceptable for promotion at different ranks. Chairs are expected to monitor these policies over time and revise them as needed, typically, in collaboration with APT members who review the Gillings School's *Appointments, Promotion and Tenure (APT) Manual*. The APT Committee reviews all faculty appointment, reappointment and promotion actions within the School that meet the criteria outlined in the *APT Manual*. They also are reviewed by the accountable individual in HR, dean and associate dean for academic and student affairs. Post-tenure reviews are handled within departments and approved by the dean with an accompanying letter to provost, according to University policy.

1.5.c School's Bylaws and Policies

Required Documentation: A copy of the School's bylaws or other policy documents that determine the rights and obligations of administrators, faculty and students in governance of the School.

The School's policies are in the [UNC Faculty Handbook](#) [ERF] and in the Gillings School's [Appointments, Promotion and Tenure Manual](#) [ERF]. The Gillings School has no bylaws and follows University policies unless given explicit permission to develop Gillings School policies.

1.5.d Faculty Participation on University Committees

Required Documentation: Identification of School faculty who hold membership on University committees, through which faculty contribute to the activities of the University.

The Gillings School's faculty have numerous opportunities to participate fully in campus governance. Current participation is listed in Table 1.5.d.1, below.

Table 1.5.d.1 Gillings School Faculty University Committee Membership	
Advisory Committee	Amy Herring, ScD; Penny Gordon-Larsen, PhD
Agenda Committee	Beth Moracco, PhD
Buildings and Grounds Committee	Steven Wing, PhD (deceased)
Center for Faculty Excellence	John Paul, PhD, MSPH
Educational Policy Committee	Kristin Reiter, PhD
Faculty Assembly Delegation	Alice Ammerman, DrPH
Faculty Council	Laura Loehr, MD, PhD; Rebecca Fry, PhD; Beth Moracco, PhD, Rohit Ramaswamy, PhD
Faculty Hearings Committee	Alice Ammerman, DrPH
Financial Exigency and Program Change Committee	Carolyn Halpern, PhD
Graduate School Administrative Board	Carolyn Halpern, PhD
Research Committee	Alice Ammerman, DrPH

1.5.e Student Roles in Governance

Required Documentation: Description of student roles in governance, including any formal organizations.

Students play a vital role in Gillings School governance. They participate as full members of most Schoolwide and departmental committees, except those that include personnel actions as a key component, and they have a rich history of self-governance that is well-supported by the Gillings School. The co-presidents of the SPH Student Government (currently **Kristin Voltzke**, PhD student, EPID, and **Ranjitha Ananthan**, BSPH student, HPM,) and the co-presidents of the Minority Student Caucus (currently **April Aviles**, MPH student, MCH, and **Samuel Baxter**, PhD student, HPM) are full members of the Dean's Council, regularly presenting issues concerning students and providing student perspectives in the Council's discussion and recommendations. Students also play an active role in faculty search and chair review committees, as well as on the APC Committee, the Implementation/Evaluation Committee for the new MPH Core and the Diversity and Inclusion Working Group. A complete list of Schoolwide committees with student representatives is in Table 1.5.e.1, and student organizations are summarized in Table 1.5.e.2.

Table 1.5.e.1 Schoolwide Committees with Student Representation

Academic Programs Committee
Dean's Council
Student Services Council
MPH Core Implementation Committee

Table 1.5.e.2 Schoolwide Organizations (Open to All Public Health Students)

A Drink for Tomorrow (UNC-Chapel Hill Student Chapter)
AcademyHealth (UNC-Chapel Hill Student Chapter/HPM)
AMWHO (UNC-Chapel Hill Student Chapter)
Carolina Breastfeeding: Evidence-Based Education and Support (Carolina BEBES)
Carolina Center for Public Service
GlobeMed (UNC-Chapel Hill Student Chapter)
Health Executives Student Association (ACHE Affiliate) (HPM)
Health Informatics Hub
International Society for Pharmacoeconomics and Outcomes Research
Minority Student Caucus (including Minority Health Conference)
Nutrition Coalition
School of Public Health Running Club
School of Public Health Student Government
School of Public Health Undergraduate Student Council (under review)
Student Global Health Committee
Student Government
Student Health Action Coalition
Team Epi-Aid
Department-Specific Organizations
Biostatistics Student Association
Environmental Sciences and Engineering Student Organization (ENVRSO)
Epidemiology Student Organization
Health Education Student Association
Health Policy and Management Master's Student Council
Public Health Leadership Student Organization
Other Public Health–Related Student Organizations
Engineers Without Borders (Daniel A. Okun Chapter)
GlobeMed (UNC-Chapel Hill Chapter)
Health Sciences Lesbian Gay Bisexual Transgender Queer Alliance
Healthcare Improvement Group
Minority Association for Pre-Health Students (Undergraduates)

Table 1.5.e.2 Schoolwide Organizations (Open to All Public Health Students) (cont'd)
Other Public Health–Related Student Organizations
NC-HCAP Health Careers Club (Undergraduates)
Public Health Leadership Student Organization
Start for the Heart
UNC-Chapel Hill Student Parent Association

1.5.f Assessment of Governance

Required Documentation: Assessment of the extent to which this criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The Gillings School has a long-standing tradition of faculty, staff and student participation in School governance and plays an active role in UNC-Chapel Hill governance.
- We have adapted to evolving needs by creating new leadership structures to assure better communication and coordination, e.g., Coordination Committee and Chairs' Committee.
- These new committees have contributed to the strong culture of collaboration that pervades UNC-Chapel Hill.
- Departmental autonomy has led to strong entrepreneurial departments known for their excellence in teaching, research and service.

Weaknesses

- There is sometimes a tension between strong departments and alignment of processes and policies across the Gillings School.

Plans

- Continue to facilitate information sharing, decision making, and collaboration across the School, resulting in excellent communication and transparency among leaders and key constituencies
- Continue to include students in key standing committees, such as Dean's Council, as well as in ad hoc committees.
- Work diligently to seek alignment of processes and policies across the Gillings School.

This Criterion is met.

1.6 Fiscal Resources

CEPH Criterion

The School shall have financial resources adequate to fulfill its stated mission and goals and its instructional, research and service objectives.

1.6.a Budgetary and Allocation Processes

Required Documentation: Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities. This description should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the University or other entity within the University and other policies that impact the fiscal resources available to the School.

Budget Overview

The Gillings School's annual budget, including expendable resources available through the Public Health Foundation, exceeded \$245 million in FY16. This was primarily from state appropriations, direct funding from grants and contracts, indirect cost recovery, school-based tuition from our professional degrees and gifts. Funding from the state has decreased 9 percent since the start of the 2009 recession. Despite these losses, we have continued to benefit from temporary state allocations for special projects and programs, including: a number of high-priority faculty hires and support for faculty retentions; funds to strengthen our core courses and undertake course innovations; and funds to conduct and support an organizational development plan. Extramural funding has increased since 2012, with Gillings School's principal investigators generating sponsored research awards in excess of \$183 million in FY16. Funds from the Gillings gift (discussed immediately below) have helped to buffer some of the declines in state funding and have provided new opportunities for investment in innovation.

The \$50 million gift from Dennis and Joan Gillings was paid in full and supports higher-risk and high-impact public health projects. We used it to pay building debt for the Michael Hooker Research Center, avoiding \$500,000/year in interest charges during the worst period of the recession. The Gillings gift also enhances the Gillings School's institutional and educational capacity through professorships to encourage interdisciplinary interactions, connections with practice communities, diversity, retention of key faculty, competitive awards to fund curricular improvements, and research and service efforts that represent exemplary achievement and contributions to public health. Resources from the Gillings gift also enabled us to create and sustain the Water Institute and to invest in Gillings Innovation Labs, an entrepreneur-in-residence, a visiting professor with extraordinary global health connections and a professor of the practice who was a former director of health for the state of North Carolina. Gillings Merit Scholars and Gillings Dissertation Awards have strengthened the Gillings School even further.

The University, state and the Gillings School have invested significant capital funds during the last several years to improve the Gillings School's physical plant (see Criterion 1.7, Faculty and Other Resources). In addition, several units within the Gillings School operate service centers, providing support and services to campus and off-campus users and sponsors. For example, BIOS runs the [Carolina Survey Research Laboratory](#) [ERF] and the [Collaborating Studies Coordinating Center](#) [ERF]. ESE is responsible for a Design Center that creates products for investigators and students in the School and across campus. The director of the Design Center is also co-director of the UNC-Chapel Hill makerspace, called [Be-A-Maker \(BeAM\)](#) [ERF].

Sources of Funds

State funds. As part of the yearly state budget process, North Carolina's legislators establish state funding for the UNC System. The UNC System's Board of Governors then distributes state funding to its component universities and schools based on enrollment, using a 12-cell formula that includes weighting

based on credit hours, degree level and cost benchmarks for disciplines. The UNC System also provides special state appropriations to the Chapel Hill campus for programs and, in some years, for enrollment increases, and, occasionally, for expenditures such as adjustments to salary for equity, high-priority research initiatives and for other reasons. These additional allocations have been infrequent since the recession began. Rather, cuts have been the norm.

UNC-Chapel Hill operates through a centralized, historical budget model with regard to its many schools and other academic units. Tuition and fees, state appropriations, indirect cost recoveries and other resources are collected and managed centrally, with a portion reserved for campus-wide services, such as facility operation and maintenance, payroll, accounting, libraries and sponsored award administration.

Once the campus allocation is set, the UNC-Chapel Hill provost determines state allocations to schools and other units. The budget model is referred to as historical and, sometimes, as incremental. No specific formula is used, but maintaining enrollment or enrollment growth is an important factor in allocations to schools and other units. As discussed earlier in Criterion 1.5.b, department chairs, associate deans for business and administration, and academic and student affairs, along with the dean of the Gillings School, developed an allocation model for state funds based primarily on teaching activity, as measured by taught student credit hours (TSCH) and enrolled student full-time equivalents (FTE). (See Figure 1.6.a.1, below.)

Figure 1.6.a.1 Centralized Budget Model



Research dollars and indirect cost return. As discussed further in Criterion 3, the Gillings School is a leader on campus in obtaining competitively awarded grants and contracts. In addition to the direct research support provided by such funds, the Gillings School receives indirect cost returns for overall operations. For grants that are administered within the Gillings School, we receive a separate allocation calculated as a proportion (19.5 percent) of indirect costs generated from grants and contracts administered within the Gillings School in the previous fiscal year. Of this 19.5 percent allocation, 5.2 percent goes directly to the department that administers the research grant, 5.2 percent goes to the home department of the principal investigator (PI), 5.2 percent goes to the department where the work is performed, and the remaining 3.9 percent is reserved for the Gillings School's central administration. Research grants administered external to the Gillings School, in UNC-Chapel Hill centers and institutes, usually involve a negotiated agreement for some indirect cost recovery back to the PI's department.

Service and practice. The Gillings School provides services to public health organizations, mostly within North Carolina, and can use service contracts to generate revenue to cover these efforts. Most service contracts are managed through the North Carolina Institute for Public Health (NCIPH). In 2012, the University began managing service contracts through the Office of Sponsored Research. In addition to providing revenue for direct expenses, an indirect allocation is applied, following the same allocation formula as is used for research dollars.

Budget Process

Although the state's fiscal year begins on July 1 each year, the state legislature rarely completes work on the state budget until late summer/early fall. After the legislature provides a budget to the UNC System, the University receives its approved budget from the System, and the University provost then provides the Gillings School with its annual budget allocation, including support for special funding initiatives described earlier. Because of this timeline—which is not under our control—we cannot accurately quantify the effects of the new fiscal year state budget until the end of the first quarter of the fiscal year, at best and, sometimes, not until after the end of the second quarter. Sometimes, additional, unexpected cuts are levied during the year. This uncertainty heightens the importance of balancing state funding with non-state-derived resources so that we can continue to operate seamlessly.

Depending on economic circumstances in any given year, the UNC System's state budget allocation may be subject to positive and/or negative adjustments, which are then passed on to the System's component schools and universities, to the Gillings School, and to its departments and other units at any time during the course of the fiscal year. The School's leadership determines what amount of these increases or decreases will be allocated to its departments and other units.

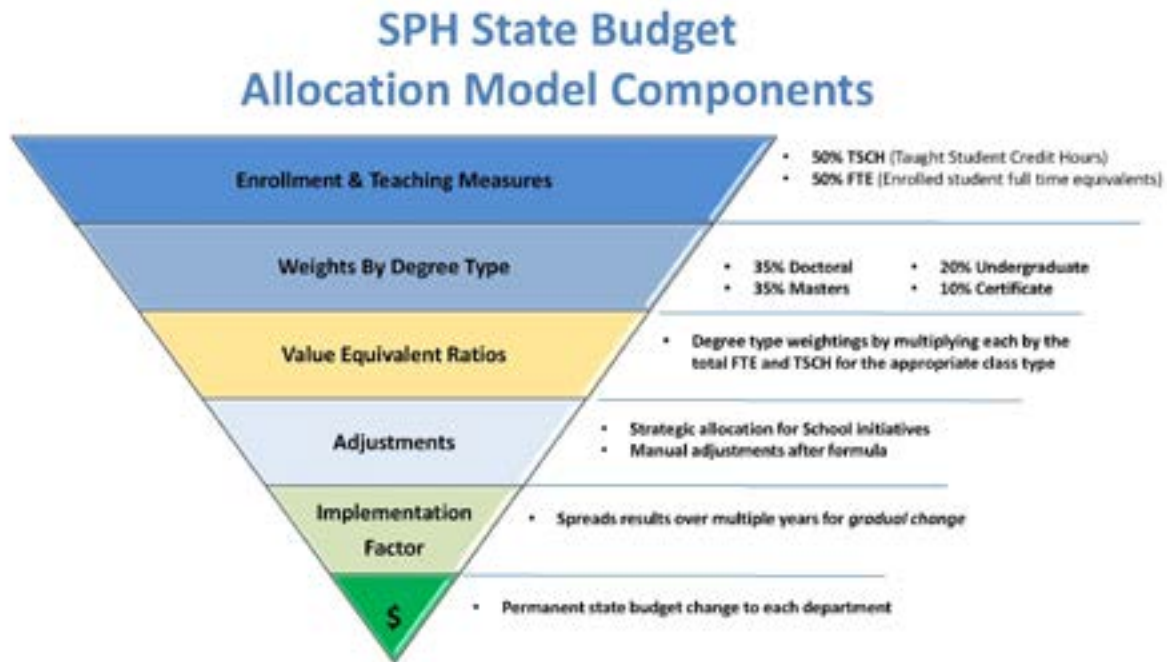
Gillings School Allocation Process

The University's annual budget planning process provides the framework for the Gillings School's overall budget and resource allocation process. The process of planning, revising, executing and closing a fiscal year's budget involves about 18 months of effort. When there have been opportunities for discretionary funding from the University's provost, the process begins in the winter preceding the fiscal year when, prior to the recession, the Gillings School dean solicited requests for new budget initiatives from departments and other units. In recent years, with budget cuts a standard expectation across campus, these solicitations have not occurred, and our process has been more internally focused. After consultation with Chairs' Committee and Dean's Council, the senior associate dean, assistant dean for finance, and dean prepare the Gillings School's budget planning document, which summarizes achievements during the past fiscal year, states goals and objectives for the coming year and identifies future budget year priorities and associated resource requirements. We also request information from departments regarding potential faculty recruitments and start-up needs. We then submit our budget and start-up request documents to the provost for review and consideration. Format, approaches, priorities and even timing of these documents and submission requirements have varied over the years. In recent years, there has been less formal interaction, and budget hearings have not occurred. Because UNC-Chapel Hill has operated on a historical/incremental budget model, our budget from year to year varies according to increases/decreases in enrollment, the amount of tuition that flows directly to the Gillings School, F&A generated by our grants and contracts and special allocations provided by the Provost's Office.

Within the University framework, Gillings School leaders provide guidance on resource management to departments, institutes and centers. In the spring and early summer, we also review each unit and department's past performance and future projections and consider faculty salaries with regard to equity and their relation to benchmarks of the ASPPH or specific disciplines. Allocation of research dollars, service contract revenue and associated indirect cost returns are made directly to units providing the work, as described earlier. Once the annual state allocation is determined, usually in October, state budget distributions to departments are calculated according to the Gillings School's allocation model, with enrollment as the basis for funding decisions (see Figure 1.6.a.2, below).

University leaders are engaged in a major process of changing the budget model, and we anticipate that in the next year or two, UNC-Chapel Hill will move to a variant of a responsibility-centered model that would incentivize units across the University to expand the reach of the University's mission, particularly related to enrollment and research, and to improve efficiency. As the largest professional school at the University and a leading contributor to research efforts, the Gillings School is well-positioned to thrive under the new model.

Figure 1.6.a.2 School of Public Health State Budget Allocation Model Components



1.6.b Budget Statement

Required Documentation: A clearly formulated School budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. This information must be presented in a table format, as appropriate to the School. See CEPH Data Template 1.6.1.

Budgets from FY10–16 are shown in Table 1.6.1, below.

Table 1.6.1 Sources of Funds and Expenditures by Major Category 1, FY10–16							
Source of Funds²	In Thousands						
	2010	2011	2012	2013	2014	2015	2016
Tuition and Fees	3,221	3,359	4,338	5,164	5,352	5,209	5,433
Continuing Education Fees	1,073	1,015	960	869	680	579	722
University and State Support	34,892	38,931	30,359	32,281	35,161	36,012	30,587
Grants and Contracts-Direct Costs ³	112,327	115,472	124,607	130,652	127,139	120,223	136,054

Table 1.6.1 Sources of Funds and Expenditures by Major Category 1, FY10–16 (cont'd)							
Source of Funds²	In Thousands						
	2010	2011	2012	2013	2014	2015	2016
Indirect Cost Recovery	22,771	24,268	26,373	26,681	26,928	28,217	30,541
Expendable Gifts	3,989	4,025	3,140	3,628	4,943	2,171	2,230
Investment Revenue	2,346	2,515	2,563	2,651	2,709	3,511	4,163
Auxiliary and Other Revenue	5,347	4,324	2,638	3,107	3,865	4,872	5,802
Restricted and Unrestricted Trust Carryforward from Prior Year	21,187	19,063	20,566	20,639	21,018	26,210	29,603
Total Sources of Funds	207,152	212,971	215,543	225,670	227,796	227,003	245,134
Expenditures							
Salaries and Benefits	84,796	85,641	86,212	88,850	89,315	93,261	99,801
Operations	21,324	21,288	17,289	20,040	17,364	17,431	18,214
Student and Trainee Support	8,099	9,368	9,417	9,873	9,397	9,381	9,706
Subcontracts and Other Grants	42,180	40,958	49,708	52,567	55,685	48,526	59,735
Contractual Services	1,813	2,246	2,402	2,591	2,382	2,628	2,440
Equipment and Building Improvements	1,172	7,594	877	767	337	3,916	1,281
University Taxes	19,618	20,850	22,695	22,793	23,099	24,434	27,011
Total Expenditures	179,002	187,943	188,600	197,481	197,579	199,577	218,187
Other Available Strategic Funds							
Market Value of Strategic Funds Held in Quasi-Endowment	14,372	15,618	14,981	15,827	28,877	34,425	36,040

¹Category definitions are available in the [ERF](#).

²Figures include balances, investments, income and expenditures from the Gillings School's University funds and the University of North Carolina Public Health Foundation, Inc.

³Contracts and grants administered through other UNC-Chapel Hill schools and centers for school principal investigators are included.

1.6.c Collaborative Budget Statement

Required Documentation: If the School is a collaborative one, sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall School budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by School of Public Health faculty who may have their primary appointment elsewhere.

Not applicable.

1.6.d Outcome Measures

Required Documentation: Identification of measurable objectives by which the School assesses the adequacy of its fiscal resources, along with data regarding the School's performance against those measures for each of the last three years.

Table 1.6.d.1 offers an assessment of the adequacy of several key fiscal resources and the Gillings School's performance against those measures in the past three fiscal years.

Table 1.6.d.1 Measures of Adequacy of Fiscal Resources				
Outcome Measures/Metrics	Target	FY2014	FY2015	FY2016
Institutional Expenditures per Student FTE	Increase at least 1%/year	-1% \$126,756/ FTE	0% \$126,617/ FTE	15% \$145,797/ FTE
Research Dollars per Core Faculty FTE	Increase 1% to 5%/year	-4% \$580,545/ FTE	-9% \$526,796/ FTE	6% \$555,783/ FTE
% of Total Expenditures Paid from Contracts and Grants ³	At least 70%	73%	69%	71%
Strategic Investments for Long-Term Growth ⁴	At least 40% of transformational gifts invested in quasi-endowment	58% \$29M invested	67% \$33M invested	76% \$38M invested
Short-Term Emergency Reserve	At least \$2M	\$2.5M	\$2.5M	\$2.5M

¹Contracts and grants administered through other UNC-Chapel Hill schools and centers for school principal investigators are included.

²Includes undergraduate, master's and doctoral students; does not include certificate students.

³University taxes excluded from calculation.

⁴Funds can be liquidated as needed for strategic and other school needs

1.6.e Assessment of Resources

Required Documentation: Assessment of the extent to which this criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this criterion.

Strengths

- Despite challenges in state funding, the Gillings School has remained fiscally strong and has increased investment in critical areas such as students, diversity, potentially high-risk research efforts, water, global support and more.
- The Gillings School is a leader within the University, particularly in research funding (see Criterion 3.1). The Gillings School makes many contributions to university governance, as well as strategic campus planning efforts and standing committees.
- Although we experienced challenges associated with the recession, the Gillings School continues to thrive, partly because we have adapted to the changing budget environment. Due to our faculty's remarkable success in obtaining external funding, and because of the gift from the Gillings family, we have invested in innovation and in our mission.

Weaknesses

- Like many state schools, the budgets provided to UNC-Chapel Hill and the Gillings School from state funds have declined over the past eight years.

Plans

- We are part of several teams helping to develop the University's new budget model, and we will adapt our strategy and efforts in accordance with the results of that work.

This Criterion is met.

1.7 Faculty and Other Resources

CEPH Criterion

The School shall have personnel and other resources adequate to fulfill its stated mission and goals and its instructional, research and service objectives.

1.7.a Concentration Area Faculty

Required Documentation; A concise statement or chart defining the number (headcount, or HC) of primary faculty in each of the five core public health knowledge areas employed by the School for each of the last three years. If the School is a collaborative one, sponsored by two or more institutions, the statement or chart must include the number of faculty from each of the participating institutions. See CEPH Data Template 1.7.1.

CEPH defines five concentration areas: biostatistics, environmental health sciences (environmental sciences and engineering), epidemiology, health services administration (health policy and management) and social and behavioral sciences (health behavior). In addition, the Gillings School has concentration areas in strong departments of maternal and child health and nutrition and a program for public health leadership. Table 1.7.1 shows the number of primary faculty in each concentration area for academic years 2014 through 2016.

Table 1.7.1 Primary Faculty Headcount in Core Concentration¹ Areas					
	Fall, 2014	Fall, 2015	Spring, 2016	Fall, 2016²	Spring, 2017²
Core Faculty					
Biostatistics	35	36	35	36	36
Environmental Sciences and Engineering	24	26	26	28	27
Epidemiology	50	55	54	60	60
Health Behavior	22	28	28	24	23
Health Policy and Management	32	33	34	32	32
Total Core Faculty	163	178	177	180	178
Faculty in Other Gillings Departments/Programs					
Maternal and Child Health	19	17	17	16	16
Nutrition	40	44	44	42	41
Public Health Leadership Program	8	10	9	9	10
Total Other Faculty	67	71	70	67	67
Total Faculty in Other Gillings Departments/Programs	230	249	247	247	245

¹Concentration area is equivalent to department/program.

²Spring, 2016 and Spring, 2017 data based on special accreditation censuses.

1.7.b Faculty and Students

Required Documentation: A table delineating the number of faculty, students and Student-Faculty Ratios (SFR), organized by department or specialty area, or other organizational unit as appropriate to the School, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format (see CEPH Data Template 1.7.2) and include at least the following information: (a) headcount of primary faculty (primary faculty are those with primary appointment in the School of Public Health), (b) FTE conversion of faculty based on % time appointment to the School, (c) headcount of other faculty (adjunct, part-time, secondary appointments, etc.), (d) FTE conversion of other faculty based on estimate of % time commitment, (e) total headcount of primary faculty plus other (non-primary) faculty, (f) total FTE of primary and other (non-primary) faculty, (g) headcount of students by department or program area, (h) FTE conversion of students, based on definition of full-time as nine or more credits per semester, (i) student FTE divided by primary faculty FTE and (j) student FTE divided by total faculty FTE, including other faculty. All schools must provide data for (a), (b) and (i) and may provide data for (c), (d) and (j), depending on whether the School intends to include the contributions of other faculty in its FTE calculations. Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the School should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in Criteria 4.1.a (Template 4.1.1) and 4.1.b (Template 4.1.2).

1.7.b Faculty, Students and Student/Faculty Ratios by Core Knowledge Area (Schools) or Specialty/Concentration Area (Programs)

Data on faculty, students and faculty/student ratios are below. Student/faculty ratios are calculated by dividing the total Student FTE for a given semester by the total Faculty FTE for that same semester. Ratios for both primary and all faculty can be found in Tables 1.7.2.1-1.7.2.4 below.

Table 1.7.2.1 Faculty, Students and Student/Faculty Ratios by Department, Spring, 2017 ¹										
Dept.	Faculty						Students		Student/Faculty Ratio	
	Primary HC	Primary FTE	Other HC2	Other FTE2	Total HC	Total FTE	HC	FTE	Primary Faculty FTE	Total Faculty FTE
BIOS	36	36.00	28	11.75	64	47.75	180	150.50	4.18	3.15
ESE	27	27.00	42	14.65	69	41.65	143	132.50	4.91	3.18
EPID	60	60.00	154	53.31	214	113.31	193	141.25	2.35	1.25
HB	23	23.00	53	8.96	76	31.96	132	117.25	5.10	3.67
HPM	32	32.00	141	26.01	173	58.01	379	315.50	9.86	5.44
MCH	16	16.00	70	7.50	86	23.50	77	68.50	4.28	2.91
NUTR	41	41.00	25	10.40	66	51.40	150	139.75	3.41	2.72
PHLP	10	10.00	28	2.98	38	12.98	209	142.50	14.25	10.98
All	245	245.00	541	135.55	786	380.55	1,463	1,207.75	4.93	3.17

¹Spring, 2017 data based on special accreditation census.

²Other faculty for spring, 2017 are not mutually exclusive. Faculty may contribute in more than one department.

³"Other FTE" does not include FTE counts for adjunct, other adjunct or other teaching faculty occasionally used for single lectures and student committees. FTE counts for these faculty are not recorded.

Table 1.7.2.2 Faculty, Students and Student/Faculty Ratios by Department, Fall, 2016 ¹										
Dept.	Faculty						Students		Student/Faculty Ratio	
	Primary HC	Primary FTE	Other HC ^{1,2}	Other FTE ^{1,2}	Total HC	Total FTE	HC	FTE	Primary Faculty FTE	Total Faculty FTE
BIOS	36	36.00	29	12.75	65	48.75	188	161.75	4.49	3.32
ESE	28	28.00	42	14.65	70	42.65	147	137.75	4.92	3.23
EPID	60	60.0	153	53.31	213	113.31	204	148.50	2.48	1.31
HB	24	24.00	53	8.96	77	32.96	135	121.75	5.07	3.69
HPM	32	32.00	141	26.01	173	58.01	378	338.75	10.59	5.84
MCH	16	16.00	71	7.50	87	23.50	83	78.00	4.88	3.32
NUTR	42	42.00	25	10.40	67	52.40	174	155.50	3.70	2.97
PHLP	9	9.00	29	2.98	38	11.98	162	119.00	13.22	9.94
All	247	247.00	543	136.55	790	383.55	1,471	1,261.00	5.11	3.29

¹"Other FTE" does not include FTE counts for adjunct, other adjunct or other teaching faculty occasionally used for single lectures and student committees. FTE counts for these faculty are not recorded.

²Other faculty for spring, 2017 are not mutually exclusive. Faculty may contribute in more than one department.

Table 1.7.2.3 Faculty, Students and Student/Faculty Ratios by Department, Spring, 2016 ¹										
Dept.	Faculty						Students		Student/Faculty Ratio	
	Primary HC	Primary FTE	Other HC ²	Other FTE ^{2,3}	Total HC	Total FTE	HC	FTE	Primary Faculty FTE	Total Faculty FTE
BIOS	35	34.75	25	9	60	43.75	169	139.25	4.01	3.18
ESE	26	26	42	13.34	68	39.34	147	134.00	5.15	3.41
EPID	54	54	148	52.74	202	106.74	196	140.50	2.60	1.32
HB	28	27.75	51	9.11	79	36.86	134	120.75	4.35	3.28
HPM	34	33.65	130	23.26	164	56.91	413	345.75	10.27	6.08
MCH	17	16.75	77	6.43	94	23.18	84	72.50	4.33	3.13
NUTR	44	43.7	22	7.85	66	51.55	142	130.50	2.99	2.53
PHLP	9	9.00	25	2.00	34	11.00	196	133.25	14.81	12.11
All	247	245.6	520	123.72	767	369.32	1,481	1,216.50	4.95	3.29

¹Spring, 2016 data based on special accreditation census.

²Other faculty for spring, 2016 are not mutually exclusive. Faculty may contribute in more than one department.

³"Other FTE" does not include FTE counts for adjunct, other adjunct or other teaching faculty occasionally used for single lectures and student committees. FTE counts for these faculty are not recorded.

Table 1.7.2.4 Faculty, Students and Student/Faculty Ratios by Department, Fall, 2015

Dept.	Faculty						Students		Student/Faculty Ratio	
	Primary HC	Primary FTE	Other HC	Other FTE ³	Total HC	Total FTE	HC	FTE	Primary Faculty FTE	Total Faculty FTE
BIOS	36	35.75	20	2.25	56	38.00	177	153.50	4.30	4.04
ESE	26	26.00	26	1.98	52	27.98	162	147.50	5.67	5.27
EPID	55	54.00	98	1.31	153	55.31	212	152.00	2.81	2.75
HB	28	27.75	40	0.10	68	27.85	137	124.50	4.49	4.47
HPM	33	32.85	110	3.66	143	36.51	415	369.50	11.25	10.12
MCH	17	16.75	64	1.90	81	18.65	90	83.50	4.98	4.48
NUTR	44	43.70	17	2.55	61	46.25	174	160.50	3.67	3.47
Other¹			136	119.63						
PHLP²	10	9.00	41	0	51	9.00	157	120.25	13.36	13.36
All	249	245.80	552	133.38	801	379.18	1,524	1,311.25	5.33	3.46

¹"Other" department includes faculty with joint appointments whose primary appointment is outside of the Gillings School.

² Public Health Nursing has been combined into Public Health Leadership Program.

³"Other FTE" does not include FTE counts for adjunct, other adjunct or other teaching faculty occasionally used for single lectures and student committees. FTE counts for these faculty are not recorded.

Table 1.7.2.5 Faculty, Students and Student/Faculty Ratios by Department, Fall, 2014

Dept.	Faculty						Students		Student/Faculty Ratio	
	Primary HC	Primary FTE	Other HC	Other FTE ³	Total HC	Total FTE	HC	FTE	Primary Faculty FTE	Total Faculty FTE
BIOS	35	34.8	17	1.91	52	36.71	188	160	4.60	4.36
ESE	24	24	23	1.75	47	25.75	160	149.75	6.24	5.82
EPID	50	49.75	107	1.43	157	51.18	216	159.25	3.20	3.11
HB	22	21.85	43	0.11	65	21.96	150	136.75	6.26	6.23
HPM	32	31.37	109	3.63	141	35.00	424	384.25	12.25	10.98
MCH	19	18.9	70	2.08	89	20.98	98	92	4.87	4.39
NUTR	40	39.75	13	1.95	53	41.70	180	176.50	4.44	4.23
Other¹			2	1.76	2	1.76				
PHLP²	8	8	45	0.00	53	8.00	171	126.75	15.84	15.84
All	230	228.4	429	14.6	659	243	1,587	1,385.25	6.06	5.70

¹"Other" department includes faculty with joint appointments whose primary appointment is outside of the Gillings School.

² Public Health Nursing has been combined into Public Health Leadership Program.

³"Other FTE" does not include FTE counts for adjunct, other adjunct or other teaching faculty occasionally used for single lectures and student committees. FTE counts for these faculty are not recorded.

1.7.c Other Personnel

Required Documentation: A concise statement or chart defining the headcount and FTE of non-faculty, non-student personnel (administration and staff).

Table 1.7.c.1 shows categories of the Gillings School's "other personnel" and the number of employees in each category.

Table 1.7.c.1 Availability of Other Personnel								
	Fall, 2014		Fall, 2015		Fall, 2016		Spring, 2017	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Full-Time EHRA (Exempt from Human Resources Act)	74	73.10	85	84.25	86	86.00	84	84.00
Full-Time SHRA (State Human Resources Act)	231	229.35	228	227.15	214	214.00	214	214.00
Full-Time Subtotal	305	302.45	313	311.40	300	300.00	298	298.00
Permanent Part-Time	26	18.00	22	14.85	23	15.58	22	14.91
Student Temporary	N/A ¹	0.00	588	230.25	578	229.15	560	223.13
Other	96	44.66	104	56.56	88	42.54	90	43.73
Post-Doc	N/A ¹	0.00	49	49.00	48	48.00	48	48.00
Part-Time Subtotal	122	62.66	763	350.66	737	335.27	720	329.77

¹Due to the University's transition to the new ConnectCarolina data and reporting system in FY15, a complete census file was not captured. Data for that semester is incomplete at this time, though we are working on a solution to backfill that information moving forward.

1.7.d Available Space

Required Documentation: Description of the space available to the School for various purposes (offices, classrooms, common space for student use, etc.), by location.

The majority of the Gillings School's faculty and staff are housed in four buildings located in the health affairs complex on the Chapel Hill campus, contiguous to the other health affairs schools. The four buildings—Rosenau Hall, McGavran-Greenberg Hall, Baity Laboratories and the Michael Hooker Research Center (MHRC)—comprise more than 377,000 gross square feet (sf), of which approximately 250,000 sf are assignable space. The largest building is Rosenau Hall, originally built in 1945, expanded in 1962 and then renovated substantially in 2008; it has 72,071 assignable square feet (asf). McGavran-Greenberg Hall and the Herman G. Baity Environmental Engineering Laboratories were both built in 1991 (with 62,299 asf and 4,559 asf, respectively). The MHRC, with 63,149 asf, is the most recent addition to the School's building complex, completed and occupied in April 2005. In addition, the Gillings School occupies approximately 38,000 sf in multiple off-campus locations through leasing, University-owned properties or other arrangements. The majority of off-campus locations are necessary to meet research space needs that we cannot otherwise satisfy on campus. The senior associate dean is currently developing a strategic facilities plan to help us set priorities for space assignments, renovations and/or efforts to expand our footprint.

The MHRC was built to accommodate the expansion of wet laboratory research at the Gillings School and

to replace aging, outmoded laboratories in Rosenau Hall. The state-of-the-art facility also provides space for teaching, service and events. The MHRC includes an atrium that joins the laboratory wings to the rest of the School of Public Health complex and provides internal connections among the Gillings School's three major buildings. The atrium acts as the Gillings School's "living room" and provides a gathering space to facilitate both formal and informal interactions among the Gillings School's nine separate academic, service and administrative units. In addition to food service and open seating, the atrium offers access to seven separate, centrally-scheduled meeting rooms that range from 12 to 25 seats, as well as the 100-seat Blue Cross and Blue Shield Auditorium.

Tables 1.7.d.1 and 1.7.d.2, based on data collected by the University, show a breakdown of the Gillings School's space by purpose and location.

Table 1.7.d.1 Available Space by Department							
Department	Classrooms	Laboratory	Offices	Conference/ Meeting	Study	Other Space	Total ASF¹
Biostatistics	0	0	27,655	1,963	392	908	30,917
Environmental Sciences and Engineering	0	38,118	22,330	1,318	258	0	65,863
Epidemiology	0	12,052	22,680	1,495	742	351	37,320
Health Behavior	434	0	10,517	1,373	82	0	12,407
Health Policy and Management	0	0	10,202	1,035	630	105	11,972
Maternal and Child Health	0	0	9,577	815	0	0	10,392
Nutrition	929	14,556	9,664	1,205	0	66	26,420
PH Leadership Program	0	0	1,643	355	0	0	1,998
School of Public Health	15,675	0	30,001	9070	2,024	3,731	60,501
Total ASF¹	17,038	61097	144,270	18,629	4,127	5,160	253,950

¹ Assignable square feet

Table 1.7.d.2 Available Space By Building							
Building	Classrooms	Laboratory	Offices	Conference/ Meetings	Study	Other Space	Total ASF¹
UNC Owned	17,038	61,097	102,011	14,426	4,127	3,676	205,703
Baity Lab	0	3,414	409	0	0	0	3,823
Hooker Research Center	3,030	40,325	9,924	7,408	189	1,401	62,278
McGavran-Greenberg Hall	7,026	13,036	36,169	1,971	1,764	2,090	62,055
Rosenau Hall	6,982	4,020	51,619	4,871	1,917	185	69,594
Off-Campus/ Leased Space	0	302	42,259	4,203	0	1,484	47,946
Total ASF¹	17,038	61,097	144,270	18,629	4,127	5,160	253,950

¹ Assignable square feet

1.7.e Laboratory Space

Required Documentation: A concise description of the laboratory space and description of the kind, quantity and special features or special equipment.

The Gillings School's combined facilities include approximately 61,000 square feet of assignable wet laboratory space, including two biological-safety-level-three laboratories (BSL-3) overseen by UNC-Chapel Hill's Department of Environment, Health and Safety. The Michael Hooker Research Center (MHRC), completed in 2005, significantly increased the school's modern laboratory space (~40,000 of the Gillings School's 61,000 asf are located in the MHRC). We attained a total of ~17,000 asf in McGavran-Greenberg Hall and Baity Lab in 1991; we also have approximately 4,000 asf of renovated (2007) wet lab space in Rosenau Hall. In addition, faculty in the Gillings School's ESE department built and maintain an approximately 1,700 cubic foot smog chamber on the rooftop of McGavran-Greenberg Hall that researchers use to analyze effects of sunlight and other substances on hydrocarbon exhaust emissions. This space connects to a laboratory where researchers examine the impact of exposures of various kinds on human lung tissues. The Gillings School is unique in maintaining its own 2,148 asf instrument shop (see discussion of the ESE Design Center in Criterion 1.7.h) that fabricates custom equipment and provides specialized research tools to support experimental and field research. See Table 1.7.e.1, Laboratory Space, below. Summer, 2017, we will be undertaking a full renovation of the animal labs in McGavran-Greenberg, which will expand the number and types of animal studies that can happen with the School's buildings.

The Gillings School's facilities also include mass spectrometry and gas chromatography labs and a smog chamber facility in Chatham County, approximately 10 miles from Chapel Hill.

Michael Hooker Research Center (MHRC)

The MHRC is a 124,000 gross square foot wet laboratory building that was completed and occupied in 2005. The building offers four floors of modern laboratories totaling 40,000 assignable square feet, including a biological-safety-level three (BSL-3) laboratory. Departments occupying laboratory space at the MHRC include Environmental Sciences and Engineering, Nutrition and Epidemiology. Assignable laboratory modules are located along the exterior walls of the building to maximize natural lighting. Rooms housing instruments and common equipment that are shared among multiple investigators, such as environmental control chambers, tissue culture rooms, freezer morgues and autoclave and glass wash facilities, are located in the center of the building, with access from surrounding laboratories.

The typical laboratory module is 1,100 square feet and offers four bays of bench space, an alcove for ducted chemical fume hoods and/or biological safety cabinets, and an internal office. Non-load-bearing metal partitions divide the laboratory modules and allow for programming flexibility. Epoxy resin bench tops and metal casework hang from a central spine system supporting interchangeable cabinetry and shelving units that can be reconfigured to meet an investigator's specific needs.

The building was among the first at UNC-Chapel Hill to include a building-wide reverse osmosis and de-ionized (RO/DI) water system. The RO/DI system is constantly recirculating to provide 16–18 Meg Ohm water on demand at point-of-use locations in each lab module.

Rosenau Hall

Renovated in 2005, the building includes approximately 8,000 assignable square feet of laboratory space, including a 1,100 square foot mass spectrometry and gas chromatography laboratory with dedicated air handling and generator back-up power supply, as well as the 2,500 square foot instrument fabrication and design shop. The design shop provides researchers across a broad range of disciplines, within and beyond the Gillings School, with engineering and scientific design and fabrication services. In 2016 we added a causal inference lab.

McGavran-Greenberg Hall

Built in 1991 McGavran-Greenberg Hall has wet laboratory space that includes one biological-safety-level-three (BSL-3) laboratory, laboratory animal research facilities and a 1,700 cubic foot rooftop smog chamber fabricated by the Gillings School's own instrument and design shop in 2005. The smog chamber is used to mix sunlight with diesel engine exhaust emissions and to analyze its effect on lung tissue.

Herman G. Baity Environmental Engineering Laboratories (Baity Labs)

Although they are housed in a separate building, the Baity Labs were part of the McGavran-Greenberg Hall project completed in 1991. This approximately 6,400 gross square foot building provides specialized high-bay wet research space to facilitate water and air quality research labs, assignable lab modules and support space. Environmental Sciences and Engineering occupies both the water and air labs. Exhaust fans and ducting used for air quality research were replaced in 2005.

Table 1.7.e.1 Laboratory Space						
Laboratories	McGavran-Greenberg	Chatham County Aerosol Lab	MHRC	Rosenau	Baity	Total ASF ¹
Instrument Shop				2,148		2,148
BSL III	715		458			1,173
Wet Research Space	12,321	302	39,772	1,967	3,414	57,776
Totals	13,036	302	40,230	4,115	3,414	61,097

¹Assignable square feet

1.7.f Computer Facilities and Resources

Required Documentation: A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.

The Gillings School leverages campus services—including networking, telecommunications, common applications and information security consultation/incident response—enabling us to invest our technology resources in value-added and differentiating computing services at the Gillings School level. These services are mainly provided by the Instructional and Information Systems (IIS) unit and, in some cases, by department-specific resources services, especially for direct support of specific research data management needs.

Technology Infrastructure

The Gillings School technology infrastructure includes 40 servers running Red Hat Enterprise Linux and Microsoft Windows Server operating systems on virtualized and physical systems. Housed in campus data centers, these servers deliver public websites, web applications and storage. In addition, campus storage, research computing clusters and digital repositories for publications are provisioned and managed. We maintain a networked print infrastructure and handle access management and permissions for Gillings School-based and some campus services.

We use a large switched network for data and voice communications among the three main buildings, buildings across campus and beyond. All of the 1,760 network ports in the Gillings School provide at least 100-megabit connections, with the majority of the connections running at 1 Gbps in occupied spaces in the Gillings School. Connections between the buildings run at 10 Gbps, and connection to the commodity internet is provided by the campus through a pair of redundant 10 Gbps connections. A total of

183 wireless access points have been installed, providing wireless networking to the vast majority of the building complex through guest wireless and inter-institution roaming access (eduroam). More than 1,000 devices are active on the Gilling's School network daily, supplemented by 120 network printers and other devices.

Research Computing

The central campus Information Technology Services (ITS) Research Computing group offers a number of computing resources for researchers. Some Gillings School departments, particularly EPID and BIOS, supplement these services with in-house offering, such as storage and research programming. Among the campus services for researchers are three Linux clusters—KillDevil (8000 cores), Kure (1840 cores) and Longleaf (3240 cores). The Longleaf cluster is designed explicitly to help meet increasing needs around big data.

Collaboration Spaces

The Gillings School has created three formal, specially designed collaboration areas to encourage group work. These study hotspots feature comfortable seating, power outlets, writing surfaces, wireless access and a collaborative screen for group work. The areas provide additional informal space for breakout sessions for small groups during class, to gather and prepare between classes and more opportunities for peer-to-peer learning. We recently upgraded an existing open study room by adding a collaborative screen for group work. We also added LCD screens in the atrium to facilitate collaboration. All these sites are used heavily by students.

Workstations and Mobile Devices

All students must own laptop computers, in accord with University specifications. The Carolina Computing Initiative (CCI) offers computers at competitive prices and can be serviced at an on-campus computer repair center that offers fast turnaround. Most faculty and staff computers are replaced on a three- or four-year lifecycle, and loaner computers are available when extended repairs are needed. Faculty, staff and students can request computer help through a central 24-hour response center via phone, web or walk-in. A ticket system allows for rapid transfer of more than 3,000 help tickets per year from faculty and staff to appropriate school- or campus-based technicians. Departments and units also offer on-site information technology support.

Classrooms and Conference Rooms

The School has 18 shared-use classrooms and six shared-use conference rooms in its three main buildings. Classroom technologies include desktop computers with internet access, Blu-Ray DVD players, ceiling-mounted LCD projectors, mounted/ceiling tile speakers, PowerPoint remotes, digital/analog connections for laptops, podiums/lecterns, conference telephone ports and classroom hotline phones. Larger classrooms also include a wireless clip-on lavalier microphone, in-room document camera and static webcam for remote conferencing. Integrated touch interfaces enable instructors to select devices and features.

Two advanced collaborative classrooms also include Polycom videoconferencing, ceiling and podium microphones, controllable cameras and a touch-screen control system. Seven classrooms include MediaSite lecture capture systems to provide live streaming and recording of class sessions to access on-demand. Conference rooms are equipped with desktop computers with internet access, ceiling-mounted LCD projectors, mounted/ceiling tile speakers, digital/analog connections for laptops, and conference speaker phones.

The advanced collaborative classrooms (2306 and 2308 McGavran-Greenberg Hall) are the Gillings School's most flexible and highly-powered teaching spaces, with capacity for remote conferencing and lecture capture. They were designed with substantial input from a committee of faculty, staff and students. Space and seating are responsive to different learning requirements, with possibilities to

change the layout to range from 50-person lectures to collaborative group work to U-shaped discussions or special events. Features include power to all seats, “plug and play” tables, multiple projection and writing surfaces, a full window wall, wireless access, state-of-the-art moveable seating and tables and an adjustable height podium. Renovation of the Gillings School’s largest classroom, Rosenau 133, is underway to create a state of the art, 138-seat collaborative classroom, with possible expansion space to accommodate 150 seats.

Requests for troubleshooting are resolved via a web-based command center that enables technicians to resolve most problems from any location. Room requests are submitted via a form on the [Gillings School website](#) [ERF] and availability is displayed from the campus Outlook calendar system

Instructional Technologies

Gillings School instructors leverage the campus learning management system (LMS), Sakai, as well as related tools such as Blackboard Collaborate for integrated web conferencing and VoiceThread for media presentations. The campus [Center for Faculty Excellence](#) (CFE) [ERF] provides additional resources such as consultation, workshops and grants to support teaching.

1.7.g Library and Information Resources

Required Documentation: A concise description of library/information resources available for School use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services.

Health Sciences Library

The Health Sciences Library (HSL) is the primary library for the UNC-Chapel Hill schools of Dentistry, Medicine (including Allied Health Sciences), Nursing, Pharmacy and Public Health and for UNC Hospitals and the North Carolina Area Health Education Center (AHEC), the statewide program for health professional education. Faculty, staff and students can access electronic information sources from wherever they are. Although the vast majority of our students leverage the Health Sciences Library, the University has several other [major libraries](#) (Davis [Main] Library; Law Library; Undergraduate Library; and Wilson Special Collections Library, among others) and resources used by students and researchers from across the University, including Gillings affiliates.

The HSL serves the health information needs of the entire University, with more than 293,000 print and non-print titles. It provides access to more than 200 electronic databases, such as PubMed/MEDLINE, Global Health, EMBASE, ISI Citation Databases, BIOSIS, PsycINFO, UptoDate and Scopus, and a collection of more than 8,500 electronic serial publications, 18,000+ electronic books, 4,600+ streaming video titles and 457,500+ total print volumes. Additionally, the HSL is a Resource Library for the National Network of Libraries of Medicine and participates in national and international interlibrary loan consortia. Belonging to these consortia allows the HSL to borrow materials quickly from other libraries around the nation and the world.

The HSL employs 54 full-time staff, with annual expenditures in 2016 totaling more than \$7.8 million. Gillings School faculty, students and staff have dedicated access to 1.5 FTE of public health liaison librarians (one of whom is trained in public health) and can also access librarians who specialize in bioinformatics, clinical and translational science, dentistry, medicine, nursing and pharmacy, as well as those with strengths in cancer research, patient safety, patient education, quality improvement and patient resources. These librarians offer a variety of customized services, including extensive literature searches; online, individualized and classroom education; online self-help guides; on-site office hours; support for web-based and instructional technology projects and connections to campus resources and expertise.

The HSL is fully wireless, with guest wireless access, and is equipped with 64 public computer workstations, 20 small-group study rooms, two teaching labs with a total of 45 workstations, three videoconferencing facilities, two well-equipped public conference rooms and a coffee shop. A Research Hub opened in 2015 and offers video/web conferencing technologies, large-screen displays paired with a variety of data analysis and visualization software, research event space with streaming capability, educational programs and a suite of services targeted for researchers. Seating capacity in the library numbers 578 (401 open seats, 35 café seats, 50 classroom seats, 65 conference room seats, and 27 Research Hub seats). A [suite dedicated to Health Informatics](#) [ERF] is under construction; this space is designed to bring people together from across campus for collaboration, including our faculty members in this field.

The [Research Hub @ HSL](#) [ERF] offers a variety of software in the following categories: Data visualization and molecular and chemical modeling tools, data cleaning tools, GIS/mapping tools, programing applications, and statistical applications. The Research Hub's Collaboration Center space offers video and web conferencing software, including PolyCom Real Presence, Skype and Google Hangouts. The UNC Libraries Research Hub at Davis Library also provides welcoming, technology-enabled, connected environments where researchers can advance their work and collaborate across the University.

1.7.h Other Resources

Required Documentation: A concise statement of any other resources not mentioned above, if applicable.

ESE Design Center

The ESE (Environmental Sciences and Engineering) Design Center is a unique space in which faculty, staff and students collaborate to design and produce research materials. The unique blend of people in ESE bring an engineering mindset and have an interest in meeting the special needs of researchers. The Design Center is a Research Service Center (also known as a Core Facility) within ESE. The mission of the ESE Design Center is to facilitate and complement research of all types by providing consultation, design, fabrication and assembly services in a wide range of disciplines. Design Center personnel are actively involved in grant proposal development, technology innovation and research within the Gillings School, across the UNC-Chapel Hill campus and beyond. Services include consultation on technical feasibility, manufacturability, materials selection and availability of equivalent technologies; prototype design and documentation and research instrumentation modifications to extend analytical capabilities. Equipment and capabilities include a 3D printer for rapid prototyping; basic electronics bench for instrument troubleshooting, circuit prototyping and small-scale electronics assembly and a 3D Design Computer Workstation for design of components and assemblies with integral Computer-Aided Manufacturing (CAM) capability for translation to Computer Numerical Control (CNC) machining files.

BeAM: UNC's Makerspace Network

We are delighted to be part of [BeAM \(Be A Maker\)](#) [ERF] which is a campus-wide network of makerspaces for students, faculty and staff to promote the design and hands-on creation of physical objects to develop solutions for scientific and technical challenges. In addition to providing a physical space, BeAM promotes the creation of a community that undertakes interdisciplinary approaches to problem-solving as part of undergraduate and graduate teaching, as well as to research and entrepreneurship. At the Gillings School, this might mean designing a transportable water purification system or developing precise research instruments. Specific technologies available through BeAM makerspaces include 3D printing and scanning, laser cutting, vinyl cutting, and a CNC router table; making it possible to do woodworking, metalworking, electronics and sewing. Locations at Hanes Art Center, Kenan Science Library and a new 3,200 square foot space in Murray Hall are now open. This new space includes instructional areas, a digital fabrication workshop, full woodworking and metalworking shops and a collaboration lounge.

Community Resources

Across the Gillings School and in a number of other centers and institutes, we have developed deep, longstanding relationships with a variety of community groups and agencies that provide critical resources for teaching, research and service. Community resources are made available through the multitude of community-based participatory projects conducted by our faculty and students, with community members providing expertise and resources through every stage of research. Such connections often lead to community members participating in advisory groups and research teams, reviewing grant proposals, speaking to classes, developing educational materials such as real-world case studies, serving as preceptors for practicum placements, mentoring students and junior faculty and providing opportunities for students and faculty to work in communities or sometimes just to observe. Many instructors for the Gillings School's continuing education programs are local practitioners or state public health staff. Other resources include in-kind contributions such as offering guest lectures in our courses, mentoring our students, providing faculty with research opportunities and the like.

Internally, the School is fortunate to have well-developed relationships with other units on campus, and these also often provide in-kind resources to support the School's mission. For example, North Carolina Translational and Clinical Sciences (NC TraCS) offers Gillings faculty and staff access to a free [Implementation Science Exchange](#) [ERF] as part of its Dissemination and Implementation Unit. The Biostatistical Core at Lineberger Comprehensive cancer Center offers assistance to Gillings faculty who are members, and/or who are interested in submitting a cancer-related grant application. These type of resources are readily accessible and invaluable to researchers at all stages of their careers.

1.7.i Outcome Measures

Required Documentation: Identification of measurable objectives through which the School assesses the adequacy of its resources, along with data regarding the School's performance against those measures for each of the last three years.

Table 1.7.i.1 identifies measurable objectives related to the adequacy of Gillings School resources. Targets represent where the School expects to be in three years, and metrics will match those in Table 1.1.d where they align. Please note, however, that the student to primary faculty ratios are based on headcounts, and will not match the calculations in Tables 1.7.2.1-1.7.2.5, which are based on FTE per the CEPH template.

Table 1.7.i.1 Outcome Measures Related to Adequacy of Resources				
Outcome Measures/Metrics	Target	Year 1	Year 2	Year 3
Metric 1: Student to Primary Faculty Ratio (Headcount) ¹	6	7.3	6.9	6.1
Metric 2: Doctoral Student to Primary Faculty Ratio (Headcount) ¹	2.7	2.7	2.6	2.9

Table 1.7.i.1 Outcome Measures Related to Adequacy of Resources (cont'd)				
Metric 3: At Least One Renovation Per Year	>1	A new 50-seat interactive instruction space on the second floor of McGavran-Greenberg Hall opened for use with the start of fall, 2013 classes.	<p>Completed in April 2015, two former computer lab rooms in Rosenau Hall were renovated with soft seating and other student-friendly features, allowing students to meet in small groups.</p> <p>In June, 2015, new seating in a 45-seat classroom in the Michael Hooker Research Center was installed to allow for easier movement of chairs.</p> <p>In June, 2015, new whiteboard-top round tables were installed in the pre-function area of the lower atrium of the Michael Hooker Research Center between an auditorium and two classrooms.</p>	Construction of a Causal Inference Lab (Rosenau 023A) began in June, 2016 and was completed early fall.
Outcome Measures/Metrics	Target	Year 1	Year 2	Year 3
Metric 4: Library Satisfaction Survey	>90% very satisfied or satisfied			96% of respondents who reported using the library were either very satisfied or satisfied with the library facilities and resources.
Metric 5: Reference questions and consultations for Public Health by all staff	450			428 (by 13 library staff)
Metric 6: Classes sessions taught by all staff	30			29 (by 5 library staff)

¹Fall census data for 2014, 2015, and 2016.

1.7.j Assessment of Resources

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The Gillings School has invested in updating classrooms for 21st-century teaching, and we are committed to leveraging technology as it evolves.
- We have created extensive, state-of-the-science facilities to meet varied research needs.
- We have created collaboration spaces which are heavily used as students work on course assignments, research and service projects.
- Our strong relationships with centers across campus add significantly to our research resources.
- We are closely connected to University resource planning and are able to ensure that our plans are integrated with overall University plans.
- The Gillings School benefits from a variety of excellent resources which are available to faculty and students across campus.
- Our location near all of the University's health affairs schools and the fact that we are walking distance from other UNC-Chapel Hill schools facilitates interdisciplinary collaboration.

Weaknesses

- Like most units at the University, we do not have enough space in our primary location to house all Gillings School efforts within that footprint. Some research and office space is distributed to other locations, which can make logistics challenging for faculty.

Plans

- Complete renovations to the auditorium classroom in 133 Rosenau Hall to make it a flexible space that enables a range of learning experiences from small-group collaborations to large-audience lectures.
- Develop a plan for the auditorium classroom in 1301 McGavran-Greenberg Hall and secure funds for its renovation.
- Complete a new non-laboratory university research building, Carolina Square, to provide space for many faculty research programs.
- Develop a strategic facilities plan to determine current and future space needs for our academic and research mission and to ensure that we are prepared to meet those needs.
- Update and activate the Gillings School's space committee to handle space requests and changes and, to monitor progress on efforts documented in the strategic facilities plan.
- Continue to participate in UNC-Chapel Hill master planning efforts for the campus to ensure that the Gillings School's needs are reflected in overall University planning.

This Criterion is met.

1.8 Diversity

CEPH Criterion

The School shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

1.8.a Diversity Plan

Required Documentation: A written plan and/or policies demonstrating systematic incorporation of diversity within the School.

Introduction

The Gillings School's current diversity plan, adopted in 2011, stems from a comprehensive, Schoolwide planning initiative, [SPH2020](#) [ERF], in which all Gillings School faculty, students, staff and alumni were asked to imagine what they wanted the Gillings School to look like in the year 2020. Greater diversity and inclusiveness were two of the strongest aspirations for the Gillings School across all stakeholder groups. Subsequently, a community-based participatory planning process, with underrepresented minority and white co-chairs, male and female, one external and one internal to the Gillings School, engaged a task force of 60 volunteers to recommend plans and approaches for increasing diversity and inclusiveness that would involve all aspects of the Gillings School's mission—teaching, curriculum, research, service and practice, and include faculty, staff and students. This task force, the Diversity and Inclusion Task Force (DITF), recommended adoption of an ambitious set of priorities ([13 Recommendations on Diversity and Inclusion to the UNC Gillings School of Global Public Health Community](#)) [ERF] (2011).

As described in this Criterion, Gillings School leaders used these 13 recommendations to set diversity and inclusion priorities while also:

- a. Aligning Gillings School efforts with the University's [Strategic Diversity Plan](#) [ERF]; and
- b. Developing approaches that help us respond in a timely way to emerging needs.

In 2007, Dean Rimer appointed associate professor of epidemiology and nutrition, Jessie Satia, PhD, to serve as Special Assistant to the Dean for Diversity and Inclusion. She died in 2010 after an extended illness. To progress on the priorities identified in our process, we initially appointed Rumay Alexander, EdD, RN, Director of the Office of Diversity and Multicultural Affairs, School of Nursing, to serve as liaison for diversity in our Gillings School. We believed this arrangement would foster a synergy of efforts to improve diversity and inclusion between our schools. In 2016, she was also named Interim Director, Office of Diversity and Multicultural Affairs for the University.

Throughout this time, we have partnered closely with the University's Office of Diversity and Multicultural Affairs to implement a number of our diversity and inclusion efforts, including trainings and conferences. We used a number of new approaches, reported below, to help boost diversity, and we regularly reviewed diversity data on faculty, staff and students in both the Dean's Council and in Faculty and Staff meetings and discussed strategies to increase diversity and inclusion.

In 2015, we were part of a Black Lives Matter effort led by students. As police shootings and other events occurred over 2015–16, it became clear that the conversation about diversity and inclusion had changed, and that we should revisit our plans. We also saw that it was no longer sufficient to have a person leading diversity and inclusion part-time. As a result, we are recruiting to fill a new full-time position – assistant dean for inclusive excellence. That position will collaborate with people from across the University and the Gillings School, including the coordinator for diversity programs and recruitment, student services managers, academic affairs and others.

To keep making progress, in 2016, several Gillings School leaders who have been active in implementing the Gillings School's diversity plan formed a Diversity and Inclusion Working Group to prioritize efforts we could undertake in AY 2016-17, in advance of filling the new assistant dean position. Thus far, members of the Working Group have: reviewed reports and data; helped develop the position description for the new assistant dean position; organized and hosted just-in-time reflection sessions; presented to various groups, including Dean's Council, Faculty and Staff meetings, student meetings and others on themes from the reflection sessions and other events; helped conceptualize workshops on creating inclusive classrooms through the "Celebrate Teaching All Year Round" program; and more. The Diversity and Inclusion Working Group has targeted the majority of their efforts on increasing inclusiveness across the School.

1.8.a.1 Gillings School's Underrepresented Populations

Required Documentation: Description of the School's underrepresented populations, including a rationale for the designation.

Definition of "Diversity"

The Gillings School defines and operationalizes "diversity" in the broadest terms. We recognize the diverse and intersectional identities of students, faculty, staff, alumni and community partners and strive to include and support them, wherever possible. We seek to integrate diverse perspectives into our policies, courses and work life. Our definition includes, but is not limited to, cultural and racial/ethnic background, country of origin, first generation status, gender, age, socioeconomic status, physical and learning abilities, physical appearance, religion, political perspective, sexual identity and veteran status. The definition is included in a [statement by the Gillings School's leadership](#) [ERF] that is on our website, is included in rotating messages on our LCD screens at entrances to the Gillings School, and is posted in the entrance to the dean's office. This definition is consistent with that of UNC-Chapel Hill. However, while our definition is broad, our measurement is constrained by the data we can reasonably collect, e.g. race, ethnicity, age, gender and similar data.

Demographics

In terms of formal assessments, the Gillings School follows U.S. Department of Education race and ethnicity categories to assess faculty, student and staff demographics and diversity, including the following: American Indian/Alaska Native, Asian, African American/Black, Native Hawaiian/Other Pacific Islander, Hispanic/Latino, White and Two or More Races. We place a special emphasis on recruiting faculty, students and staff from underrepresented populations, including the following: American Indian/Alaska Native, African American/Black, Hispanic/Latino and Native Hawaiian/Other Pacific Islander.

We do not collect data or track metrics on other forms of diversity, such as LGBTQ or physical/learning abilities, because of the legality and sensitivity of the information. However, we encourage recruitment of faculty, students and staff who bring other forms of diversity to the Gillings School through use of both the University's, as well as our own (adopted in 2012), modified [Equal Opportunity Statement](#) [ERF]. While the University tracks first generation status for undergraduates, it does not do so for graduate students.

Faculty and students are recruited nationally and globally. Most staff are recruited from the central Piedmont area of North Carolina; senior staff are recruited regionally and nationally. Even with concerted efforts to increase representation of underrepresented groups, we have been challenged to move the needle in this regard. Challenges include factors outside our immediate control (e.g., pipeline issues; our location in the American south, with its history of oppression; and, most recently, North Carolina's [HB2](#) [ERF], otherwise known as "the bathroom bill"). Some factors are more within our control, such as continuing to identify and implement ways to be more welcoming and inclusive, strengthening our pedagogies to support all students, adopting strategies to increase funding packages for admitted students and creating additional support systems for diverse faculty so they have fulfilling careers here and are better able to progress through the ranks. We have reacted aggressively to retention threats regarding minority faculty and have retained some, but not all of, these faculty with support from School

and with University resources. Where we have failed to retain minority faculty members, in several cases, there were family issues that made other geographical locations more desirable. The provost and vice-provost have been very supportive of our efforts to both recruit and maintain minority faculty.

We have made progress when it comes to diversity. However, our aspirations exceed what we have achieved to date, and we continue to strive for improvement so our faculty, staff and students are more reflective of the larger population from which they come. We have a substantial proportion of minority students, but we want to achieve a larger proportion of underrepresented minorities. Recruiting an assistant dean for inclusive excellence is an important part of our strategy for the future.

1.8.a.2 Goals for Achieving Diversity and Cultural Competence

Required Documentation: A list of goals for achieving diversity and cultural competence within the School, and a description of how diversity-related goals are consistent with the University's mission, strategic plan and other initiatives on diversity, as applicable.

The Gillings School's [mission](#) [ERF] and [diversity statements](#) [ERF] articulate our commitment to diversity and inclusion, and we establish our **key measurable diversity goals** as a subset of our Gillings School Metrics in Criterion 1.1.d (see Table 1.8.a.2.ii, below). Also, as noted above, the [Diversity and Inclusion Task Force](#) [ERF] developed **13 recommendations** (Table 1.8.a.2.iii, below) that continue to guide our strategy for achieving diversity and cultural competence.

The Gillings School's diversity-related goals and strategies correlate closely with the University's diversity plan, which has five goals. In two tables below, we use color codes to indicate the extent to which we have made efforts to fulfill and/or achieve diversity goals from the University plan: green indicates that we have either achieved and/or are maintaining the goal we achieved; orange indicates partial achievement, or progress toward achieving, the goal. Annual diversity reports made to the UNC Office of Diversity and Multicultural Affairs for the past three years are available in the [ERF](#). We know that inclusive excellence begins with recruiting and retaining faculty, staff and students. These recruitment and retention goals are part of our Gillings School metrics and can be seen in Table 1.8.a.2.ii, below, with outcomes reported in Table 1.8.e.1. Diversity Metrics, Faculty and Students, by Race and Ethnicity.

Note: the University's Diversity Plan does not require that reporting units identify or report on specific actions or quantitative benchmarks. Rather, the University plan provides example of types of actions that could be taken in pursuit of each goal, together with illustrative benchmarks (primarily examples of types of policies or approaches implemented). In this context, our efforts are measured primarily by actions taken to increase diversity and inclusion. For details on specific action steps, plus how we have monitored University Plan-related efforts, see [ERF](#).

Table 1.8.a.2.i UNC Diversity Plan Goals and Status re. Achieving Goals		
UNC Diversity Plan Goals	Efforts to Fulfill University Plan Goals ¹	Achievement of University Plan Goals
Goal 1: Clearly define and publicize the University's commitment to diversity.		
Goal 2: Achieve the critical masses of underrepresented populations necessary to ensure the educational benefits of diversity in faculty, staff and student populations and in executive, administrative and managerial positions.		
Goal 3: Make high-quality diversity education, orientation and training available to all members of the University community.		

Table 1.8.a.2.i UNC Diversity Plan Goals and Status re. Achieving Goals (cont'd)		
Goal 4: Create and sustain a climate in which respectful discussions of diversity are encouraged and take leadership in creating opportunities for interaction and cross-group learning.		
Goal 5: Support further research to advance the University's commitment to diversity and to assess the ways in which diversity advances the University's mission.		

¹See [ERF](#) for action steps at Gillings School related to University Diversity plan.

Tables 1.8.a.2.i and 1.8.a.2.ii further illustrate how our Gillings School goals and 13 recommendations of the School's Diversity and Inclusion Task Force map to [UNC-Chapel Hill's diversity plan](#) [ERF]. See Table 1.8.e.1, Diversity Metrics, Faculty and Students, by Race and Ethnicity, for outcomes of SPH diversity objectives below. (Note: these are derived from Gillings School Metrics in Criterion 1.1.d).

Table 1.8.a.2.ii Gillings School Diversity Goals and Objectives from Gillings School Metrics (Criterion 1.1.d) Mapped to University Diversity Plan Goals 1-5 in Table 1.8.a.2.i	
SPH Diversity Objectives	UNC Diversity Plan Goals
Education Goal: Prepare the next generation of leaders to improve the public's health.	
Objective 1: Recruit a diverse and promising student body.	2
Objective 3: Sustain a supportive, active learning environment.	3, 4
Objective 4: Graduate a diverse and accomplished student body.	2, 3, 4
Faculty/Staff Goal: Recruit and retain high-quality faculty who contribute to improving the public's health and staff who support the School's mission.	
Objective 1: Attract and recruit a diverse and accomplished faculty.	2
Objective 2: Foster and retain a diverse and accomplished faculty.	3, 4
Objective 3: Recruit and retain a diverse and accomplished staff.	2, 3, 4
Objective 4: Foster a supportive environment conducive to sustained impact within a collaborative and interdisciplinary context.	2, 3, 4

In Table 1.8.a.2.iii, below, we color-code our progress toward a) achieving or maintaining (green) the 13 recommendations by the Gillings School Diversity and Inclusion Task Force or b) making progress (yellow) towards fulfillings these recommendations. Details about these efforts are documented throughout Criterion 1.8.

Table 1.8.a.2.iii Progress re. the 13 Recommendations of the Gillings School Diversity and Inclusion Task Force	
SPH Diversity and Inclusion Task Force Recommendations	Progress Made
The Dean's Council should establish, endorse and disseminate a strong statement of commitment to diversity and inclusion.	
The Gillings School should create a model and process for spreading diversity and inclusion principles and practices throughout the Gillings School.	

Table 1.8.a.2.iii Progress re. the 13 Recommendations of the Gillings School Diversity and Inclusion Task Force (cont'd)	
SPH Diversity and Inclusion Task Force Recommendations	Progress Made
The dean should appoint a designated champion for diversity and inclusion to oversee, support and assess School efforts to enhance diversity and inclusion.	
Faculty, staff and students at the Gillings School should create or enhance links between the School and UNC-Chapel Hill campus resources and other community groups to foster a more diverse and inclusive environment and increase support.	
Identify and support an ombuds office dedicated to diversity and inclusion. ¹	
Expand the partnership with the Minority Student Caucus (MSC) and MSC alumni to cultivate more prospective students and faculty by taking greater advantage of opportunities afforded by the Annual Minority Health Conference (MHC) and William T. Small Jr., Keynote Lecture broadcast.	
Continue to develop targeted opportunities for minority alumni to participate at all levels through local and regional events.	
Improve the sharing of recommended practices and information across departments and programs regarding recruitment of and financial resources for students, faculty and staff from diverse backgrounds.	
Expand the criteria for acceptance of students with exceptional potential for contributions to public health who may not meet traditional criteria for admission and develop preparation and support systems contingent with admission.	
Make departmental diversity goals, plans and annual reports more specific by adding content requirements to departments' and programs' annual progress reports.	
Increase course content that addresses diversity and health issues related to people from diverse groups.	
Increase opportunities for students and faculty to discuss diversity and inclusion topics, while improving the quality of such discussions.	
Develop a unified approach to addressing diversity, inclusion and cultural competencies in Core Courses.	

¹Following discussions with University officials, we decided to drop this goal since there is a University ombuds office and it was deemed inappropriate for others to hold this title or deliver this function. Hence, there is no shading in this table cell.

1.8.a.3 Climate Free of Harassment and Discrimination

Required Documentation: Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the School should also document its commitment to maintaining/using these policies.

Consistent with federal codes, UNC-Chapel Hill defines “discrimination” as actions or policies that would deny benefits or impose burdens on individuals because of assumptions based in stereotypes. The Gillings School defines “harassment” as aggressive pressure or intimidation that is connected to such assumptions.

Policies

The Gillings School rigorously adheres to state and University policies for achieving a climate free of any form of harassment and discrimination. We are supported by the School's [Human Resources \(HR\) team](#) [ERF] which provides guidance to all Gillings School departments, and by the central Gillings School in

efforts to recruit a diverse workforce, ensure a climate free of harassment and discrimination and support an inclusive environment. In turn, the Gillings School's HR team is guided by, and regularly draws on resources from, UNC-Chapel Hill's [Division of Workforce Strategy, Equity, and Engagement](#) [ERF], which includes the [Office of Human Resources](#) [ERF], [Equal Opportunity and Compliance Office](#) [ERF] and [Office of Diversity and Multicultural Affairs](#) [ERF]. The Office of Human Resources provides support services and resources for a wide range of HR needs across the University. The Equal Opportunity and Compliance Office ensures compliance with equal opportunity laws, such as the [Americans with Disabilities Act](#) [ERF] and [Title IX](#) of the Education Amendments of 1972 [ERF]. The Office of Diversity and Multicultural Affairs provides University-wide leadership in building and sustaining an inclusive campus community that values and respects all members of that community, as well as all people outside of it. The interim director of that office, Rumay Alexander, EdD, RN, is also our Gillings School's diversity and inclusion liaison on a part-time basis until we hire the new assistant dean for inclusive excellence.

Employment Practices

As a School, we comply with all University policies related to nondiscrimination in employment for faculty and staff. These include equal opportunity policies for [faculty](#) [ERF]; for instructional and research non-faculty employees (who are categorized by the University as EHRA, or [Exempt from State Human Resources Act](#)) [ERF] and for employees subject to the [State Human Resources Act](#) (SHRA) [ERF]. The principle of equal employment opportunity applies to all aspects of the employment relationship. These include initial consideration for employment; placement and assignment of responsibilities; evaluation of performance, promotion and advancement; compensation and fringe benefits; access to training and other professional development opportunities; formulation and application of personnel rules and regulations; access to facilities and services; discipline and termination. We not only comply with such policies, we go beyond them. When we charge committees to undertake major searches, we tell committee members that we expect to see diverse candidates, and we make increasing diversity a criterion for hiring and reappointment. Chair searches and reviews are important areas in which we stress the importance of diversity and inclusion, and we hold individuals accountable for results. The description of the chair's role in the Gillings School [ERF] includes a strong statement about diversity and inclusion, and we have halted temporarily one search that failed to provide any diverse candidates. We also use the expectations regarding diversity and inclusion as critical factors in chairs' reviews.

Nondiscrimination

Specific policies relevant to supporting a climate free of harassment and discrimination include the [University's Policy on Prohibited Discrimination, Harassment and Related Misconduct](#) [ERF]. A subset of this policy is the University's statement of [Nondiscrimination](#) [ERF], which affirms our commitment to providing *"an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications."* To help uphold these policies, all faculty and staff with supervisory responsibility at the Gillings School take mandatory campus security training once/year. This training covers harassment, sexual misconduct, retaliation and similar topics, as well as discrimination on the basis of race, ethnicity and sexual and gender identity. All search committee members must complete training before being permitted to serve.

Evidence of Our Commitment to Maintaining/Using These Policies

In addition to complying with University policies on nondiscrimination, in 2007, leadership from across the School developed, approved and received University-level approval to use a robust statement of commitment to equal opportunity in our hiring practices, which reads as follows: *"At the UNC Gillings School of Global Public Health, diversity, inclusiveness and civility are core values as well as characteristics of the School. We strongly encourage applications from diverse individuals, including but not limited to diversity in such characteristics as race/ethnicity, color, national origin, age, gender, socioeconomic background, religion, creed, veteran's status, gender identity, gender expression, genetic*

information, sex, and sexual orientation. The University of North Carolina at Chapel Hill is an Equal Opportunity Employer that welcomes all to apply, including protected veterans and individuals with disabilities.”

Handling Complaints

Although we seek to create an environment free of discrimination and harassment, if and when claims of such incidents arise, we follow University structures and policies to respond to them, as delineated within the University’s Policy on Prohibited Discrimination, Harassment and Related Misconduct, referenced above. Within the Gillings School, we have the following structures in place to respond to discrimination/harassment complaints.

- **Faculty and staff.** Faculty and staff may report incidents of perceived discrimination and harassment through several avenues, depending on circumstances. They may report to their supervisors, to their department chairs or unit heads, to the Assistant Dean for Human Resources and/or to the Dean of the Gillings School. All supervisors are required to take training as “responsible employees,” which keeps them apprised of their duties and the processes for handling issues that are raised. Individuals may also seek the support of the Gillings School’s Diversity Liaison (see below), who often serves as an initial sounding board. Faculty and staff may also consult with staff in the University [Ombuds Office](#) [ERF].
- **Students.** Avenues for students to relay concerns, including those related to discrimination and harassment, are described in Criterion 4.4.d.

Creating a Supportive Environment

We have taken a number of additional steps to create an environment in which constituents feel safe to pursue discrimination and harassment complaints, should they arise, and to manage potentially tense situations and use them as learning opportunities. The dean addresses students at orientation, shares our diversity statement, and says that the Gillings School must be diverse, inclusive and civil and sends a strong message about the actions we take if complaints are lodged and found to be warranted. Most chairs follow similar processes. In addition, as the School’s diversity liaison, Rumay Alexander, EdD, RN, provides guidance to constituents from across the Gillings School on creating a welcoming, inclusive and respectful environment for all. She also serves as a confidential sounding board and adviser to those who feel they may be facing a potentially discriminatory situation. In addition, she is available to help mediate sensitive situations, as requested, between individuals and among groups. She plays a proactive role in helping chairs and other leaders build more diverse, inclusive and civil units. Based on the success of this part-time role, we are recruiting an assistant dean for inclusive excellence who will be a full-time resource for strategic planning, advocacy and development and oversight of significant initiatives to help promote greater diversity and inclusiveness. Within the School, OSA assistant dean Charletta Sims Evans, MS, and her team play crucial roles in working with all students, and especially, diverse students.

Faculty, staff and students at the Gillings School are strongly encouraged by Gillings School leaders to participate in University-sponsored professional development focused on creating a safe and inclusive environment, and many of our constituents take advantage of these opportunities by participating in one or more of the following.

- [Mental Health First Aid](#). [ERF] Participants are introduced to risk factors and warning signs of mental health and addiction problems and provided with tools to facilitate early intervention and identify needed support. In 2016 the Gillings School hosted two on-site Mental Health First Aid trainings.
- [Safe Zone](#). [ERF] Sponsored by UNC-Chapel Hill’s LGBT Center, participants build comfort level and skill in addressing concepts and language regarding LGBT communities and develop networks of support for people of all sexual orientations, gender identities and gender expressions on campus. More than 100 Gillings faculty and staff members have completed Safe Zone training.

- [Haven](#). [ERF] A collaboration between the Equal Opportunity Office, the Carolina Women's Center, the UNC Office of the Dean of Students and Student Wellness, this one-day workshop provides participants with tools to be an ally to someone who has experienced sexual or interpersonal violence or stalking.
- [Green Zone](#). [ERF] Green Zone training is for faculty and staff who wish to learn more about the military-affiliated student experience. Goals include teaching members of the University community more about issues and concerns faced by military-affiliated students and training them to identify individuals available to assist this population.
- [Opening Doors](#). [ERF] This three-day, off-site retreat sponsored by the UNC School of Medicine is open, free of charge, to UNC-Chapel Hill faculty, staff and students. Participants explore a framework that deepens their diversity awareness and enhances their ability to create inclusive organizations. The workshop addresses personal and professional change as part of an *understanding differences* initiative of multicultural organizational development. A total of 12 Gillings School faculty and staff members have participated in an Opening Doors workshop, including one Gillings School department chair and two assistant deans. More recently, the UNC College of Arts and Sciences sponsored a one-day, on-campus version of this workshop ("Understanding Differences") that was open to University faculty. Two faculty members from the School, including the associate dean for academic and student affairs, participated in this workshop. Several Gillings School leaders are now in discussion with *Opening Doors* staff to help plan a workshop for senior leaders and others from across the Gillings School.

Participants in the Mental Health First Aid, Safe Zone, Haven and Green Zone training sessions receive placards that they may display on their office doors or other locations to heighten visibility of trained community members.

Contributions to the University Environment. Faculty, staff and students from the Gillings School have a record of strong engagement with committees tasked with creating and operationalizing policies to increase access, equity, diversity and fairness across UNC-Chapel Hill. Most recently, Sandra Martin, PhD, associate dean of research for the Gillings School and professor of Maternal and Child Health, served on the [task force](#) [ERF] that reviewed the University's process for student complaints of harassment, sexual misconduct and discrimination. Todd Nicolet, PhD, senior associate dean, chaired the University's chancellor-appointed policy and procedures working group, developed recommendations for a policy ecosystem for managing all institutional policies; these recommendations now are being implemented.

1.8.a.4 Climate for Working and Learning in a Diverse Setting

Required Documentation: Policies that support a climate for working and learning in a diverse setting.

The Gillings School is committed to supporting an environment that actively fosters and values all forms of difference.

Health Equity, Diversity and Cultural Considerations

While we recognize that health equity is not the same as diversity, they are closely linked within a school of public health. Indeed, a recent assessment of the Gillings School's research and practice capacity in the area of health disparities and health equity drew a strong line between these two domains (Aiello 2015 [see [ERF](#)]). Many root causes of health disparities spring from historical inequities at all levels of the social ecologic framework. Given this overarching frame, we connect the aspiration to *create an environment where all are treated with civility, dignity and respect* (a "good" in and of itself) with our aspiration to *create an environment that supports optimal health for all*. To achieve these conditions, we aim to apply to our own environment the principles, practices and research approaches we use when working with diverse communities. We will explicitly teach and model strategies for creating not only

environments that are supportive of good health, but environments that are equitable and supportive of all people.

University Context

UNC-Chapel Hill's [five-year diversity plan](#) [ERF] sets overarching goals for creating a diverse and inclusive environment. The [Office of Diversity and Multicultural Affairs](#) [ERF] serves as the diversity arm of the University, with responsibility for providing University-wide leadership in building and sustaining an inclusive campus community that values and respects all members of that community, as well as all people outside of it. The office provides [education offerings](#), various [programs and initiatives](#) and other [resources](#) for [current](#) and [prospective](#) students, [faculty, staff](#), community members and alumni [ERF]. Several times a year, they also convene diversity liaisons from across the UNC campus to help better coordinate and align efforts across units. The Gillings School has several diversity liaisons who participate in these meetings. Moreover, as illustrated below, Gillings School faculty, staff and students draw on, and contribute to, these resources regularly. Students, faculty and staff from the Gillings School have ready access to these and other resources through the University's main web portal and also through the Gillings School's [webpages](#) [ERF].

As part of its continuous quality improvement process, different units within the University periodically conduct climate assessments on behalf of the University, including the LGBTQ Center and the Office of Diversity and Multicultural Affairs (DMA). DMA conducted its most recent climate assessment of staff and students in spring, 2016; data from that survey are forthcoming. Once hired, we anticipate that the new assistant dean for inclusive excellence will use these data to inform diversity and inclusion priorities going forward.

Gillings School Efforts

The Gillings School aligns its diversity goals with the University's diversity plan, but we are also guided by the following policies and approaches to support a climate for working and learning in a diverse setting.

Diversity statement. Gillings School leadership developed and approved the Gillings School diversity statement in 2012 and feature it prominently on our [website](#) [ERF]. The statement provides an overarching framework for creating a climate conducive to working and learning in a diverse setting.

Syllabi. Course instructors are strongly encouraged to include diversity statements in course syllabi to establish a respectful, welcoming classroom environment for all students. The Gillings School provides a sample for instructors to use or adapt [ERF: copy of sample statement]. Health Policy and Management has promoted the use of an inclusion [checklist](#) [ERF] for faculty to enhance their classroom approaches and climate. As of fall 2016, 35% of courses (n=427) included diversity statements. The associate dean for academic and student affairs strongly encouraged use of diversity statements in syllabi for spring 2017, and we will begin tracking use of diversity statements in syllabi more closely going forward.

Course evaluations. Based on dialogue with student leaders, we are in the process of forming 1-3 questions addressing inclusive excellence to be included in the official student course evaluations. Students are working with the associate dean for academic and student affairs to draft these. They will be approved by APC at the school level and the target date is to include them in the fall, 2017 course evaluations. Results will provide valuable feedback to faculty and TAs about how classrooms are successfully achieving our goals of inclusive excellence.

Annual reports. All Gillings School department chairs and leaders of the Central Academic Units are required to address the following question (one of eight) in their annual reports to the dean: *"Discuss your actions to increase the department's diversity and inclusion."* A related question requires School chairs and unit leaders to explain how they are *"mentoring faculty for promotion and developing the skills of faculty and staff."* A copy of the report template is included in the [ERF](#).

Dean's Council. Diversity measures and creating an inclusive environment are regular topics. We share and discuss diversity metrics at least once a year.

Non-denominational prayer/meditation room. Based on student requests and feedback, in summer, 2015, we identified the need for a non-denominational prayer room. The need was shared across all health affairs schools, and university administrators indicated that they had a plan in the works to create a space that would be convenient for students across the schools. We created a space within the Gillings School in time for the fall, 2016 term.

Communications. Gillings communications staff have a goal of ensuring that they report on the accomplishments of diverse faculty, students and staff. They closely monitor news releases, stories, and photographs across our media (website; social media; and print resources such as *Carolina Public Health Magazine*) to ensure that they meet this goal. As well, the dean of the School frequently [blogs](#) [ERF] on diversity and inclusion topics.

1.8.a.5 Curricula that Build Competency in Diversity and Cultural Considerations

Required Documentation: Policies and plans to develop, review and maintain curricula and other opportunities, including service learning, that address and build competency in diversity and cultural considerations.

Formal policies for developing, reviewing and maintaining curricula are outlined in Criterion 2.6.

MPH Core Curriculum

Developing understanding and skills with regard to diversity and cultural considerations is a key expectation across all five core courses (see Criterion 2.3). Through the core course sequence, students are exposed to:

- Use of the social-ecological framework to understand the multiple underlying causes of health inequities that result in health and other inequities;
- Use of rich, real-world examples illustrating how economic, racial, environmental and other social determinants affect health and produce inequities in health status; and
- Preparation to work with diverse communities through participation in training areas such as cultural humility.

Current work to update the MPH Core continues to place high priority on the competency of being able to “engage respectfully with people of various cultures and socioeconomic strata”.

The Gillings School’s [Academic Programs Committee](#) [ERF] has primary responsibility for monitoring curricula, including whether and how students build competency in diversity and cultural considerations, and for recommending updates as needed. Our current curriculum (see Criterion 2) meets expectations for this topic but our new MPH Core has built in several innovations to strengthen our work on ethics, social justice, social determinants of health and inclusive excellence via classroom instruction and the acceleration camps that all incoming students will review.

Additional Courses and Other Opportunities

The Gillings School provides additional, specific opportunities for students who wish to gain a deeper level of expertise, experience and leadership in the diversity and cultural considerations areas. Some of these are listed below.

Diversity coursework catalog. We maintain a roster of courses with a strong focus on building knowledge and skills in working with diverse populations [ERF]. We submit this list to the University's Office of Diversity and Multicultural Affairs as part of our annual report. The catalog also includes information on which courses include diversity statements in syllabi.

- **Courses specifically created to enhance understanding of diversity and inclusion issues.** We helped to support financially, and provided faculty and research assistants for, SPHG 720, a cross-University course on health equity that involved students from across campus and community partners from a wide array of diverse populations.
- **Interdisciplinary Certificate in Health Disparities.** Through coursework, lectures and workshops, this [certificate](#) [ERF] allows students to synthesize knowledge across a variety of disciplines to help them understand root causes of health disparities and strategies for intervening in these disparities.
- **Resources provided through Ethnicity, Culture and Health Outcomes (ECHO).** ECHO originated with grant funding (which ended several years ago) and served as a catalyst for the development of the interdisciplinary certificate in health disparities, now sponsored within PHLP. ECHO continues to offer a [weekly newsletter](#) [ERF] highlighting a wide array of events at the national and University/School levels to support diversity and inclusion, as well as scholarly research and presentations relating to eliminating health disparities. The Minority Student Caucus has continued to support information for the ECHO bulletin boards and is developing a series of presentations that will continue to build on this excellent tradition.
- **Graduate Certificate in Global Health.** This [certificate](#) [ERF] expands students' global focus and helps them develop knowledge on the causes and solutions to global health issues to benefit the changing populations of North Carolina, the United States and the world.
- **Participation in faculty research.** Bachelor's, masters and doctoral students have many opportunities to work with faculty on research projects that focus on understanding and/or ameliorating health disparities. Upwards of 50 of our 247 primary faculty conduct health equity research. Many more conduct research that has implications for health equity. [See [ERF](#) for Criterion 3.1, Research, for examples.]
- **Immersion in diverse communities.** We actively seek opportunities through practica for students to work with diverse communities and/or agencies based in and serving diverse communities (see Criteria 2.4.a and 2.4.b).
- **Engagement in volunteer and leadership opportunities.** Students, with support from faculty mentors, volunteer to lead and support many endeavors with a diversity, inclusion and health equity focus. Our students consistently provide leadership for some long-standing organizations and structures, including (a) the [Minority Student Caucus](#) [ERF] and the initiatives they sponsor; (b) the annual [Minority Health Conference](#) [ERF], which attracts more than 500 in-person (and many more online) attendees each year (and more than 750 in-person and 1,000+ webcast viewers in 2017); (c) the [National Health Equity Research Webcast](#) [ERF]; and (d) the Student Health Action Coalition ([SHAC](#)) [ERF], a student-led organization that has provided free health services to uninsured and underinsured community members in Carrboro, Chapel Hill and Durham since 1967. As a School with a highly activist student body, informal student groups frequently self-organize to respond to emerging needs.
- **Guest speakers.** Gillings School leadership hosts numerous lectures, workshops and speakers with prominent, diverse public health leaders, some of them focused specifically on developing leadership skills in public health. Two recent speakers included [Teresa White](#), MSM, President of Aflac US [ERF] and [Jesse Milan](#), JD, President and CEO of AIDS United [ERF]. The commencement speaker for May 2017 is [Aaron Williams](#), MBA, executive vice president for government relations and corporate communications at RTI International and former Peace Corps director [ERF].

1.8.a.6 Diverse Faculty

Required Documentation: Policies and plans to recruit, develop, promote and retain a diverse faculty.

As specified in CEPH Goal 4 [\[ERF\]](#), Objectives 1 and 2, we aim to (1) *attract and recruit a diverse and accomplished faculty* and (2) *foster and retain a diverse and accomplished faculty*. Yet, like many other schools of public health, we have found this goal to be challenging, despite an aggressive plan to achieve this.

Faculty Recruitment

Since 2007, every Gillings School faculty search committee is anchored by the Gillings School's EEO statement [\[ERF\]](#). We use language from the EEO statement in all search-related announcements, postings and emails. Search committees also make special efforts to (a) distribute information about faculty positions in publications and professional organizations aimed at diverse populations, including APHA, the National Registry of Diverse and Strategic Faculty [\[ERF\]](#), Public Health Employment Connection [\[ERF\]](#), National Association of Health Services Executives [\[ERF\]](#) and Diverse Education [\[ERF\]](#); (b) reach out to HBCUs and other diverse institutions, as feasible; and (c) engage our diverse alumni in recruitment efforts. All search committees are diverse in terms of gender, race/ethnicity, and role/rank, and all search committee members are required to complete training that includes information on equity and inclusion within an employment context. The dean of the Gillings School holds chairs accountable for making vigorous efforts to identify and interview diverse candidate pools and monitors results through annual reports. Department chairs and the dean have been proactive in seeking additional funds for diverse candidates through requests for targeted hires and have been successful in obtaining a number of positions in this way, through the Provost's Office's Targeted Hiring Program. These strategies have allowed us to offer competitive beginning salaries and start-up incentives to diverse recruits.

Faculty Development, Promotion and Retention

We see efforts to develop, promote and retain faculty as inextricably linked. Our efforts in supporting faculty should always consider all three goals. In this context, department chairs (a) work with junior faculty to identify appropriate mentor(s) (b) monitor whether/how mentoring takes place, (c) describe mentoring efforts in annual reports to the dean and (d) attest to mentoring efforts for each individual faculty member in official reappointment and promotion packages. Junior faculty member are assigned at least one mentor. In addition, junior faculty are given protected time for at least a year; beyond that, the amount of time is then tailored to each individual. We regularly work to sensitize department chairs and others to the special demands that are often put on minority faculty, and this is a consideration in departmental assignments. We have been aggressive in providing retention packages to underrepresented faculty being recruited by other institutions. See [ERF](#) for a matrix of promising practices for recruiting and retaining diverse faculty.

1.8.a.7 Diverse Staff

Required Documentation: Policies and plans to recruit, develop, promote and retain a diverse staff.

Representatives of the Gillings School adhere to all policies and guidelines promulgated by the University's Equal Opportunity and Compliance Office, including upholding the University's [diversity plan](#) [\[ERF\]](#). We aim to recruit highly talented staff reflective of the diversity of North Carolina.

- **Recruitment.** As with faculty, efforts to recruit staff are anchored by the School's EEO statement [\[ERF\]](#), in use since 2007. Hiring decisions are made within departments and units at the Gillings School. Hiring supervisor(s) consult closely with, and are supported by, the School's Human Resources staff in developing position descriptions, receiving approvals from the University's Office of Human Resources and on conducting search processes. These support efforts provide a consistent framework for ensuring that search committee formation, advertising, and interview and selection processes all facilitate diverse recruitments.

- **Staff development.** Staff are formally reviewed once a year by their direct supervisors. At that time, staff can propose and review goals with their supervisors and decide on a development plan appropriate to them. Staff may participate in a broad range of professional development opportunities through the University's [Training and Talent Development](#) [ERF] office, as well as professional development specifically focused on cultural competencies, such as through Opening Doors, HAVEN, Safe Zone trainings and others. Full-time employees are also eligible for [tuition waivers](#) [ERF] for up to six credits of University courses each year. A significant award, the Gillings [Staff Excellence Award](#) [ERF], is conferred each year on three outstanding staff members in recognition of the strengths they bring to their roles. Demonstrated commitment to diversity and innovation principles is one of eight criteria for the award.
- **Staff promotions and retention.** Per state requirements, all job vacancies for permanent positions are posted on the University's employment opportunities website ([Careers at Carolina](#) [ERF]). When feasible, positions are posted internally to UNC-Chapel Hill students, staff and faculty. Since the recession of 2009, we have been constrained from granting meaningful salary increases to staff (these are authorized annually by the state legislature). But through a [career banding](#) [ERF] approach, we can promote valued staff through several levels (contributing, journey and advanced competency) within the same position and grant corresponding salary increases.

1.8.a.8 Diverse Student Body

Required Documentation: Policies and plans to recruit, develop, promote and graduate a diverse student body.

The Gillings School's commitment to, and efforts focused on, recruiting, admitting, retaining and graduating a diverse student body are visible in the Gillings School's goals, and in all of our Diversity and Inclusion Task Force's 13 Recommendations.

Table 1.8.1 (found in Criterion 1.8.e, Measurable Objectives) shows data on student applications, acceptances and new enrollments among underrepresented groups (Hispanic; African American; American Indian/Alaskan Native; Native Hawaiian/Other Pacific Islander); data for all enrolled students from underrepresented groups; and statistics for graduates from underrepresented groups. Overall student enrollment and retention are illustrated in Criterion 2.7.1, by cohort year and degree.

While Gillings School leaders, staff within the Office of Academic and Student Affairs, admissions directors and student services managers all have undertaken sustained and coordinated efforts to increase diversity of the student body, we have seen only modest increases in our numbers of enrolled under-represented minority students.

Policies

All faculty, staff, students and alumni who engage in recruitment or who engage with students as instructors, advisers, mentors and in supporting roles adhere to the University's [non-discrimination policies](#) [ERF] described in Criterion 4.3.b.

Recruitment and Admissions

The largest proportion of our quality improvement efforts since 2012 have focused on increasing the diversity of our student body, drawing on guidance from the 13 recommendation of the Diversity and Inclusion Task Force (DITF).

Since 2012, major efforts in this regard have included a concerted effort to (1) increase outreach; (2) develop and build on a welcoming, inclusive environment and (3) increase, align and maximize use of available resources. With these overarching principles in mind, we have directed resources to help staff

and faculty in the Gillings School focus on diversity when completing key efforts (as detailed in Criterion 4.3). Efforts have included the following:

- Developing pipeline programs with a focus on attracting diverse applicants (as described in Criterion 4.3, we hired a coordinator in 2012 to lead these efforts)
- Attending recruitment events that attract diverse participants
- Participating in recruitment efforts at historically black colleges and universities
- Engaging with participants at the annual UNC Minority Health Conference
- Conveying a welcoming environment through more effective communications with prospective students
- Assessing admissions practices to ensure that diversity is appropriately emphasized
- Having the Admissions Practice Committee (formed in 2012 in response to one of the 13 recommendations from the School's Diversity and Inclusion Task Force) review student data and identify areas for increased efforts
- Having the Admissions Practices Committee review results from the annual admitted student survey data and identify opportunities to improve processes
- Reducing barriers to application by reimbursing enrollees for the Graduate School application fee, which is required of University applicants in addition to the Schools of Public Health Application System (SOPHAS) fee
- Defraying expenses of campus visits for select diverse prospective students during admissions season through a program that allocates \$2,000 to each department
- Increasing funding available to diverse students through the Gillings scholar awards.

Retention and Graduation

Within the past year, we have seen success with increased graduation rates of underrepresented students, with an 80 percent graduation rate in 2014, 73 percent in 2015 and 90 percent in 2016. Please see Tables 2.7.1.1–9 for detailed retention and graduation data. A key part of our strategy in retaining and graduating a diverse student body is to create an environment that helps students from all backgrounds thrive academically and in their personal lives. To do this, we:

- Hold a diversity orientation at the beginning of fall semester.
- Organize open houses and global lunches, hosted by the Gillings Global Gateway, for international students and for students interested in global health.
- Set strong expectations that advisers meet with each advisee at least once each semester.
- Provide opportunities for students to work with faculty on research, volunteer with various agencies, and serve as leaders in School organizations.
- Provide professional development opportunities on key topics of interest.
- Hold regular "Chat with the Deans" sessions where students feel comfortable raising issues of concern. At the session held on October 17, 2016, we heard a number of comments from students about the need for more diversity content in classes; we took these comments back to department chairs as a matter for action.
- Created space for meditation, prayer and reflection for students who desire this.
- Created (and now support) an initiative for first generation students at the Gillings School with a special focus on first generation graduate students.

In the past few years, events across the country, including in North Carolina, have created a more challenging environment for demonstrating support of inclusivity. As noted elsewhere in Criterion 1.8, in this context, the School's leaders sought to act quickly to provide support, clarification and, when needed,

information and resources, so that students feel fully supported. A few examples below illustrate these responses:

- In AY 2014–15, the School offered financial and other forms of support to students involved in the Black Lives Matter movement at UNC-Chapel Hill, enabling them to host three workshops to provide advocacy training for students across Health Affairs schools. Senior leadership at the School participated in these activities.
- In spring, 2015, when three Muslim students enrolled at UNC-Chapel Hill were murdered, faculty and leaders at the School took steps to reaffirm our welcoming environment by helping to coordinate, and participating in, memorials, as well as by establishing a non-denominational prayer room within the School.
- In summer, 2016, in the wake of police shootings of black men and the shootings of police officers in Dallas, the Dean's Office sponsored a "reflections" session, encouraging members of the School community to grieve together and share their own experiences of difference. Additional just-in-time reflection sessions were scheduled when needed.

In these cases, and in many more, Gillings School Dean Barbara Rimer wrote [blog](#) [ERF] posts on the topic in question.

Support Systems for Students

In addition to our other efforts to create an environment where students can thrive, we also have a number of systems to provide additional academic support for students who need it, as well as support for students in crisis. Examples include the following:

- **Students in crisis.** The Early Intervention Network trains faculty and staff to identify "warning signs" of students who are struggling and to align them with appropriate resources. The assistant dean for student affairs has training and experience that enables her to serve as front-line, confidential support for students in need.
- **Academic support.** Within departments, advisers work directly with students to develop approaches and plans to support students' professional goals. Student services managers in departments also frequently provide such guidance and support. Biostatistics/Epidemiology sponsors tutoring for students enrolled in BIOS 600 or EPID 600. UNC-Chapel Hill's Writing Center provides one-on-one tutoring on all types of writing. Public health librarians provide weekly onsite support, one-on-one support at the Health Sciences Library during weekdays and online support at any time.

1.8.a.9 Evaluation

Required Documentation: Regular evaluation of the effectiveness of the above-listed measures.

Faculty, Staff and Student Diversity

Diversity of Gillings School faculty, staff and students is evaluated annually by the Dean's Council using data and analysis provided by our Strategic Analysis and Business Intelligence unit. Data are stratified by department and program, and we discuss School- and department-level strategies for improvement. (See [ERF](#) for Dean's Council agendas.)

Other groups that use these data to evaluate and improve on department and School efforts are listed below.

- **Admissions Practices Committee (AdPC).** The committee reviewed and provided input on improvement strategies based on data from the annual Admitted Student Survey administered by the Office of Academic and Student Affairs. The committee is now replaced by the **Program Directors' Committee** which will continue to review and provide input on admissions practices and procedures designed to increase effective recruitment and enrollment of a diverse student population at Gillings.

- **Diversity and Inclusion Task Force.** Formed in 2011, the Diversity and Inclusion Task Force reviewed needs across the School to develop a diversity and inclusion [plan](#) [ERF]. The associate dean for academic and student affairs, assistant dean for strategic initiatives, assistant dean for student affairs, the coordinator for diversity programs and recruitment and the diversity liaison provided oversight and monitoring of tasks, depending on the specific effort.
- **Diversity and Inclusion Working Group.** Constituted in July 2016, this ad hoc group reviews data, reports and other information focused on diversity and inclusion efforts across the School and links with the University goals about diversity and inclusion. In addition, this working group helps set priorities on tasks identified by the Diversity and Inclusion Task Force, as well as on other initiatives.
- **Department admissions committees and program directors.** Department admissions committees, program directors and department chairs review diversity data regularly to inform department-level admissions and retention strategies.
- **Department diversity committees** exist in most departments within the School.
- **Review committees for chairs** consider the chair's effectiveness in enhancing their department's diversity and inclusion as part of five year chairs' reviews.

Other types of evaluation activities are noted throughout Criterion 1.8.

1.8.b Implementation of Policies

Required Documentation: Evidence that shows the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment and admission and retention.

Previous sections in Criterion 1.8 feature information and data that highlight implementation of policies and plans focused on diversity and inclusion. See also an update report on efforts stemming from the 13 recommendations of the Diversity and Inclusion Task Force [\[ERF\]](#).

Mission/Goals/Objectives That Reference Diversity or Cultural Competence

The Gillings School's [mission](#) [ERF] and [diversity statements](#) [ERF] articulate our commitment to diversity and inclusion. As described in Criterion 1.8.a.2, diversity- and inclusion-related goals and objectives include the following:

Education Goals

- **Objective 1:** Recruit a diverse and promising student body.
- **Objective 3:** Sustain a supportive, active learning environment.
- **Objective 4:** Graduate a diverse and accomplished student body.

Faculty/Staff Goals

- **Objective 1:** Attract and recruit a diverse and accomplished faculty.
- **Objective 2:** Foster and retain a diverse and accomplished faculty.
- **Objective 3:** Recruit and retain a diverse and accomplished staff.
- **Objective 4:** Foster a supportive environment conducive to sustained impact within a collaborative and interdisciplinary context.

Coursework and Syllabi

As noted in 1.8.a.5, the Gillings School offers many courses and modules that address diversity, cultural competence and health inequities. Syllabi for these courses are available in the [ERF](#).

Lists of Student Experiences Demonstrating Diverse Settings

The Gillings School's [practicum database](#) [ERF] catalogues an extensive array of agencies and settings in which our students have worked and learned.

Research Foci

As noted above, ~50 of our 247 primary faculty members conduct health equity research. Many of our students are employed on their research projects and are co-authors with them on publications [See multiple tables in Criterion 3.1, Research, within the [ERF](#)].

1.8.c Development of Diversity Plan

Required Documentation: Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

Since its inception more than 75 years ago, the Gillings School has a [robust history](#) [ERF] of working toward principles of equity and inclusion. As early as the 1940s and 1950s, School faculty in what is now Health Behavior collaborated with leaders at the North Carolina College for Negroes (now North Carolina Central University) to establish a joint public health training program that included collaborative activities illegal in the Jim Crow south. Also, since its earliest days, the School has had a strong global health emphasis, with many graduate students from around the world earning degrees here. The specific countries varied, depending on geopolitical situations, available funding and the interests of faculty members. In the late 1950 and 1960s, a group of faculty members emigrated here from South Africa and brought their strong anti-apartheid beliefs with them. These activist scholars, who brought with them a focus on health equity, community health and rural health, helped the School develop strength in all these areas, an inheritance still visible in the research, teaching and practice endeavors of many of our faculty, students and staff. In 1971, students at the School established the Minority Student Caucus (the Black Student Caucus at that time) and, in 1977, organized the first of what was to become the annual Minority Health Conference. Both the Caucus and the annual conference continue to thrive. We embrace contemporary approaches to achieving greater diversity, inclusion and health equity but acknowledge and build on our legacy of commitment, still visible in our mission and goals, our recruitment efforts and course offerings, our research and in our focus on working with communities across North Carolina and around the world.

As noted in the introduction to Criterion 1.8, the Gillings School's diversity plans stem from a Schoolwide planning initiative, [SPH2020](#) [ERF], in which all of the School's faculty, students, staff and alumni were asked to imagine what they wanted the School to look like in the year 2020. Analysis of the responses found that greater diversity and inclusiveness were two of the strongest aspirations for the School across all stakeholder groups. A community-based participatory planning process followed, with more than 60 volunteers participating in efforts to develop recommendations to guide our efforts with regard to diversity and inclusion. Recommendations addressed all aspects of the School's mission—teaching, research, practice and service. The Diversity and Inclusion Task Force and its subcommittees developed the [13 Recommendations on Diversity and Inclusion to the UNC Gillings School of Global Public Health Community](#) [ERF]. Implementation of those recommendations have been guided by various leaders across the School, including the associate dean for academic and student affairs, the assistant dean for strategic initiatives, the assistant dean for student affairs, the coordinator for diversity programs and recruitment, and the diversity liaison, depending on the specific effort.

1.8.d Monitoring and Reviewing

Required Documentation: Description of how the plan or policies are monitored, how the plan is used by the School and how often the plan is reviewed.

As part of our efforts to create and uphold a model and process for spreading diversity and inclusion principles and practices throughout the Gillings School, and as part of our overall approach to evaluation (Criterion 1.2), leaders at the Gillings School employ several methods to monitor and review diversity plans and policies.

- The Dean's Council monitors Gillings' diversity metrics (faculty, staff and students) no less than every fall and discusses strategies for strengthening results. More broadly, diversity is frequently considered when reviewing demographic data of any kind and for many initiatives. We also present these data to Gillings faculty and staff at one of the year's faculty and staff meetings.
- Beginning in fall, 2017 we anticipate having 1-3 new items assessing inclusive excellence on Gillings course evaluations completed by students.
- The Dean's Council engages with topics on diversity, inclusion and civility at regular intervals, including discussion of initiatives that emerged from the Diversity and Inclusion Task Force (DITF) report.
- Chairs' Committee meetings frequently include discussions about various aspects of diversity and inclusion.
- All units report on diversity and inclusion efforts and outcomes in their annual reports to the dean. Reporting makes accountability clear.
- The dean, associate dean for academic and student affairs, assistant dean for strategic initiatives, assistant dean for students, coordinator for diversity programs and recruitment and diversity liaison have set priorities for annual action based on (1) Diversity and Inclusion Task Force recommendations, (2) UNC goals and priorities, (3) available resources and (3) emerging issues.
- Results are updated annually for a report to Diversity and Multicultural Affairs. They are also shared with internal stakeholders through Dean's Council and Faculty/Staff meetings.
- Each year, the dean presents diversity data to Gillings' external boards.
- As part of chairs' five year reviews, they are assessed on diversity and inclusion.

1.8.e Measurable Objectives

Required Documentation: Identification of measurable objectives by which the School may evaluate its successes in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years.

As reflected in our diversity plan and our metrics, the Gillings School is committed to recruiting and retaining a diverse faculty, staff and student body. The following table shows the racial and ethnic makeup of these constituencies at the Gillings School. The following tables show modest progress in increasing diversity at the Gillings School.

Table 1.8.e.1 Diversity Metrics, Faculty and Students, by Race and Ethnicity							
Outcome Measure		Data Source	Year 1	Year 2	Year 3	3-Year Target	6-Year Target
Students							
Metric 1.1	Percentage of under-represented minority (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander) student's applications, acceptances and new enrollments. ¹	Apply Yourself	Hispanic—App. 4.5, Acc. 5.8, New 5.9	Hispanic—App. 5.2, Acc. 5.8, New 6.6	Hispanic—App. 5.6, Acc. 6.0, New 6.7	8 (all)	10 (all)
			African American—App. 9.4, Acc. 7.0, New 8.2	African American—App. 9.1, Acc. 8.0, New 7.8	African American—App. 9.4, Acc. 7.8, New 8.7	9 (all)	12 (all)
			American Indian/Alaskan Native—App. 0.14, Acc. 0.2, New 0.2	American Indian/Alaskan Native—App. 0.14, Acc. 0.0, New 0.2	American Indian/Alaskan Native—App. 0.1, Acc. 0.1, New 0.0	0.5 (all)	0.5 (all)
			Native Hawaiian/Other Pacific Islander—App. 0.1, Acc. 0.0, New 0.0	Native Hawaiian/Other Pacific Islander—App. 0.14, Acc. 0.1, New 0.2	Native Hawaiian/Other Pacific Islander—App. 0.1, Acc. 0.0, New 0.0	0.1 (all)	0.1 (all)
Metric 1.4	Percentage of current under-represented minority (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander) students. ¹	Connect Carolina	Hispanic—6.4	Hispanic—6.6	Hispanic—7.6	8 (all)	10 (all)
			African American—9.3	African American—9.1	African American—8.4	9 (all)	12 (all)
			American Indian/Alaskan Native—0.3	American Indian/Alaskan Native—0.3	American Indian/Alaskan Native—0.1	0.4 (all)	0.5 (all)
			Native Hawaiian/Other Pacific Islander—0.5	Native Hawaiian/Other Pacific Islander—0.2	Native Hawaiian/Other Pacific Islander—0.0	0.2 (all)	0.3 (all)

Table 1.8.e.1 Diversity Metrics, Faculty and Students, by Race and Ethnicity (cont'd)							
Outcome Measure		Data Source	Year 1	Year 2	Year 3	3-Year Target	6-Year Target
Metric 3.1	Percentage of students responding "Strongly agree" or "Agree" to the question "The instructor established a respectful and welcoming classroom environment for all students, where I felt comfortable expressing my opinions." ¹	Course Evaluations	90	91	91	> 90	> 90
Metric 4.4	Graduation rate of under-represented minority (African American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander) graduates. ¹	Connect Carolina	80	73	90	90	90
Primary Faculty							
Metric 2.1	Percentage of underrepresented minorities in current faculty. ¹	Connect Carolina	10.43	10.04	10.93	11	12
Staff							
Metric 3.3	Percentage of underrepresented minority staff who depart for reasons other than retirement, health, or death. ¹	UNC HR	15.38	9.09	7.41	6	5

¹Fall census data for 2014, 2015 and 2016.

1.8.f Assessment of Diversity

Required Documentation: Assessment of the extent to which this criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- We developed and implemented an ambitious, integrated diversity and inclusion plan with Schoolwide input that also links with the University mission. As documented here, we have made significant progress toward successful implementation of the plan.
- We have a strong network of faculty, staff and students focused on creating a diverse, welcoming and inclusive environment.
- The School's senior leaders are committed to increasing diversity, inclusion and civility, have communicated that message widely, and have allocated resources to solidify that support.
- In the last couple of years especially, we have taken a number of steps to reduce application and enrollment barriers for all students, but especially for diverse students.
- We have requested and received, from the provost, funds to help support a number of target of opportunity faculty recruitments and hires. We have received support for retention efforts, as well.

Weaknesses

- It has been challenging for the Gillings School to increase the diversity of our faculty and students. We have maintained but have not significantly increased our overall faculty or student diversity. We are not where we want to be, but we will continue to push forward to achieve greater diversity and inclusion.
- We have limited funding (and some institutional challenges), which makes it difficult to successfully enroll diverse students who are offered high levels of funding at peer institutions.
- We have well developed benchmarks and quantitative metrics for recruiting and retaining diverse students, faculty and staff, but need to develop more sophisticated tracking methods for other aspects of our diversity and inclusion plans.

Plans

- We are currently recruiting an assistant dean for inclusive excellence, which will provide a full-time resource to address diversity needs and opportunities.
- The new Gillings MPH Core will feature an integrated approach to ensuring that all MPH students attain competency in diversity and cultural considerations.
- Our upcoming development campaign will place a major emphasis on securing funding for students, especially under-represented minorities.
- We will continue to identify ways to be more welcoming and inclusive for faculty, staff, students and the public.
- We will continue to pursue ways to increase funding packages for admitted students, and, to offer attractive start-up packages for all faculty

This Criterion is met.

Criterion 2

Instructional Programs

2.1 Master of Public Health and Other Degree Programs

CEPH Criterion

The School shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree in at least the five areas of knowledge basic to public health. The School may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

2.1.a Instructional Matrix

Required Documentation: An instructional matrix presenting all of the School's degree programs and areas of specialization. If multiple areas of specialization are available within departments or academic units shown on the matrix, these should be included. The matrix should distinguish between public health professional degrees, other professional degrees and academic degrees at the graduate level and should distinguish baccalaureate public health degrees from other baccalaureate degrees. The matrix must identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix. See CEPH Data Template 2.1.1.

The Gillings School is strong, in part, because we have entrepreneurial departments with significant autonomy and a whole Gillings School that is greater than the sum of its parts. We have a tradition, continued to the present, of strong departments that make decisions regarding what degrees they offer, how they balance enrollment over their various degrees and which students get admitted into their degree programs. At the same time, department chairs are accountable for the quality of their degree programs. While we offer many degrees, there is a history and demand behind each one. Over the past decade, discussions in the Chairs' Committee meetings have focused on what is needed to be an excellent school of public health while maintaining the strengths, priorities and traditions of each department within the Gillings School. We have instituted more checks and balances in creating new programs, e.g., through discussions within the Chairs' Committee and through both review and approval processes by the Academics Programs Committee (APC). APC members now include degree program directors from each department. We do enrollment planning at the Gillings School level now, not just as a departmental task. In the past, departments were responsible for meeting their enrollment projections. Today, however, it has become increasingly apparent that should a department fail to meet projections, some other department(s) will have to make up the difference or the Gillings School risks losing state funding that is allocated from the Provost's Office. Our interdependence is more apparent, important and acute. Departments must be cognizant of this. The growth in numbers of schools of public health has created enrollment challenges for many schools, including the Gillings School.

The Gillings School has seven departments and one program offering different mixes of baccalaureate and graduate professional and academic degrees. All offer the MPH degree (see Table 2.1.1, Instructional Matrix—Degrees and Specializations). Degrees offered include the BSPH (in four departments), six master's degrees (MPH, MSPH, MHA, MS, MSCR, MSEE) and two doctoral-level degrees (DrPH in two departments and PhD in seven). Some departments offer the same degrees with distinct subspecialties that feature additional sets of requirements. Specifically, PHLP offers four tracks, EPID offers a veterinary

specialty and NUTR offers the MPH-Registered Dietitian program (MPH-RD). The Gillings School also offers bachelor's to master's and master's to doctoral programs, as well as 17 dual-degree options with other academic units on campus.

As noted in Table 2.1.1, the terminal MSPH degree awarded by the departments of Environmental Sciences and Engineering, Health Policy and Management and Maternal and Child Health is classified by the Gillings School as a professional public health degree. This degree fulfills all the requirements for the five areas of knowledge considered basic to public health and meets the same curricular requirements as the MPH degree. When a student earns the MSPH degree as part of a path culminating in the PhD, the Gillings School classifies the MSPH as an academic degree based on the scholarly requirements rather than on the practical deliverables required to complete the degree.

The Gillings School classifies the MS and MSCR as academic degrees, reflecting each degree's emphasis on research in preparation for a career in academic and other research settings. The MSEE and MHA are classified as other professional degrees, reflecting the field-specific nature of these degrees.

Table 2.1.1 Instructional Matrix—Degrees and Specializations

	Undergraduate	Graduate		
		Academic	Professional	Other Professional
Bachelor's Degrees				
Biostatistics	BSPH			
Environmental Sciences and Engineering	BSPH			
Health Policy and Management	BSPH			
Nutrition	BSPH			
Bachelor's to Master's Degrees				
Biostatistics		BSPH-MS		
Environmental Sciences and Engineering		BSPH-MS BS-MS		
Environmental Sciences and Engineering			BSPH-MSPH BS-MSPH	
Nutrition		BSPH-MS		
Master's Degrees				
Biostatistics			MPH	
Biostatistics		MS		
Environmental Sciences and Engineering			MPH	
Environmental Sciences and Engineering			MSPH	
Environmental Sciences and Engineering		MS		
Environmental Sciences and Engineering				MSEE
Epidemiology			MPH	
Epidemiology—Veterinary Epidemiology Concentration			MPH	
Epidemiology		MSCR		

Table 2.1.1 Instructional Matrix—Degrees and Specializations (cont'd)

		Graduate		
		Academic	Professional	Other Professional
Health Behavior			MPH	
Health Policy and Management				MHA ²
Health Policy and Management			MPH ²	
Health Policy and Management			MSPH	
Maternal and Child Health			MPH	
Maternal and Child Health			MSPH	
Nutrition			MPH	
Nutrition—Registered Dietitian Program			MPH/RD	
Nutrition		MS		
Public Health Leadership—Global Online Track			MPH ¹	
Public Health Leadership—Healthcare and Prevention Track			MPH	
Public Health Leadership—Leadership Track			MPH ²	
Public Health Leadership—Occupational Health Nursing Track			MPH ²	
Master's to Doctoral Degrees				
Epidemiology		MSPH-PhD		
Health Behavior		MSPH-PhD		
Health Policy and Management		MSPH-PhD		
Maternal and Child Health		MPH-PhD		
Maternal and Child Health		MSPH-PhD		
Doctoral Degrees				
Biostatistics			DrPH	
Biostatistics		PhD		
Environmental Sciences and Engineering		PhD		
Epidemiology		PhD		
Health Behavior		PhD		
Health Policy and Management			DrPH ²	
Health Policy and Management		PhD		
Maternal and Child Health		PhD		
Nutrition		PhD		

Table 2.1.1 Instructional Matrix—Degrees and Specializations (cont'd)

		Graduate		
		Academic	Professional	Other Professional
Joint (Dual) Degrees				
City and Regional Planning (w/ HPM)				MHA-MCRP
City and Regional Planning (w/ ESE and HB)			MPH-MCRP	
City and Regional Planning (w/ ESE)		MS-MCRP		
City and Regional Planning (w/ ESE)				MSEE-MCRP
City and Regional Planning (w/ ESE and HPM)			MSPH-MCRP	
Medicine (w/ BIOS)		PHD-MD		
Medicine (w/ BIOS)			MPH-MD	
Pharmacy (w/ PHLP)			MPH-PHARM.D	
Business Administration (w/ HPM)				MHA-MBA
Business Administration (w/ HPM)			MSPH-MBA	
Information Science (w/ HPM)				MHA-MSIS
Information Science (w/ HPM)			MSPH-MSIS	
Library Science (w/ HPM)				MHA-MSLS
Library Science (w/ HPM)			MSPH-MSLS	
Law (w/ HPM)			MPH-JD	
Social Work (w/ MCH)			MPH-MSW	
Social Work (w/ MCH)			MSPH-MSW	

¹Distance program²Residential and distance programs

Note: If not otherwise indicated, degree programs are residential.

2.1.b School Bulletin

Required Documentation: The School bulletin or other official publication, which describes all degree programs identified in the instructional matrix, including a list of required courses and their course descriptions. The School bulletin or other official publication may be online, with appropriate links noted.

The [UNC Catalog](#) [ERF] describes the degree programs offered by the Gillings School and the courses offered in each department.

[The Gillings Program Search](#) (GPS) [ERF] provides a comprehensive list of all degree programs offered by the Gillings School, including curriculum information, required practice and culminating experiences and links to student handbooks that describe program requirements.

The department web pages [ERF] listed below also provide complete information on courses offered by each department.

Department	Link to Courses Offered
Biostatistics	http://sph.unc.edu/bios/courses/
Environmental Sciences and Engineering	http://sph.unc.edu/envr/envr-courses-offered/
Epidemiology	http://sph.unc.edu/epid/epid-courses-offered/
Health Behavior	http://sph.unc.edu/hb/hb-courses/
Health Policy and Management	http://sph.unc.edu/hpm/hpm-course-list/
Maternal and Child Health	http://sph.unc.edu/mch/mch-courses/
Nutrition	http://sph.unc.edu/nutr/unc-nutrition/nutr_courses_offered/
Public Health Leadership	http://sph.unc.edu/phlp/phlp-courses-offered/

2.1.c Assessment of Degree Programs

Required Documentation: Assessment of the extent to which this Criterion is met.

Strengths

- We meet the minimum criteria required by CEPH and go substantially beyond that to offer a wide selection of high-quality educational programs at all levels (e.g., undergraduate, master's and doctoral). We also meet the varied interests of students wanting to pursue research and practice-based preparation in public health, as well as those who want to add public health knowledge and skills to a wide variety of other professional or academic degrees.
- The breadth and depth of our degree programs align with our mission and goals and are consistent with our strong departmental focus.
- We developed the Gillings Program Search (GPS) to help prospective applicants understand the degree programs we offer.

Weaknesses

- None

Plans

- Results from this self-study and other required graduate program reviews will be used to continuously evaluate and improve our degree offerings.

This Criterion is met.

2.2 Program Length

CEPH Criterion

An MPH degree program or equivalent professional public health master's degree must be at least 42 semester-credit units in length.

2.2.a Credit Definition

Required Documentation: Definition of a credit with regard to classroom/contact hours.

In accordance with [University policy and federal laws and regulations](#) [ERF], a “credit hour” is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

This credit hour policy applies to all courses at all levels (graduate, professional and undergraduate) that award academic credit (i.e. any course that appears on an official transcript issued by the University) regardless of the mode of delivery including, but not limited to, self-paced, online, hybrid, lecture, seminar and laboratory. . . .(complete statement on webpage).

The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course whether it be fully online, a hybrid of face-to-face contact with some content delivered by electronic means, or one delivered in lecture or seminar format. Courses that have less structured classroom schedules, such as research seminars, independent studies, internships, practica, or any other academic work leading to the award of credit hours, at a minimum, should state clearly learning objectives and expected outcomes and workload expectations that meet the standards set forth above.

2.2.b Professional Degree Program Minimum Requirements

Required Documentation: Information about the minimum degree requirements for all professional degree curricula shown in the instructional matrix. If the School or University uses a unit of academic credit or an academic term different than the standard semester or quarter, this should be explained and an equivalency presented in a table or narrative.

According to the [University's Graduate School](#) [ERF], all master's degree students must complete a minimum of 30 credit hours of graduate course credit. Students must complete a program of study providing mastery of their major field through course requirements specified by their degree program, including at least 18 course credit hours in their major field.

All MPH and MSPH students at the Gillings School complete a minimum of 42 credit hours in accordance with CEPH guidelines. All professional public health master's students (MPH, MSPH) complete the Gillings School's core courses (BIOS 600, ENVR 600, EPID 600, HPM 600 and HBHE 600 or approved

substitutes), a supervised practicum that extends their public health knowledge and skills, and a culminating experience, including a master's thesis and comprehensive exam (or approved substitutes), consistent with CEPH requirements. Student handbooks available through the [Gillings Program Search \[ERF\]](#) provide degree-specific requirements.

Credit-hour requirements for a few degree programs within the Gillings School are higher than the 42-credit-hour minimum due to the specialized nature of the degree (e.g., MPH with veterinary epidemiology concentration in Epidemiology), degree-specific accreditation requirements (e.g., the MPH-RD degree in Nutrition) or additional coursework/skill sets identified as critical for graduates to be competitive in their specific field (e.g., the MSPH degree in Health Policy and Management). The additional credit-hour requirements do not currently extend the length (generally two years) or cost of the degrees. The program directors for each degree and department chairs believe the requirements are appropriate at present but acknowledge the importance of re-evaluating requirements in light of the new MPH Core curriculum currently being developed and potential changes in program length at peer institutions.

2.2.c MPH Degrees Awarded with Fewer than 42 Semester Credits

Required Documentation: Information about the number of MPH degrees awarded for less than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.

All MPH and MSPH degrees require at least 42 credits.

2.2.d Assessment of Program Length

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- All professional public health master's degree programs meet or exceed the minimum number of credit hours.

Weaknesses

- None

Plans

- Results from this self-study and other required graduate program reviews will be used to continuously evaluate program length to maintain quality and our competitive advantage.

This Criterion is met.

2.3 Public Health Core Knowledge

CEPH Criterion

All graduate professional degree public health students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

2.3.a Assuring Basic Public Health Knowledge among Professional Degree Students

Required Documentation: Identification of the means by which the School assures that all graduate professional degree students have fundamental competence in the areas of knowledge basic to public health. If this means is common across the School, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each degree/program. See CEPH Data Template 2.3.1.

All professional public health graduate degree students are required to satisfy competency requirements in the five core areas of public health: biostatistics, environmental health, epidemiology, health policy and management and social and behavioral science. Table 2.3.1.1 describes the required core courses (and approved substitutes) for students in the MPH, MSPH and DrPH degree programs.

Table 2.3.1.1 Required Core Courses for MPH, MSPH and DrPH Students

Core Knowledge Area	Course Number and Name	Credits	Approved Substitutes
Biostatistics	BIOS 600: Principles of Statistical Inference	3	<ul style="list-style-type: none"> Any 3- or 4-credit BIOS course above 540 HBHE 601: Principles of Statistical Inference (HB MPH students only) HPM 470: Statistical Methods for Health Policy and Management (HPM MPH students only) PUBH 741: Quantitative Methods for Health Care Professionals (PHLP MPH students only) SOWO 510: Introduction to Research Methods in Social Work and SOWO 911: Introduction to Social Statistics and Data Analysis (MSPH-MSW dual-degree students only) ST 511 (offered by NCSU): Experimental Statistics for the Biological Sciences I (EPID MPH veterinary epidemiology concentration students only)
Environmental Health	ENVR 600: Environmental Health	3	<ul style="list-style-type: none"> ENVR 430: Health Effects of Environmental Agents (any MPH, MSPH or DrPH student) TOX 715 (offered by NCSU): Environmental Toxicology (EPID MPH Veterinary Epidemiology concentration students only)
Epidemiology	EPID 600: Principles of Epidemiology	3	<ul style="list-style-type: none"> EPID 710: Fundamentals of Epidemiology (EPID MPH and MSPH students only) EPID 711: Clinical Measurement/Evaluation (EPID MPH students only) PUBH 760: Clinical Measurement/Evaluation (PHLP MPH students only)
Health Policy and Management	HPM 600: Introduction to the U.S. Health System	3	<ul style="list-style-type: none"> HPM 754: Health Care in the United States: Structure and Policy (HPM MPH, MSPH and DrPH students only) MHCH 701/702: Foundations of Maternal and Child Health (MCH MPH and MSPH students only) PUBH 600: Health Care in the United States (PHLP MPH students only)

Table 2.3.1.1 Required Core Courses for MPH, MSPH and DrPH Students (<i>cont'd</i>)			
Core Knowledge Area	Course Number and Name	Credits	Approved Substitutes
Social and Behavioral Science	HBHE 600: Social and Behavioral Sciences in Public Health	3	<ul style="list-style-type: none"> • HBHE 700: Foundations of Health Behavior (HB MPH and MSPH students only) • MHCH 700: Planning and Evaluation or MHCH 723: Introduction to Monitoring and Evaluation and MHCH 701/702: Foundations of Maternal and Child Health (MCH MPH and MSPH students only) • SOWO 500: Human Development in Context I: Infancy to Adolescence and SOWO 505: Human Development in Context II: Adulthood to Older Adulthood and MHCH 701/702: Foundations of Maternal and Child Health (MCH MPH/MSW dual-degree students only) • PUBH 750: Strategies of Prevention for Clinicians (PHLP MPH students only)

Students who already hold a professional public health master's degree from an accredited school or program of public health are exempt and are not required to take the five core courses.

Individual students may apply for an exemption from one or more core courses and, under certain conditions, the application may be approved. First, a student must complete a detailed [application](#) [ERF], documenting how he/she has met all of the required competencies for the core course within the previous five years through previous coursework and/or work experience. Initially, the application is reviewed by the relevant core course instructor to confirm that required competencies have been demonstrated and, if approved, the request is then sent to the associate dean for academic and student affairs for final review. If both agree that competencies have been demonstrated for the specified core course, the exemption is approved. Otherwise, all students take all core courses.

As a way to explore how best to expand our training efforts in an online format, we received funds from the provost in 2013 to develop a Schoolwide global, online MPH degree program. This pilot effort was named GO MPH™ and enrolled its first cohort of students in 2015–16. Two small cohorts of students (n=6, then, n=7) have enrolled in GO MPH to date. Development of the GO MPH program was guided by the new ASPPH/CEPH competencies and was designed to integrate material across core public health knowledge areas. To fulfill the new competencies, students in the GO MPH program take two integrated courses (SPHG 700: Introduction to Global Public Health (3 credits) and SPHG 710: Foundations of Public Health Practice (4 credits), as well as the “traditional” courses in Epidemiology (EPID 600: Fundamentals of Epidemiology (3 credits)) and in Biostatistics (BIOS 600: Principles of Statistical Inference (3 credits), as detailed in Table 2.3.1.2, below.

Table 2.3.1.2 Required Core Courses for GO MPH™ Students		
Core Knowledge Area	Course Number and Title	Credits
Biostatistics	BIOS 600: Principles of Statistical Inference	3
Epidemiology	EPID 600: Principles of Epidemiology	3
Environmental Health Sciences, Social and Behavioral Sciences and Health Policy and Management	SPHG 700: Introduction to Global Public Health	3
	SPHG 710: Foundations of Public Health Practice	4

2.3.b Assessment of Public Health Core Knowledge

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- Students receive rigorous training in the five core areas of public health knowledge.
- We have a thorough and consistent process of reviewing core course exemption applications.

Weaknesses

- None

Plans

- After reviewing key documents about professional preparation of the next generation of public health professionals, and, in anticipation of the new CEPH competencies, the Gillings School is in the process of developing a new MPH Core curriculum to (ultimately) replace the five core courses. A Schoolwide Planning Committee convened in February 2015 for this purpose. Using the *Framing the Future* reports and other resources to guide their work, this committee developed and recommended, and the Dean's Council unanimously approved, a new framework for the curriculum. Since April 2016, a cross-department MPH Core implementation committee has met and been using the approved framework to develop course ideas, sequencing and an evaluation plan for the new MPH Core. We plan to launch the new curriculum in fall, 2018. See [Creating the Residential Gillings MPH Core](#) [ERF] for more information about this process.
- As we begin implementation of the new MPH Core, we are also reviewing and developing separate competencies and new core curricula for the BSPH and DrPH degree programs using the 2016 CEPH competencies. In addition, we will continue to evaluate and align the GO MPH program to ensure consistency in achieving the 2016 CEPH competencies.

This Criterion is met.

2.4 Practical Skills

CEPH Criterion

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

2.4.a Practice Experience Policies and Procedures

Required Documentation: Description of the School's policies and procedures regarding practice experiences, including the following:

- *Selection of sites*
- *Methods for approving preceptors*
- *Opportunities for orientation and support for preceptors*
- *Approaches for faculty supervision of students*
- *Means of evaluating student performance*
- *Means of evaluating practice placement sites and preceptor qualifications*
- *Criteria for waiving, altering or reducing the experience, if applicable*

The Practicum: A Field Experience for Professional Public Health Degree Students

The Gillings School has infrastructure to ensure that professional public health students engage the world beyond campus and understand the opportunities for service that their academic degrees will afford. The centerpiece experience for our students is, as required by CEPH, the practicum, a planned, supervised and evaluated experience that connects students and communities across North Carolina and around the world so as to bridge what is taught in the classroom and the everyday work of public health practice. We expect students to learn from and work with individuals, organizations and communities and also to bring that knowledge and experience back onto campus to inform peers, faculty and staff. Most important, the practicum experience gives students opportunities to apply their knowledge and skills in real-world situations and to prepare for public health careers.

All professional public health degree students at the master's and doctoral levels are required to complete a practicum or practice experience. Typically, students work in a host organization during the summer months (May–August) between their first and second years. A practicum can occur anywhere, in domestic or international settings, and can be paid or unpaid.

In order to complete the practicum requirement, students enroll in department-specific courses (see Table 2.4.a.1). The nature of the practice experience is unique to each discipline and tailored to students' previous experiences, needs, constraints and interests, as well as to their career goals and the needs of the placement organizations. During the practicum, students may experience and contribute to program planning and evaluation design, data management and analysis, policy development, epidemiological investigations, social marketing and communication campaigns, intervention development, implementation or evaluation and much more. As a result, course structure is both flexible and yet establishes consistent, minimum requirements and expectations for respectful and helpful engagement with external organizations. In all instances, faculty and staff support students throughout the experience, and preceptors within the host organization are expected to provide mentorship and guidance. Practicum-related policies and procedures specific to each department and degree program are outlined in practicum handbooks, FAQs and other guidance documents and resources. Examples are included in the [ERF](#).

Table 2.4.a.1 Graduate Professional Public Health Degree Program Coursework for Practicum and Report Format		
Department/Degree	Course Number and Name	Report Format
Biostatistics		
MPH	BIOS 841: Principles of Statistical Consulting BIOS 842: Practice of Statistical Consulting	Written Oral
DrPH	BIOS 841: Principles of Statistical Consulting BIOS 842: Practice of Statistical Consulting BIOS 843: Seminar in Biostatistics BIOS 844: Leadership in Biostatistics	Written Written Oral Written
Environmental Sciences and Engineering		
MPH	ENVR 981: Environmental Sciences Practicum	Written
MSPH	ENVR 981: Environmental Sciences Practicum	Written
Epidemiology		
MPH	EPID 900: Epidemiology Practice	Written
MPH Veterinary Epidemiology Concentration	EPID 900: Epidemiology Practice	Written
Health Behavior		
MPH	HBHE 742: MPH Practicum	Written and Oral
Health Policy and Management		
MPH	HPM 793: Health Policy and Management Internship	Written and Oral
MPH Executive (Distance)	HPM 605–610: Leadership Practicum	Written
MSPH	HPM 793: Healthy Policy and Management Internship	Written and Oral
DrPH	Field experience may be waived; practice-based dissertation required	Written
Maternal and Child Health		
MPH	MHCH 717: Field Training in Maternal and Child Health or MHCH 718: Concurrent Field Training in Maternal and Child Health	Written
MSPH	MHCH 717: Field Training in Maternal and Child Health	Written
Nutrition		
MPH MPH-RD	NUTR 730: Advanced Nutrition Field Experience NUTR 710: Public Health Nutrition Management NUTR 720: Clinical Nutrition NUTR 730: Advanced Experience	Written Written
Public Health Leadership		
MPH-GO Global Online (GO) Track	PUBH 886: Field Practicum in Public Health	Written

Table 2.4.a.1 Graduate Professional Public Health Degree Program Coursework for Practicum and Report Format (cont'd)		
Department/Degree	Course Number and Name	Report Format
MPH Leadership Track	PUBH 886: Field Practicum in Public Health	Written
MPH Occupational Health Nursing Track	PHNU 783: Occupational Health Nursing Field Practicum I and	Written
	PHNU 784: Occupational Health Nursing Field Practicum II	Written
	or PHNU 886: Field Practicum in Public Health	Written
MPH Health Care and Prevention Track	PUBH 886: Field Practicum in Public Health	Written

Students begin the fieldwork process by meeting with an academic adviser to discuss student goals for the practicum experience, requirements of the practicum and available opportunities. In addition to individual sessions, some departments also hold group advising sessions about identifying and selecting practica to help expedite the selection process. Students then negotiate the specifics of their practicum experience with a community preceptor and faculty adviser; a fieldwork contract (or learning agreement) [\[ERF\]](#) is signed by all three parties, specifying the competencies to be addressed and specific learning objectives. The contract specifies what students must do to meet agreed upon standards or deliverables in order to earn the associated credits.

Each practicum experience should expose students to the core functions, essential services and competencies of public health. The practicum requires students to obtain a mentored field experience and apply the knowledge, principles and skills acquired through classroom instruction, independent readings and other methods in real-world public health settings. Some students may choose to do a practicum in an organization where they are employed. However, in keeping with CEPH guidelines, we require that their practicum must be different from their regular work activities and also require that this be confirmed by preceptor and faculty advisers in learning contracts. Specifically, students collect and analyze data (qualitative and/or quantitative), participate in regular, focused, supervised activities and deliver oral or written summaries that demonstrate mastery of public health principles, values and practice.

Leveraging Public Health Partners and Student Experiences to Build a Community of Practice

We are invested in leveraging student practicum experiences across all departments as a source of learning for the entire Gillings School community. To achieve this, the associate dean for practice and project support staff within the North Carolina Institute for Public Health (NCIPH) lead an internal, Schoolwide committee with representation from practice coordinators across each academic unit. This group, the Practice Leads Committee (PLC), meets regularly to advise the associate dean for practice on internal priorities and share best practices for site-selection strategies, practice-based updates, practicum monitoring and data-collection efforts.

The Gillings School also convenes a statewide Practice Advisory Committee (PAC), comprised of public health leaders and practitioners from across North Carolina, whose charge is to (1) bring public health and private sector leaders together to collaborate and help solve some of North Carolina's greatest public health challenges, (2) advise us on ways to best prepare students with the skills and knowledge they need for the 21st-century workforce and (3) provide guidance on where to optimally use resources across the state so we achieve positive impact.

Outside of committee structures, the associate dean for practice and project staff coordinate local opportunities for practice, service and community-based research that support community engaged learning. The associate dean for practice and project staff also organize two [PHield trips](#) [ERF] each year, with the primary goal of increasing awareness of practice needs and opportunities not only for students, but also for the organizations with whom the Gillings School partners. Held early in the fall semester, ~100 students participate in a PHield Trip, the activities of which are discussed further in Criterion 3.2, Service. As the fall semester progresses, many students are completing their summer practica. To celebrate their accomplishments and important community partnerships, students who have completed their practica present their experiences at [Gillings School Practicum Day: Reflections from the Field](#) [ERF], an event where students, faculty, school leaders, staff, alumni and community partners have the opportunity to engage across disciplines in public health practice.

In addition, the Gillings School is proud to participate each year in coordinating events for national celebrations, including Public Health Thank You Day and [National Public Health Week](#) [ERF]. Each year for National Public Health Week we thank preceptors and public health practice partners with a letter, certificate of appreciation and access to North Carolina's Area Health Education Center (AHEC) Digital Library, where they can search through publications and articles that support their work. We also sponsor a number of events in concert with National Public Health Week, such as jump rope demonstrations by Chapel Hill's world champion Bouncing Bulldogs, film screenings, radio show recordings, panel discussions, invited lectures and other events. In short, we try to find every opportunity possible to celebrate and make connections to public health practice happening all around us. We wrap up each week by recognizing an outstanding community partner in public health with the Public Health Champion Award, awarded first in 2015 to the Bouncing Bulldogs for their efforts in reducing obesity, and in 2016 to the Diaper Bank of North Carolina for their efforts to address the diaper gap. These examples illustrate how we link work with partners to our academic mission in ways that help foster a community of practice and engaged scholarship.

Selection of Practicum Sites

To serve as an approved Gillings School practicum site, an agency or organization must meet four basic criteria. First, the agency must work with public health data, do planning and/or provide some type of public health service or policy work. Second, the agency must have one or more staff members on site who are willing to serve as designated preceptors and who have graduate credentials in public health (or equivalent professional experience and education). Third, the placement must allow the student to be involved in the essential public health functions of assessment, policy development and assurance. Finally, students must be able to develop, enhance and/or apply core public health competencies in a public health setting related to their field. It is desirable for students to have a paid placement, although this is not always possible.

Students are ultimately responsible for securing their practicum placements. However, there are many supports at the Gillings School and at department levels to assist in this process. We have a culture in which professionals who could host practicum students regularly guest lecture in our classrooms and/or speak at the Gillings School or at events it organizes. Our alumni network and adjunct faculty also serve as wonderful resources for students seeking practicum opportunities. Some departments have a single faculty or staff member designated as the contact person for practica. This person will establish processes for soliciting practice placement opportunities, as well as organize information-sharing sessions or website and listservs for announcing practicum opportunities. In addition, all departments invite students who have completed their practicum to present in the Gillings School's Practicum Day, an event held in the fall semester each year where students showcase their summer practicum work

through poster, oral and artifact presentations. The event is attended by preceptors, alumni, faculty, staff, and other community partners. First-year students attend each fall, and get ideas and professional connections for their summer placements.

Other Schoolwide resources available to students when selecting practica include the NCIPH, the outreach and service unit for the Gillings School, which has connections with government and community groups across the state and serves as a connector to evaluating practicum placement sites. The Gillings Global Gateway[®] serves a similar function for students interested in global practice experiences. The Office of Student Affairs (OSA) also assists with connections to internships and similar opportunities. Although many of our students pursue practicum experiences at local, state, tribal, federal and international agencies and governments, we encourage students to pursue experiences that meet their career development needs and interests by working with non-profit organizations, coalitions, private businesses and foundations in North Carolina, across the United States and globally.

Methods for Approving Preceptors

Once a practicum site has been selected, the student is responsible for selecting and confirming approval of the site and preceptor by submitting a written learning agreement [\[ERF\]](#), or practicum approval form. Preceptors must have an MPH (or equivalent degree/experience) and must be approved by the student's academic adviser prior to beginning the experience, as evidenced by the signed agreement form. Exceptions may be made when the proposed mentor has equivalent work experience in the content or skill area of the practicum. Because the purpose of the practicum is to provide students real-world, practice-based work experience, the preceptor also should serve in a day-to-day supervisory type role with responsibilities similar to a supervisor in a real-world public health practice setting. Preceptors must be able to observe and evaluate the student's performance in the practicum setting.

After the student has identified an appropriate preceptor, the student's faculty adviser and the department's practicum coordinator assess and approve all practicum sites and preceptor qualifications. Alumni often make ideal preceptors because of their familiarity with and support of the Gillings School's training programs. All three parties (student, preceptor and faculty adviser) complete a learning agreement for the practicum, which specifies project deliverables, competencies, learning objectives and how the student's performance will be evaluated.

Opportunities for Orientation and Support for Preceptors

When the practicum site and preceptor have been approved, the student and faculty adviser work together to ensure that roles and expectations for preceptors are communicated clearly and consistently in multiple ways, including the learning agreement, FAQ documents [\[ERF\]](#) and the [community partner section of the practicum website](#) [\[ERF\]](#). Throughout the practicum, preceptors are encouraged to connect with faculty advisers and practicum managers should any issues arise that they need assistance resolving with the student. Preceptors are also eligible to receive access to the North Carolina Area Health Education Center's Digital Library for access to journals and more. We recognize these important partnerships in an annual Practicum Day celebration where students, faculty, staff, preceptors and other community partners gather to learn about the previous summer's practicum projects and honor those who were selected by their peers for awards.

Supervision of Students during the Practicum and Evaluating Student Performance

Throughout the practicum experience, faculty advisers work with department practicum coordinators to supervise development of students' learning agreements, review and approve practicum proposals, explicitly specify responsibilities and expectations regarding placements, monitor the practicum experience and assign practicum grades. Supervision of students occurs at a minimum, with check-in

meetings occurring by phone or through email at the beginning, middle and end of the practicum experience. Students and preceptors are encouraged to solicit help from faculty advisers or department practicum coordinators if expectations are not being met or if any type of problem begins to surface. One area where supervision varies from this approach is in our Nutrition Department, where faculty travel to and from the practicum site to assess learning competencies and provide student and preceptor support.

At the end of the practicum placement, the student, faculty adviser and preceptor complete an evaluation of the practicum experience [ERF], reflecting upon the student's success demonstrating selected competencies and achieving identified goals and objectives. In addition, students complete an oral and/or written report about the practicum experience [ERF], which is then reviewed by the student's faculty adviser or practicum manager. The oral and/or written report and preceptor evaluation are considered when determining the student's grade for the experience (pass/fail). Evaluations are also used to provide guidance for future students planning their practica, including regarding site selection.

For both student and practicum placement reviews, the Gillings School's practicum reporting database provides a wealth of information from location of practica, project summaries, preceptor details, competencies achieved and qualitative reviews that are continually assessed by departments to ensure that students, preceptors and other community partners continue to benefit from the practicum program.

Evaluating Practicum Placement Sites and Preceptor Qualifications

Students are required to complete evaluations of their practicum experiences, which include providing feedback on preceptors and overall project experience. These results are used to guide future practicum site selection and preceptors.

Once a practicum is completed, students, preceptors, faculty advisers and practicum coordinators complete specific practicum-required documentation, including a student practicum report, practicum preceptor evaluation form and grading forms from the academic adviser and faculty practicum coordinator. These evaluations are used for two purposes: (a) to evaluate the degree to which the student fulfilled the practicum contract and attained the competencies outlined within that contract and (b) to provide guidance for future students planning their practica, including regarding site selection. Site visitors will be provided with examples of completed preceptor evaluation forms.

Criteria for Waiving

Currently, there is one exception to the course-based practicum requirement. DrPH students who work full-time in a health-related field may apply for a practicum waiver by documenting they have met established department criteria [ERF].

2.4.b Practice Experience Agencies and Preceptors

Required Documentation: Identification of agencies and preceptors used for practice experiences for students, by program area, for the last two academic years.

Practicum agencies, locations, preceptors and academic advisers are listed for calendar years 2015 and 2016 and included in Table 2.4.b.1, Agencies, Preceptors and Advisers Used by Practice Experiences (2015–16) [ERF].

2.4.c Practice Experience Waivers

Required Documentation: Data on the number of students receiving a waiver of the practice experience for each of the last three years.

Table 2.4.c.1, below, reports the number of students receiving waivers of the practice experience requirement for each of the last three years. In addition, we have provided a list of the roles and organizations of DrPH students who received practicum waivers based on work experience as additional evidence of the appropriateness of the waivers. (See also Table 2.4.c.2, below.)

Table 2.4.c.1 Number of Students Receiving a Waiver of the Practice Experience Requirement			
Degree/Department	2014	2015	2016
DrPH/HPM & BIOS	13	11	14

Table 2.4.c.2 Waivers Approved for DrPH Students, by Professional Roles, Organizations and Year	
2014	
Policy Advisor, Office of the Associate Director for Policy, Centers for Disease Control and Prevention	
Program Officer, Robert Wood Johnson Foundation	
Chief Program and Strategy Officer, de Beaumont Foundation	
Director of School Health, National Association of Chronic Disease Directors	
Director, City of Dallas Peer Dad Program	
Associate Director of Pharmacoepidemiology, Astellas Pharma, Inc.	
Senior Director of Operations, MaineHealth	
Chief Operating Officer, Lake Norman Regional Medical Center	
Senior Program Officer, PATH	
Program Manager and Senior Epidemiologist, RTI International	
Director of State and Community Collaboration, North Carolina Center for Health and Wellness at UNC-Asheville	
National LTC Coordinator, Johns Hopkins School of Medicine	
Application Analyst, Carolina Center for Genome Sciences, University of North Carolina at Chapel Hill	
2015	
Senior Policy Advisor for Health Systems and Sustainability, Centers for Disease Control and Prevention	
Director of Strategic Development, CalOptima	
Health Director, Virginia Department of Health	
Director of Curriculum and Innovation, Grassroot Soccer	
Investigator for National Implementation Research Network, Frank Porter Graham Child Development Institute, UNC-Chapel Hill	
Director, HIV/AIDS Program Management, John Snow, Inc.	
Director, Office of Clinical Site Oversight, Division of AIDS, National Institute of Allergy and Infectious Diseases	
Administrator (Chief Operating Officer), U.S. Air Force Medical Service Corps	
Senior Director of Health Policy, American Society of Clinical Oncology	
Director of the HIV/AIDS Program, Centers for Disease Control and Prevention	
Public Health Analyst, Health Systems and Human Resources for Health Team, Centers for Disease Control and Prevention	
2016	
Supply Chain Advisor, United States Agency for International Development	
Director of Population Health, Regal Medical Group	
Vice President of Marketing, Emergent BioSolutions	
Aeromedical Physician Assistant, Section Leader, U.S. Coast Guard	

Table 2.4.c.2 Waivers Approved for DrPH Students, by Professional Roles, Organizations and Year (cont'd)

CEO, HHR Strategies, Inc.; Executive Director, Global Brain Health Coalition
Risk Mitigation Manager for the Americas, GlaxoSmithKline
Chief of Staff, Georgia Department of Public Health
Lead, Regional Tobacco Cessation Workgroup, Southern California Permanente Medical Group
eHealth Unit, Médecins Sans Frontières
Executive Director and Special Advisor, Department of Medicine, Columbia University
Executive Director, ILSI Health and Environmental Sciences Institute
Senior Monitoring, Evaluation and Research Advisor, Jhpiego (affiliate of Johns Hopkins University)
Assistant Director for Global Health, Center for Medical Humanities and Ethics, University of Texas Health Science Center
Director of Research, National Association of Chain Drug Stores
Senior Director of Clinical Operations, Evolent Health/WakeMed-Key Community Care

2.4.d Preventive, Occupational, Aerospace and General Preventive Medicine Residents and Public Health Residents

Required Documentation. Data on the number of preventive medicine, occupational medicine, aerospace medicine and general preventive medicine and public health residents completing the academic program for each of the last three years, along with information on their practicum rotations.

Residency programs with culminating MPH degrees in general preventive medicine and occupational medicine are offered through the Gillings School. A total of 16 medical residents in Health Policy and Management, Public Health Leadership Program and Maternal and Child Health completed academic programs and practicum rotations in the last three years (see Table 2.4.d.1).

Table 2.4.d.1 Medical Resident Practicum Rotations, Summers of 2014, 2015 and 2016

2014
Blue Cross Blue Shield of North Carolina, Durham, NC
VA Center for Health Promotion and Disease Prevention, Durham, NC (2 placements)
2015
Blue Cross Blue Shield of North Carolina, Durham, NC
Sheps Center for Health Services Research, Chapel Hill, NC
VA Center for Health Promotion and Disease Prevention, Durham, NC (2 placements)
Wake Forest Baptist Health, Winston-Salem, NC
2016
Blue Cross Blue Shield of North Carolina, Durham, NC
Sheps Center for Health Services Research, Chapel Hill, NC
Piedmont Health Services, Chapel Hill, NC
UNC Department of Ophthalmology, Chapel Hill, NC
Division of Public Health, Raleigh, NC

Table 2.4.d.1 Medical Resident Practicum Rotations, Summers of 2014, 2015 and 2016 (cont'd)

UNC Internal Medicine, Chapel Hill, NC

AMPATH MNCH, Eldoret, Kenya

UNC-Chapel Hill Hospitals, Chapel Hill, NC

2.4.e Assessment of Practical Skills

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- Consistent with CEPH guidelines, Gillings School students complete a practicum process that allows maximum flexibility to select sites that match their interests, training needs and career goals.
- We have a strong practice tradition with many partners and established collaborations/connections to assist students in locating placements in North Carolina, the United States and around the world.
- The practicum contract/learning agreement is established with input from students, preceptors and faculty advisers/departmental practicum coordinators who agree on the learning objectives and scope of work of the practicum.
- Faculty advisers and departmental practicum coordinators provide oversight and support for students and preceptors as part of practicum selection and during the practicum experience.
- Flexibility in the required number of practicum hours helps facilitate discipline-specific training needs.

Weaknesses

- Support provided to students and preceptors, together with the processes used to collect data and evaluate student and preceptor performance during the practicum, varies somewhat by department. At the same time, this approach often enhances the ability to maximize discipline-specific training opportunities.

Plans

- Associate dean for practice will continue to work with practice leads in each department to identify and share best practices Schoolwide for practicum policies and procedures related to site selection, student funding, approval processes, competency-based learning agreements, preceptor training and student evaluation procedures.
- A core set of required practicum-related data will be collected from all students who complete practica to better facilitate planning and reporting on practicum activities across departments.

This Criterion is met.

2.5 Culminating Experience

CEPH Criterion

All graduate professional degree programs, both professional public health and other professional degree programs, identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

2.5.a Culminating Experience Requirement

Required Documentation: Identification of the culminating experience required for each professional public health and other professional degree program. If this culminating experience is common across the School's professional degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each degree/program.

Master's Students

The University's Graduate School requires all master's students to complete a thesis and pass a comprehensive exam. These two requirements comprise the culminating experience required of all master's students in the Gillings School. As an alternative to either of these, a department can propose a substitute "whose thoroughness in all ways conforms to the best accepted practices within the discipline" for Graduate School approval. (See [Graduate School Handbook](#) [ERF].)

Each department determines specific requirements for the master's thesis and comprehensive exam (or approved substitutes) for each of its degree programs, as summarized in Table 2.5.a.1. Detailed information about the culminating experience requirements for each degree program can be found in the student handbooks available through the [Gillings Program Search](#) [ERF] and examples can be found in the [ERF](#).

Table 2.5.a.1 Culminating Experience Requirements for Graduate Professional Public Health and Other Professional Master's Degree Programs		
Degree	Master's Thesis or Approved Substitute	Comprehensive Exam or Approved Substitute
<i>Biostatistics</i>		
MPH	Master's paper	Written comprehensive exam and oral presentation of master's paper
<i>Environmental Sciences and Engineering</i>		
MPH	Master's technical report	Comprehensive oral exam
MSPH	Master's technical report based on original research	Comprehensive oral exam
MSEE	Master's technical report based on portfolio of three engineering briefs	Comprehensive oral exam
<i>Epidemiology</i>		
MPH	Master's paper and oral presentation on master's research	Comprehensive written exam
MPH—Veterinary Epidemiology Concentration	Master's paper and oral presentation on master's research	Comprehensive written exam

Table 2.5.a.1 Culminating Experience Requirements for Graduate Professional Public Health and Other Professional Master's Degree Programs (cont'd)

Degree	Master's Thesis or Approved Substitute	Comprehensive Exam or Approved Substitute
<i>Health Behavior</i>		
MPH	Capstone	Comprehensive written exam
<i>Health Policy and Management</i>		
MPH (Residential)	Master's paper	Master's paper proposal defense
MPH (Executive)	Capstone	Capstone
MSPH	Master's paper	Master's paper proposal defense
MHA (Residential)	Capstone	Case analyses
MHA (Executive)	Capstone	Capstone
<i>Maternal and Child Health</i>		
MPH	Master's paper	Comprehensive oral exam
MSPH	Master's paper	Comprehensive oral exam
<i>Nutrition</i>		
MPH	Master's paper	Comprehensive written exam
MPH-RD	Master's paper	Comprehensive written exam
<i>Public Health Leadership</i>		
MPH—Global Online Track	Master's paper	Comprehensive written exam
MPH—Healthcare and Prevention Track	Master's paper	Comprehensive written exam
MPH—Leadership Track (Residential and Distance)	Master's paper	Comprehensive written exam
MPH—Occupational Health Nursing Track (Residential and Distance)	Master's paper	Comprehensive written exam

DrPH students. The University's Graduate School requires all doctoral students to pass a comprehensive written examination and an oral proposal defense before completing and successfully defending a dissertation. (See [Graduate School Handbook](#) [ERF].) These comprise the culminating experiences required of all DrPH students in the Gillings School. Detailed information about the culminating experience requirements for the DrPH programs in BIOS and HPM can be found in the student handbooks available through the [Gillings Program Search](#) and examples can be found in the [ERF](#).

2.5.b Assessment of Culminating Experience

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- Every professional degree program ensures that students can synthesize the knowledge and skills they have obtained with a rigorous culminating experience.
- Through their culminating experiences, students produce high-quality work. Evidence of exceptional work occurs on an annual basis with award-winning papers, theses, presentations at professional meetings and in feedback from community partners who work with students on various deliverables from capstone projects. As one potent example, Gillings students have won about one-third of all [Impact Awards](#) [ERF] conferred by UNC's Graduate School since inception of that award. These awards recognize potential impact of student research on North Carolina and North Carolinians.

Weaknesses

- Ways of evaluating skills and integration of student knowledge as part of the culminating experience often vary by department, yet this flexibility is desirable for demonstrating discipline-specific knowledge and competencies.

Plans

- We will continue to identify and share best practices and processes for evaluating student mastery of skills and integration of knowledge linked to competencies in all culminating experiences.

This Criterion is met.

2.6 Required Competencies

CEPH Criterion

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The School must identify competencies for graduate professional public health, other professional and academic degree programs and specializations at all levels (bachelor's, master's and doctoral).

2.6.a Expected Core Public Health Competencies Identification for All Degrees

Required Documentation: Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area, must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the School (e.g., one set each for BSPH, MPH and DrPH).

Background

During our last self-study, the Gillings School's five required core courses were deemed to be the appropriate mechanisms to meet the five Association of Schools of Public Health (ASPH) (now ASPPH) discipline-specific core public health competencies. While not required, but in anticipation of the new CEPH accreditation criteria and foundational competencies for MPH programs announced in fall, 2016, the UNC Academic Programs Committee (APC) identified a set of six recommended cross-cutting competencies for all MPH and MSPH degree programs (adapted from the ASPH cross-cutting competencies). Implementation of these cross-cutting competencies is ongoing and will be fully operationalized in the new MPH core curriculum currently under development. In addition to the core and cross-cutting competencies, each Gillings degree program identified a set of "concentration-specific" competencies. (note: The Gillings School refers to these as "degree-specific" competencies.) Thus, we developed three sets of competencies:

1. Competencies for the BSPH programs, including core public health and degree-specific competencies¹;
2. Competencies for the MPH and MSPH degree programs, including core public health, recommended cross-cutting and degree-specific competencies; and
3. Competencies for the DrPH programs, including core public health and degree-specific competencies.

¹The Gillings School has a long history of providing undergraduate training in public health. Our four BSPH programs, described in detail in criterion 2.9, provide students specialized, disciplinary training in Biostatistics, Environmental Health Sciences, Health Policy and Management and Nutrition. Admission to our BSPH programs is highly selective and students admitted to/enrolled in our programs (generally, they begin the programs in their junior year) have exceptionally high academic ability. Currently, our BSPH students complete the same core public health courses (described in criteria 2.3.a and 2.9.c) and demonstrate the same core public health competencies as our graduate public health students. It is important to note that expectations for core public health knowledge for our BSPH students are raised to the level of our MPH/MSPH students, not the reverse. Faculty and students generally view this as a strength and as a competitive advantage for our current BSPH programs. However, there are important differences in the competencies between our BSPH and graduate public health degree programs. Specifically, there are unique degree-specific competencies for every degree program that specify the depth of skills and knowledge expected for the degree level. Further, our graduate public health students are expected to develop and demonstrate the cross-cutting competencies described in criterion 2.6.a; however, these cross-cutting competencies do not apply to our BSPH programs.

As described in Criterion 2.3.a, we were given special funding from the provost in 2013 to develop the GO MPH program. This track delivers the core public health content in an integrated fashion based on the ASPPH report, *A Master of Public Health Degree for the 21st Century: Key Considerations, Design Features, and Critical Content of the Core*, and draft CEPH competencies released in March 2015. More specifically, the ASPPH report describes the content areas, grouped under 12 domains, that all MPH students should have by the time they graduate. To develop the competencies for the GO MPH program, the coordinator for teaching and pedagogy and (previous) associate dean for academic and student affairs led a faculty task force to convert these domains into 12 competencies consistent with the CEPH 2015 *draft* recommendations.

Listed below are the core public health and cross-cutting competencies for the graduate professional public health and baccalaureate public health degree programs. Competencies for the GO MPH program are listed in criterion 2.6.b.

Core Public Health Competencies (Applicable to BSPH, MPH, MSPH and DrPH degrees)

Biostatistics

- Describe the roles biostatistics serves in the discipline of public health.
- Distinguish among different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- Apply descriptive techniques commonly used to summarize public health data.
- Describe basic concepts of probability, random variation and commonly used probability distributions.
- Apply common statistical methods for inference.
- Describe preferred methodological alternatives according to the type of study design for answering a particular research question.
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- Interpret results for statistical analysis found in public health.
- Develop written and oral presentations based on statistical analyses for public health professionals and educated lay audiences.
- Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.

Environmental Sciences and Engineering

- Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
- Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents.
- Specify current environmental risk-assessment methods.
- Describe genetic, physiologic and psychosocial factors that affect susceptibility to adverse health outcomes following exposure to environmental hazards.
- Discuss various risk-management and risk-communication approaches in relation to issues of environmental justice and equity.
- Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures.
- Develop a testable model of environmental insult.
- Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.

Epidemiology

- Explain the application of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- Apply the basic terminology and definitions of epidemiology.
- Identify key sources of data for epidemiologic reports.
- Calculate basic epidemiology measures.
- Evaluate the strengths and limitations of epidemiologic reports.
- Draw appropriate inferences from epidemiologic data.
- Communicate epidemiologic information to lay and professional audiences.
- Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- Identify the principles and limitations of public health screening programs.

Social and Behavioral Sciences

- Describe the role of social and community factors in both the onset and solution of public health problems.
- Identify the causes of social and behavioral factors that affect the health of individuals and populations.
- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Apply ethical principles to public health program planning, implementation and evaluation.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
- Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- Use evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- Describe the merits of social and behavioral science interventions and policies.
- Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

Health Policy and Management

- Identify the main components and issues of the organization, financing and delivery of health services in the U.S.
- Discuss the policy process for improving the health status of populations.
- Describe the legal and ethical bases for public health and health services.
- Apply quality- and performance-improvement concepts to address organizational performance issues.
- Use “systems thinking” for resolving organizational problems.
- Use the principles of program planning, development, budgeting, management and evaluation to organizational and community initiatives.
- Communicate health policy and management issues using appropriate channels and technologies.

Cross-Cutting Competencies (Applicable to MPH and MSPH degrees)

Communication and Informatics

- Demonstrate effective written and oral health communication skills appropriately adapted to professional and lay audiences with varying knowledge and skills in interpreting health information.
- Use information technology tools effectively in core public health functions, such as retrieval of institutional and online public health data and dissemination of public health information.
- Engage in collective information sharing, discussion and problem solving.

Diversity and Cultural Competency

- Demonstrate awareness of and sensitivity to the varied perspectives, norms and values of others based on individual and ethnic/cultural differences (e.g., age, disability, gender, race, religion, sexual orientation, region and social class).
- Show effective and productive skills in working with diverse individuals, including co-workers, partners, stakeholders and/or clients.
- Develop, implement and/or contribute to effective public health programming and conduct research that integrates (1) knowledge levels of health access among individuals and within communities and (2) culturally-appropriate methods for conducting practice or research.

Leadership

- Demonstrate basic team-building, negotiation and conflict-management skills.
- Create a climate of trust, transparency, mutual cooperation, continuous learning and openness for suggestion and input with co-workers, partners, other stakeholders and/or clients.
- Exercise productive organizational, time-management and administrative skills.
- Develop knowledge of one's individual strengths and challenges, as well as mechanisms for continued personal and professional development.

Professionalism and Ethics

- Review, integrate and apply ethical and/or legal principles in both personal and professional interactions, as well as in public health practice and/or research.
- Apply evidence-based concepts in public health decision making.
- Appreciate the need for lifelong learning in the field of public health.
- Consider the effect of public health decisions on social justice and equity.

Program Planning

- Discuss social, behavioral, environmental and biological factors that contribute to specific individual and community health outcomes.
- Identify needed resources for public health programs and research.

Systems Thinking

- Identify characteristics of a system.
- Respond to identified public health needs within their appropriate contextual settings.

2.6.b Competencies for Each Concentration/Major/Specialization

Identification of a set of competencies for each concentration, major or specialization (depending on the terminology used by the School) identified in the instructional matrix. The School must identify competencies for all degrees, including graduate public health professional degrees, graduate academic degrees, graduate other professional degrees, as well as baccalaureate public health degrees and other bachelor degrees.

In addition to the core public health competencies that apply to the graduate professional public health and baccalaureate public health degree programs as described in Criterion 2.6.a, each degree program has identified additional concentration-specific competencies. (Note: The Gillings School refers to these as degree-specific competencies.)

Listed below are the **degree-specific competencies** for each degree program in the Gillings School.

Baccalaureate Public Health Programs' Degree-Specific Competencies

BSPH in Biostatistics

- Formulate and conduct tests to explore the validity of a statistical dataset.
- Demonstrate familiarity with elementary statistical theory.
- Formulate and perform a descriptive and/or inferential analysis of a study or related dataset and interpret the findings in an appropriate manner.
- Develop an efficient design for an experiment or observational study in health sciences.
- Apply quantitative knowledge to a variety of health and related matters that deal with the physical environment, the population, patterns of disease/disability/death and the effects of health services.
- Apply one's knowledge and skills at the entry management level of government health agencies, pharmaceutical companies, contract research organizations, and non-profit health-related agencies.

BSPH in Environmental Sciences and Engineering

- Demonstrate basic knowledge in the fundamental sciences and mathematics.
- Describe the relationship between public health and environmental sciences and engineering.
- Identify major issues in environmental sciences and engineering.
- Demonstrate broad knowledge in the core fields of public health.
- Demonstrate written and oral communication skills related to environmental sciences and engineering issues within a public health context.

BSPH in Health Policy and Management

- Demonstrate knowledge of the health industry, including current policies and trends in healthcare, public health and health policies.
- Apply effective communication, teamwork and consulting skills; create effective products for organizations.
- Demonstrate and apply research, analysis and problem-solving skills to public health problems.
- Demonstrate and apply business skills in financial management, information management and health economics to public health problems.
- Demonstrate and apply business skills in strategic planning and marketing to public health problems.
- Demonstrate and apply business skills in leadership, management and organizational understanding to public health problems.
- Demonstrate skill in the core public health domains: statistics, epidemiology, environmental health and social and behavioral science.

- Apply skills in professionalism: developing effective working relationships, effective business communication, job search, interviewing, resume development and other related skills.

BSPH in Nutrition

- Demonstrate knowledge of nutritional biochemistry, the metabolism and function of nutrients and the nutritional components of diseases through advanced courses in nutrition.
- Demonstrate competence in the basic public health core areas of biostatistics, environmental sciences, health policy management, health behavior and health education and epidemiology and the roles these disciplines play in the interdisciplinary field of nutrition and public health.
- Describe the nutritional needs of individuals across the life cycle; the psychological, behavioral and social factors that affect food consumption and nutritional status and the programs and services available to help individuals meet their nutritional needs.
- Apply the scientific method in the areas of nutritional biochemistry, nutritional epidemiology and intervention and policy.

Master's Programs' Degree-Specific Competencies

MPH in Biostatistics

- Demonstrate an understanding of the foundations of public health, including the physical, biological, social and behavioral factors that affect the health of communities, and of the systems for health services delivery.
- Demonstrate an understanding of the elements of probability and statistical inference and an ability to apply them to a variety of estimation and hypothesis testing problems in the public health field.
- Use information technology for research data management (applying defensible standard of reproducibility, documentation, archiving, protection of confidentiality and audit trail) and for performing statistical analysis of public health data.
- Develop an efficient design for an observational or experimental study in the health sciences.
- Gain successful experience in statistical consulting, including interacting with research workers in the health sciences, understanding and formalizing statistical aspects of substantive problems and communicating analysis results to persons without specialized biostatistical training.
- Write an adequate report related to the statistical aspects of a problem in health sciences.

MS in Biostatistics

- Demonstrate an understanding of probability and statistical inference, including the fundamental laws of classical probability, discrete and continuous random variables, expectation theory, bivariate and multivariate distribution theory, maximum likelihood methods, hypothesis testing, power and likelihood ratio, score and Wald tests.
- Demonstrate ability to apply the elementary methods of statistical analysis, including those based on classical linear models and on nonparametric alternatives, involving categorical, discrete, normal or ranked data, to problems of description, goodness of fit, univariate location and scale, bivariate independence and correlation, regression analysis and the comparison of independent and matched samples possibly adjusting for covariables.
- Use computers for research data management (applying defensible standard of reproducibility, documentation, archiving, protection of confidentiality and audit trail) and for the analysis of data with standard statistical program packages.
- Develop an efficient design of an observational or experimental study in the health sciences.
- Demonstrate basic knowledge of one or more substantive areas of statistical application in the health sciences.

- Gain successful experience in statistical consulting, including interacting with research workers in the health sciences, understanding and formalizing statistical aspects of substantive problems and communicating analysis results to persons without specialized biostatistical training.
- Write a high-quality report related to the statistical aspects of a problem in health sciences or a contribution to statistical methodology.

MPH in Environmental Sciences and Engineering

- Demonstrate broad knowledge in the core fields of public health and familiarity with public health practice.
- Identify and evaluate the relationships between sources of environmental contaminants and processes that affect the movement, fate and health effects of contaminants in the environment and human systems.
- Describe, utilize and critically evaluate approaches used to measure and model properties of environmental or human systems.
- Explain and analyze the relationships between scientific knowledge, exposure, risk assessment, environmental management and environmental policy.
- Demonstrate written and oral communication skills related to environmental sciences and engineering issues within a public health context.
- Show broad exposure to contemporary issues in environmental sciences, environmental health and environmental engineering.

MS in Environmental Sciences and Engineering

- Develop a depth of knowledge in one area within environmental sciences and engineering.
- Conduct original research in environmental sciences and engineering.
- Analyze, interpret and explain the results of original research.
- Review and synthesize a body of research literature.
- Obtain broad exposure to contemporary issues in environmental sciences, environmental health and environmental engineering.
- Demonstrate written and oral communication skills related to environmental sciences and engineering.
- Develop an understanding of basic concepts of public health.

MSEE in Environmental Sciences and Engineering

- Identify environmental engineering problems, needs and objectives.
- Evaluate problems quantitatively using measurements and models of contaminant transport or reactions in environmental media (e.g., air, soil and water).
- Develop and design appropriate controls and facilities to solve environmental engineering problems.
- Evaluate the success of environmental engineering designs and assess the uncertainty involved.
- Demonstrate written and oral communication skills related to environmental engineering.
- Obtain broad exposure to contemporary issues in environmental sciences, environmental health and environmental engineering.
- Develop an understanding of basic concepts of public health.

MSPH in Environmental Sciences and Engineering

- Demonstrate broad knowledge in the core fields of public health and familiarity with public health practice.

- Identify and evaluate the relationships between sources of environmental contaminants and processes that affect the movement, fate and health effects of contaminants in the environment and human systems.
- Conduct original research in the environmental health sciences.
- Analyze, interpret and explain the results of original research.
- Explain and analyze the relationships between scientific knowledge, exposure, risk assessment, environmental management and environmental policy.
- Demonstrate written and oral communication skills related to environmental sciences and engineering issues within a public health context.
- Obtain broad exposure to contemporary issues in environmental sciences, environmental health and environmental engineering.

MPH in Epidemiology

- Apply the core competencies in public health as set forth in the learning objectives for the Gillings School's core MPH curriculum.
- Discuss the major obstacles and challenges to public health in the nation and the world, contrast the clinical and population perspectives on improving public health and articulate the role of epidemiology in preserving and improving public health.
- Explain fundamental epidemiological concepts, such as natural history, prevalence, incidence, relative risk, attributable risk, direct standardization, standardized mortality ratio, cohort, case-control, precision, bias, confounding and effect modification, and recognize these concepts even when they are referred to with different terminology.
- Discuss basic issues in the definition, classification and detection of pathologic states as these issues arise in the study of diseases in populations; discuss also the problems such issues present for disease surveillance and comparative studies, natural history and spectrum of disease, when a condition is the disease, operational classification, changing definitions with greater understanding, limitations on accuracy of a cause of death designation, among others.
- Define, compute and interpret epidemiological measures of prevalence, incidence, association and impact.
- Explain and apply methods of standardization or adjustment for factors such as age or sex and discuss the advantages and limitations of different methods of standardization.
- Explain major epidemiological descriptive and analytic study designs, the epidemiological measures that can be estimated from each and their relative strengths and limitations.
- Explain major categories of bias, recognize the potential for their occurrence in specific study situations and propose measures to assess and/or reduce their influence on the measures of major interest.
- Present the concepts and purpose of, and problems in, the evaluation of diagnostic tests and of interpretation in surveillance for acute and chronic diseases and other factors important for public health.
- Explain the concept of the multifactorial nature of disease and how the observed association between one factor and disease can be affected by the distribution of other independent and non-independent risk indicators; be able to control for these influences in situations involving multiple risk indicators.
- Prepare computer files of raw epidemiological data and analyze, present, summarize and interpret epidemiological data and parameters presented in tables, figures and graphs. Analyses may employ statistical tests and confidence intervals based on means, rates, proportions and ratios for contingency table analyses involving the control of one or two categorical variables or for modeling analyses employing linear or linear logistic regression.

- Weigh the evidence in favor of and against the likelihood that an association observed in epidemiological studies is causal.
- Apply the above knowledge in critically reading epidemiological and clinical studies.
- Write a thesis-equivalent that demonstrates proficiency in critically reading the epidemiological literature and in analyzing, reporting and interpreting epidemiological data.

MSCR in Epidemiology

- Clinical research study design: Identify testable research hypotheses, develop appropriate study designs with minimal bias and identify appropriate target populations.
- Fundamentals of data analysis: Develop appropriate data analysis plans for research hypotheses; implement basic statistical analyses, including multivariable regression; understand sample size and power calculations.
- Grant proposal development: Develop a proposal for clinical/translational research suitable for submission to the National Institutes of Health or other research foundation.
- Interdisciplinary collaboration: Demonstrate knowledge of team science; develop skills for collaboration with research methodologists, including biostatisticians.
- Project oversight and management: Demonstrate skills to implement a research project, including hiring of appropriate team members, developing and managing budget, overseeing project, ethics approvals and regulatory reviews.
- Oral and written presentation: Effectively present research findings orally to peers, lay persons and the media; write clearly and succinctly for scientific publication and for research proposals.
- Professional development: Demonstrate knowledge of the academic research environment, sources of research support and professional advancement; demonstrate the use of strategies to improve professional effectiveness, such as time management, leadership skills and management skills.

MPH in Health Behavior

- National Commission for Health Education Credentialing, Inc. (NCHEC) Competencies
 - ♦ Assess individual and community needs for health education.
 - ♦ Plan health education strategies, interventions and programs.
 - ♦ Implement health education strategies, interventions and programs.
 - ♦ Conduct evaluation and research related to health education.
 - ♦ Administer health education strategies, interventions and programs.
 - ♦ Serve as a health education resource person.
 - ♦ Communicate and advocate for health and health education.
- Galway Consensus Conference Core Competencies for Health Promotion and Health Education
 - ♦ Catalyzing change
 - ♦ Leadership
 - ♦ Assessment
 - ♦ Planning
 - ♦ Implementation
 - ♦ Evaluation
 - ♦ Advocacy
 - ♦ Partnerships

MPH, MSPH and MHA in Health Policy and Management²

- **Accountability:** Hold people accountable to standards of performance or to ensure compliance using the power of one's position or force of personality appropriately and effectively, with the long-term good of the organization in mind.
- **Achievement Orientation:** Articulate and work toward meeting and surpassing standards of excellence. The standard may be one's own past performance (striving for improvement), an objective measure (results orientation), outperforming others (competitiveness), challenging goals or something that has not been done previously (innovation).
- **Analytical Thinking:** Be able to understand a situation, issue or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. It includes organizing the parts of a situation, issue or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships or if-then relationships.
- **Change Management:** Recognize the need to change, to determine what and how to change and to effect, manage and lead change.
- **Communication Skills:** Engage in oral and written communication with a wide range of people in various settings.
- **Community and Public Health Orientation:** Be able to identify and align one's professional priorities with the needs and values of the community to promote the public's health.
- **Financial Skills:** Understand and communicate financial and accounting information, evaluate budgets and make sound long-term investment decisions.
- **Human Resource Management:** Implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements and optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods and the alignment of human resource practices and processes to meet the strategic goals of the organization.
- **Information Seeking:** Display curiosity and desire to know more about things, people or issues, including the desire for knowledge and staying current with health, organizational, industry and professional trends and developments. Press for exact information, resolving discrepancies by asking a series of questions and scanning for potential opportunities or information that may be of future use. Stay current and seek best practices for adoption.
- **Information Technology:** See the potential in and understand the use of administrative and clinical technology and decision-support tools in process and performance improvement. Actively sponsor their utilization and the continuous upgrading of information-management capabilities.
- **Initiative:** Be able to identify a problem, obstacle or opportunity and take action to address it proactively.
- **Innovative Thinking:** Be able to apply complex concepts, develop creative solutions or adapt previous solutions in new ways.
- **Interpersonal Awareness and Emotional Intelligence:** Exhibit a high level of sensitivity to and awareness of the emotional needs of self and others.
- **Organizational Awareness:** Understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes being able to identify who the real decision makers are, the individuals who can influence them, and how to predict the ways new events will affect individuals and groups within the organization.

²In spring 2016, the Master's Advisory Committee in the Department of Health Policy and Management decided to establish committees to review the competency models for the master's programs in HPM [\[ERF\]](#). A description of this work, as well as detailed description of the current competency model, can be found in the [ERF](#).

- **Performance Measurement:** Understand and use statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance; commit to and employ evidence-based techniques.
- **Political Savvy:** Develop the skill to build ethically the critical mass of support necessary for an idea one cares about.
- **Process Management and Organization Design:** Analyze, design and improve an organizational process, including incorporating the principles of quality management and customer satisfaction.
- **Professionalism:** Demonstrate a high standard of ethics, sound professional practice skills, social accountability and community stewardship.
- **Project Management:** Plan, execute and oversee a multi-year, large-scale project involving significant resources, scope and impact.
- **Reputation Management:** Track public reports of one's behavior and opinions and verify that they are accurately portrayed.
- **Self-Confidence:** Believe in one's decisions, opinions and capability to effectively accomplish a task or solve a problem, including in increasingly challenging circumstances.
- **Strategic Orientation:** Be able to consider the business, demographic, ethno-cultural, political and regulatory implications of decisions and to develop strategies that continually improve the long-term success and viability of the organization.
- **Systems Thinking:** Recognize system-level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities and broader environments.
- **Talent Development:** Drive to build the breadth and depth of the group's human capability and professionalism, including supporting top-performing individuals and taking a personal interest in coaching, mentoring and supporting emerging leaders.
- **Team Dynamics:** Work in a collaborative manner in a team setting, effectively assuming the roles of participant and leader where appropriate, and consistently contributing in a manner that increases team performance, growth and learning.

MPH and MSPH in Maternal and Child Health³

- Identify and critically examine historical, organizational and philosophical aspects of MCH problems, programs and related services.
- Demonstrate knowledge about the health, growth and development of women, children and adolescents and the factors that affect health and development.
- Plan MCH strategies, interventions and programs through the application of an equity lens.
- Conduct evaluation and research related to MCH.
- Demonstrate Maternal and Child Health Leadership Competencies (MCH Leadership Competencies Workgroup, 2009).

MPH in Nutrition

- Critically think, problem solve and utilize decision-making skills as they relate to health nutrition practice, clinical public health nutrition program and/or policy development in the field of public practice, policy or research.

³MCH is an interdisciplinary, population-defined field and scholarly discipline. As such, many public health core competencies and cross-cutting competencies can also be considered "degree-specific" for MCH students.

- Provide entry-level care and be able to assess and support the nutritional needs of individuals and communities.
- Define and interpret the anthropometric, biochemical, clinical, dietary and environmental elements needed for nutritional assessment of the individual.
- Describe how social, cultural and economic characteristics influence dietary practices of individuals, groups and populations.
- Describe the roles of diet in growth and development.
- Describe the roles of medical nutritional therapy in the treatment of disease.
- Plan menus to achieve optimal nutrition for individuals and groups in health and disease.
- Communicate and educate effectively by using varied media and informational systems as appropriate for varied audiences.
- Critically evaluate the epidemiological evidence linking nutritional indicators and public health problems.
- Identify the data elements needed for community assessment, and summarize the criteria by which community problems are prioritized in program plans.
- Distinguish among the elements of alternative theoretical frameworks to develop program or policy strategies which maximize efficacy and cost-effectiveness in achieving optimal dietary and nutritional status at the population level.
- Develop an operational plan to implement nutrition-related interventions which are appropriate to a given community or subpopulation to promote health and prevent disease.
- Write structure, process and outcome objectives for nutrition care plans at the individual level and nutrition program plans at the agency and community levels.
- Develop and defend an operational budget, identifying resources needed to implement the nutrition program plan.
- Design program evaluation strategies and data monitoring systems appropriate to agency mission and resource constraints.
- Apply effective management principles in the administration of nutrition programs and services including human and financial resources.
- Describe political and ethical considerations within and across organizations (public, private and voluntary sectors) involved in planning, decision making, and policy analysis.

MPH/RD in Nutrition

- Select indicators of program quality and/or customer service and measure achievement of objectives.
- Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.
- Justify programs, products, services and care using appropriate evidence or data.
- Evaluate emerging research for application in dietetics practice.
- Conduct projects using appropriate research methods, ethical procedures and data analysis.
- Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.
- Demonstrate professional writing skills in preparing professional communications.
- Design, implement and evaluate presentations to a target audience.

- Use effective education and counseling skills to facilitate behavior change.
- Demonstrate active participation, teamwork and contributions in group settings.
- Assign patient care activities to DTRs (dietetic technicians, registered) and/or support personnel as appropriate.
- Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- Apply leadership skills to achieve desired outcomes.
- Participate in professional and community organizations.
- Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services.
- Demonstrate professional attributes within various organizational cultures.
- Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration.
- Demonstrate negotiation skills.
- Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status in a variety of settings.
- Demonstrate effective communications skills for clinical and customer services in a variety of formats.
- Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
- Deliver respectful, science-based answers to consumer questions concerning emerging trends.
- Coordinate procurement, production, distribution and service of goods and services.
- Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
- Participate in management of human resources.
- Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
- Participate in public policy activities, including both legislative and regulatory initiatives.
- Conduct clinical and customer service quality management activities.
- Use current informatics technology to develop, store, retrieve and disseminate information and data.
- Analyze quality, financial or productivity data and develop a plan for intervention.
- Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.
- Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
- Analyze financial data to assess utilization of resources.
- Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
- Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.

MS in Nutrition

- Demonstrate knowledge of nutritional biochemistry and biological mechanisms underlying the relationships between nutrients and health.
- Demonstrate competence in fundamentals of public health, including biostatistics and epidemiology, and how this content is used in research.

- Demonstrate mastery of concepts in nutritional biochemistry.
- Demonstrate specialized knowledge in selected research competency areas.
- Present research results effectively.
- Demonstrate mastery of research methodology, contribute new knowledge and successfully accomplish the goals and objectives of the master's research.

GO MPH Track in Public Health Leadership Program

- Identify sentinel events in the history of public health; apply evidence-based principles and scientific knowledge to decision making in public health; embrace a definition of public health that captures the unique characteristics of the field (population-focused, community-oriented, prevention-motivated and rooted in social justice); appreciate the importance of working collaboratively with diverse communities and constituencies; have an appreciation of the role of public health as a convener.
- Understand and apply the concepts, methods and tools of public health data collection, analysis and interpretation and the evidence-based reasoning and informatics approaches that are essential to public health practice.
- Understand the factors that affect the health of groups of people; describe disparities in health attributable to these factors, especially for vulnerable groups; explain and develop methods and approaches to develop evidence-based interventions to address population health and explain how these differ from providing health care to individuals.
- Identify, design and implement intervention strategies that address biological, environmental, socio-economic, behavioral, cultural and other factors that impact human health, influence the global and societal burden of disease and contribute to health disparities.
- Understand life course approach, critical periods of development and public health problems in each lifecycle stage; implement surveillance and monitoring with the appropriate community organizations and agencies to anticipate emerging public health issues and to prepare for and respond to natural and man-made disasters.
- Understand and apply concepts of implementation science, project management and CQI of public health programs and policies, including planning, budgeting, human resources, assessment and evaluation.
- Understand the structure and organization of the U.S. Health System. Describe different approaches to compare the performance of various health systems and use these approaches to analyze the health systems of developed and developing countries in terms of their ability to deliver cost, quality and access.
- Value the legal, ethical, economic and regulatory dimensions of health care and public health policy; understand the roles, influences and responsibilities of the different agencies and branches of government and approaches to developing, evaluating and advocating for public health policies.
- Demonstrate the application of public health–specific communication and social marketing, including technical and professional writing and the use of mass media and electronic technology.
- Understand how public health issues, causes and solutions are viewed differently by people in different cultures and develop approaches to designing, implementing and communicating public health interventions that are sensitive to and respectful of local traditions.
- Demonstrate leadership skills within and across organizations and as members of interdisciplinary and inter-professional teams to solve real-world public health problems.
- Understand the major threats and opportunities presented by the processes of globalization and learn to develop transnational public health approaches to take advantage of the positive aspects of global change and to minimize the negative ones.

- **GO MPH Track: Implementation Science Concentration Area—Competencies**
 - ♦ Critically review implementation practice and implementation research frameworks and describe when each is appropriate.
 - ♦ Design implementation system (e.g. package of activities that include processes, organizations, equipment, facilities, technology, etc.) to achieve required outcomes for evidence-based interventions.
 - ♦ Develop or customize approaches and activities (e.g., training staff, creating implementation teams, piloting and improving, stabilizing) to successfully implement interventions.
 - ♦ Apply mixed-method evaluation techniques in research designs to evaluate the effectiveness of implemented interventions.
 - ♦ Use continuous quality improvement methods to optimize performance.
 - ♦ Describe and use approaches to disseminate, replicate, expand, enhance and sustain implemented interventions.

MPH Health Care and Prevention Track in Public Health Leadership Program

- Apply the basic principles of the core public health disciplines as required by CEPH: clinical epidemiology, biostatistics, prevention science, health policy and environmental health.
- Critically appraise medical and public health literature.
- Understand the importance of rigorous analysis of health evidence of many types, such as health system, economic, effectiveness and patient-reported outcomes data.
- Demonstrate and utilize knowledge of the critical issues facing our health care system today in assuring access, improving quality of care and assessing cost of care.
- Discuss in depth the implications of the rigorous analysis of at least one area of population health.
- Use enhanced communication skills, with a particular emphasis on clear writing and speaking to a variety of stakeholders.
- Demonstrate leadership skills, including an appreciation of one's own strengths and weaknesses in interacting with others.

MPH Leadership Track in Public Health Leadership Program

- Apply the basic principles of the core public health disciplines as required by CEPH: clinical epidemiology; biostatistics; prevention science; health policy; and environmental health.
- Demonstrate basic team building, negotiation, and conflict management skills.
- Exercise productive organizational, time-management and administrative skills.
- Develop knowledge of one's individual strengths and challenges, as well as mechanisms for continued personal and professional development.
- Review, integrate, and apply ethical and/or legal principles in both personal and professional interactions, as well as public health practice and/or research.
- Apply evidence-based concepts in public health decision-making.
- Plan for the need for lifelong learning in the field of public health.
- Evaluate the effect of public health decisions on social justice and equity.
- Recognize social, behavioral, environmental, and biological factors that contribute to specific individual and community health outcomes.
- Identify needed resources for public health programs or research.
- Distinguish characteristics of a system.
- Respond to identified public health needs within their appropriate contextual setting.

MPH Occupational Health Nursing Track in Public Health Leadership Program

- Apply basic principles of the core public health disciplines as required by CEPH: clinical epidemiology, biostatistics, prevention science, health policy and environmental health.
- Advance knowledge and skills in occupational health nursing to improve worker health and safety and well-being.
- Foster collaborative practice as a member of an interdisciplinary team with an emphasis on occupational safety and health.
- Use written, oral and technological strategies to communicate effectively with individuals, groups and communities about occupational safety and health issues.
- Develop, implement and evaluate comprehensive occupational health and safety programs and services for diverse client populations.
- Assume occupational health nursing leadership roles in business, academia, government and the community.
- Use critical and creative thinking to identify trends in health and health care that impact workers and communities and determine appropriate intervention and prevention strategies.
- Influence policy development and its implications on business, legislation/regulation, health care, occupational health and safety issues and the environment.
- Utilize evidence-based findings to advance occupational health practice.
- Demonstrate effective skills in planning, financial management, organizing, staffing, directing and evaluating health, safety and environmental programs and services consistent with corporate culture, business objectives and population needs.
- Utilize knowledge from occupational health sciences and epidemiologic and environmental health to assess and control exposures in work environments.
- Apply ethical decision-making principles, personal values and beliefs and ethical behavior in situations requiring judgment.
- Engage in ongoing and lifelong learning to advance evidence-based occupational health nursing practice and improve professionalism in occupational health and safety.

Doctoral Programs' Degree-Specific Competencies

DrPH in Biostatistics

- Demonstrate an understanding of the foundations of public health, including the physical, biological and social/behavioral factors which affect the health of the community, and systems for health services delivery.
- Demonstrate the ability to use state-of-the-art design and analysis methods to solve a wide variety of applied statistical problems in the health sciences by successfully passing the DrPH Basic Written Examination in Biostatistics.
- Learn advanced biostatistical techniques, including the ability to
 - ♦ Design cost-effective surveys and experiments (including clinical trials) for collecting data on topics relevant to health, taking account of sampling error, measurement error, nonresponse and other sources of bias and variability;
 - ♦ Use advanced theory for: estimation and statistical inference based on health data, including linear regression and mixed models; models for longitudinal discrete and continuous data; and survival models; and
 - ♦ Discern when standard methods are not appropriate, when nonparametric methods based on randomization and ranks may be substitutes or when new methods must be developed.

- Use computers for research data management (applying a defensible standard of documentation, archiving, protection of confidentiality and audit trail) and for the analysis of data with standard statistical program packages.
- Carry out independent methodological research, including the writing of a scholarly dissertation and publishing papers based on this research in respected statistical journals.
- Gain successful practical experience in statistical consulting, including interaction with research workers in the health sciences, abstracting statistical aspects of substantive problems and communicating the results to persons without specialized biostatistical training; if not outside academia, then this consulting experience can be obtained by serving in the Biometric Consulting Laboratory (BCL) or as a member of a university research project team.

PhD in Biostatistics

- Demonstrate mastery of (a) the theory of probability and statistical inference by successfully passing the PhD Basic Written Examination in Biostatistics (Theory Exam) and (b) the application of said theory to solve a variety of applied statistical problems in the health sciences by successfully passing the PhD Basic Written Examination in Biostatistics (Applications Exam).
- Learn advanced biostatistical techniques, including the ability to
 - ♦ Design cost-effective surveys and experiments (including clinical trials) for collecting data on topics relevant to health, taking account of sampling error, measurement error, nonresponse and other sources of bias and variability;
 - ♦ Use advanced parametric and semiparametric models for the analysis of public health data, including linear regression, mixed models, methods for categorical data, generalized linear (mixed) models, generalized estimating equations, survival analysis and Bayesian methods;
 - ♦ Discern when standard methods are not appropriate, when nonparametric methods based on randomization and ranks may be substituted or when new methods must be developed;
 - ♦ Estimate survival curves from time-to-event data, which may involve censoring and time-dependent covariates, and test for differences among treatments and for the effects of covariates; and
 - ♦ Model population growth, spread of disease and other biological phenomena using Markov chains, Poisson processes and extensions, epidemic models, branching processes and other stochastic models of empirical processes.
- Use computers for research data management (applying a defensible standard of documentation, archiving, protection of confidentiality, and audit trail) and for the analysis of data with standard statistical program packages.
- Carry out independent methodological research, including the writing of a scholarly dissertation and publishing papers based on the dissertation in respected statistical journals.
- Gain successful practical experience in statistical consulting, including interaction with research workers in the health sciences, abstracting statistical aspects of substantive problems and communicating the results to persons without specialized biostatistical training; if not outside academia, then this consulting experience can be obtained by serving in the Biometric Consulting Laboratory (BCL) or as a member of a university research project team.
- Teach basic statistical theory and applications effectively, not only to biostatistics majors, but also to other health science practitioners.

PhD in Environmental Sciences and Engineering

- Conceive, develop and conduct significant original research in environmental sciences and engineering.
- Apply advanced methodologies to research projects in environmental sciences and engineering.
- Analyze, interpret and explain the results of original research.
- Review and synthesize a body of research literature.

- Demonstrate written and oral communication skills related to research issues in environmental sciences and engineering.
- Obtain broad exposure to contemporary issues in environmental sciences, environmental health and environmental engineering.
- Develop an understanding of basic concepts of public health.

PhD in Epidemiology

- Critically review the scientific literature, synthesizing the findings across studies and rendering an informed judgment on the state of knowledge in that area; presenting appropriate implications for policy, professional practice, or personal behavior; and deriving implications and avenues for further research.
- Identify researchable study questions that will advance scientific knowledge about a topic of public health significance.
- Design epidemiological studies to address questions of public health importance.
- Be familiar with the principles of ethics in research and the ethical conduct of research involving human subjects.
- Develop a research proposal that states a study question or questions, presents a scientific and public health rationale for their significance and specifies a detailed methodology for carrying out an epidemiological study to answer the question or questions.
- Design and conduct, supervise or collaborate in the conducting of the data collection, data management and study management activities for epidemiological studies in a clinical, occupational or community setting.
- Manage or supervise the management of the data from epidemiological studies, including quality control, documentation and data security procedures.
- Analyze data from epidemiological studies using cross-sectional, case-control or cohort designs. Be a skilled data analyst able to use state-of-the-art statistical methods appropriate for the study design and able to incorporate categorical or continuous variables, control for covariates and examination of effect modification.
- Interpret data from statistical analyses of epidemiological studies in the context of findings from other studies and relevant information and theories from biological, physical and social sciences.
- Present the findings of an epidemiological investigation, in writing and orally, to a scientific audience.
- Submit the findings of the doctoral research for an external peer-reviewed publication.
- Critically review scientific manuscripts and research proposals.
- Explain complicated epidemiological concepts and teach epidemiology courses at the graduate level.
- Following graduation, read the literature and understand the benefits and limitations of methodologic developments and scientific advances.

PhD in Health Behavior

- Demonstrate competency in theoretical foundations of Health Behavior.
 - ♦ Know, critically evaluate and assess the empirical evidence for contemporary and emerging behavioral and social science theories relevant to understanding psychological, social and environmental determinants of health and health behaviors.
 - ♦ Know, critically evaluate and assess the empirical evidence for contemporary and emerging conceptual paradigms that have motivated the discipline of health behavior within the field of public health.
 - ♦ Use empirical evidence, theories and conceptual paradigms when developing research questions; posit research questions that address topics of significance to the public's health.
 - ♦ Apply theories, conceptual paradigms and evidence to understand disparities, inequities and inequalities in health and health behavior.

- ♦ Demonstrate understanding of how social determinants (e.g., disproportionate distribution of resources by race and class, characteristics of where we work and live, policies) impact general patterns of health and health behaviors.
- ♦ Understand the health and health behavior implications of global development, globalization processes and migration.
- Demonstrate competency in research methods.
 - ♦ Demonstrate advanced knowledge of research methods relevant to health behavior.
 - ♦ Use a range of methods for analyzing data and their applications.
 - ♦ Critically analyze research in terms of the appropriateness of the study design, sample, measures, data analysis, results and interpretation.
 - ♦ Select and apply appropriate methods for answering research questions that address topics of significance to the public's health.
- Demonstrate competency in intervention development and evaluation.
 - ♦ Demonstrate the knowledge and skills to critically evaluate historical and contemporary advances in interventions, including community, worksite, school and media trials.
 - ♦ Use theories, conceptual paradigms and evidence to inform the planning, implementation, evaluation and dissemination of interventions, including programs and policies.
 - ♦ Conduct effective process and outcome evaluations of interventions.
- Demonstrate competency in professional skills and practices.
 - ♦ Develop information competencies, including knowledge about information resources, skills to conduct a search strategy and ability to create and maintain a bibliographic database.
 - ♦ Demonstrate the ability to review and synthesize a body of research literature.
 - ♦ Develop competencies related to research funding information, including knowledge of, and ability to use, online funding resources and databases.
 - ♦ Demonstrate the ability to develop a fundable research proposal.
 - ♦ Communicate research findings and conclusions in a clear and concise manner and at the appropriate level for the intended audience.
 - ♦ Demonstrate the ability to write manuscripts of publishable quality for peer-reviewed scientific journals.
 - ♦ Demonstrate the ability to explain complex concepts in public health and health behavior.
 - ♦ Uphold the highest ethical standards in planning, conducting and analyzing research involving human subjects.

DrPH in Health Policy and Management

- Communicate an organization's mission, shared vision and values to stakeholders.
- Develop teams for implementing health initiatives.
- Collaborate with diverse groups and influence others to achieve high standards of performance and accountability.
- Guide organizational decision making and planning based on internal and external environmental research.
- Prepare professional plans incorporating lifelong learning, mentoring and continued career progression strategies.
- Influence health policy and program decision making based on scientific evidence, stakeholder input and public opinion data.

- Analyze the impact of legislation, judicial opinions, regulations and policies on population health.
- Design action plans for building public and political support for evidence-based programs and policies.
- Employ evidence-based communication program models for disseminating research and evaluation outcomes.
- Create and improve informational and persuasive communications for lay, professional and policy audiences.
- Develop formative and outcome evaluation plans for communication and marketing efforts.
- Develop collaborative partnerships with communities, policy makers and other relevant groups.
- Engage communities in creating and implementing evidence-based, culturally competent programs, services and research.
- Assess cultural, environmental and social justice influences on the health of communities, both domestically and internationally.
- Implement culturally and linguistically appropriate programs, services and research.
- Apply theoretical and evidence-based perspectives from multiple disciplines in the design and implementation of programs, policies and systems.
- Interpret and synthesize quantitative and qualitative data following current scientific standards for use in research and practice.
- Evaluate the performance, impact and unintended consequences of health programs, policies and systems.
- Implement strategic planning processes.
- Apply principles of human resource management.
- Use informatics principles in the design and implementation of information systems.
- Deploy quality improvement methods.
- Develop financial and business plans for health programs and services.
- Demonstrate a commitment to personal and professional values.
- Design strategies for assessing, recognizing and resolving ethical concerns and conflicts of interest in research, law, communications and regulations.
- Develop tools that protect the privacy of individuals and communities involved in health programs, policies and research.

PhD in Health Policy and Management

- Understand critical issues related to health policy in the United States.
- Develop expertise in a substantive area (a minor).
- Review and synthesize a body of research literature.
- Identify and appropriately apply theoretical knowledge and conceptual models in support of health services/health policy research.
- Develop hypotheses that can be tested in a research project.
- Select appropriate research designs and methodologies (quantitative and qualitative) for health services/health policy research.
- Understand and appropriately apply analytical strategies used in health services/health policy research.
- Identify the ethical implications of research methods.
- Interpret and explain the results of research.
- Critically evaluate articles from scholarly journals and research presentations.

- Write articles for submission to scholarly journals.
- Understand the grant-writing process and write grant proposals.
- Make oral presentations to scientific audiences.
- Develop teaching skills in health services research, policy or management.
- Explain research to various audiences (e.g., policymakers, health care professionals, general public, and media).
- Learn to work on interdisciplinary teams.

PhD in Maternal and Child Health

- Identify and critically examine historical, organizational and philosophical aspects of MCH problems, programs and related services.
- Demonstrate knowledge about the health, growth and development of women, children and adolescents and the factors that affect health and development.
- Review and synthesize a body of research literature.
- Identify and apply theoretical knowledge and conceptual models to the investigation of a public health problem.
- Identify researchable study questions that will advance scientific knowledge about a topic of significance to the public's health.
- Select appropriate research designs and methodologies to address questions of public health importance.
- Understand and appropriately apply analytical strategies used in public health research.
- Understand and value the importance of the ethical implications of public health research.
- Interpret and explain the results of public health research.
- Present the findings of doctoral research orally to scientific audiences and in writing for a peer-reviewed journal (at least one paper).
- Explain complex public health concepts and participate in teaching a course at the graduate level.

PhD in Nutrition

- Demonstrate knowledge of nutritional biochemistry and biological mechanisms underlying the relationships between nutrients and health.
- Demonstrate competence in fundamentals of public health, including biostatistics, epidemiology, nutrition behavior and policy and how this content is used in research.
- Demonstrate specialized knowledge in selected research competency areas.
- Exhibit effective teaching and presentation skills.
- Demonstrate mastery of research methodology, explain historical and theoretical aspects of the research topic, contribute new knowledge and successfully accomplish the goals and objectives in the dissertation proposal.

2.6.c Competencies Matrix

Required Documentation: A matrix that identifies the learning experiences (e.g., specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a. and 2.6.b are met. If these learning experiences are common across the School, a single matrix for each degree will suffice. If they vary, sufficient information must be provided to assess compliance by each degree and concentration. See CEPH Data Template 2.6.1.

See 2.6.b, Competency Matrices, in the [ERF](#) for all competency matrices, including core public health competency matrices for the graduate professional public health and baccalaureate public health degree programs and degree-specific competency matrices for all degree programs.

2.6.d Matrix Analysis

Required Documentation: An analysis of the completed matrix included in Criterion 2.6.1. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.

The development and analysis of the core public health and cross-cutting competencies for the graduate professional public health and baccalaureate public health degrees resulted in identification of the following opportunities:

- The core public health competencies are currently the same for all public health degree programs in the Gillings School, with the exception of the GO MPH program, as described in Criterion 2.6.a. As we continue our work developing the new MPH Core and building out the online options, we will begin differentiating core public health competencies for our BSPH and DrPH degree programs and the courses and learning opportunities students in these programs will complete to develop and demonstrate these competencies. In addition, the competencies for the GO MPH program will need to be reevaluated and realigned to ensure consistency in achieving the new competencies released by CEPH on October 30, 2016.
- While the core public health competencies are currently addressed through the core courses (or their approved substitutes), there is less consistency in how, and in what depth, the cross-cutting competencies are addressed across the MPH and MSPH degree programs. We intend to use the new [CEPH competencies](#) [ERF] for the new MPH Core, to address all competencies that are common across the graduate professional public health programs, as well as for practice and culminating experiences.

The development and analysis of the degree-specific competency matrices for all degree programs resulted in the identification of the following opportunities:

- Departments and degree programs across the Gillings School are at different stages in defining and implementing their degree-specific competencies. In addition, for some degree programs, there is overlap between the core and cross-cutting competencies and the degree-specific competencies. To support all departments and degree programs with the continued refinement and implementation of their degree-specific competencies, the Gillings School has (a) hired a coordinator of teaching and pedagogy to provide training and individual support to program directors, program/curriculum committees and individual faculty members; (b) supported degree programs in preparing their annual student learning outcome reports that detail how degree-specific competencies are assessed and results for the past three years (see Criterion 2.7); and (c) held meetings with program directors across the Gillings School to provide guidance and facilitate a forum for sharing best practices related to the development, implementation and assessment of competencies.

2.6.e Implementation of Competencies

Required Documentation: Description of the manner in which competencies are developed, used and made available to students.

Core Competencies

For a description of the development of the current core public health and cross-cutting competencies in the Gillings School, refer to Criterion 2.6.a, Expected Core Public Health Competencies Identification for All Degrees. Core public health competencies are currently communicated in all core course syllabi (i.e., BIOS 600, ENVR 600, EPID 600, HBEH 600 and HPM 600) and generally in student handbooks for the professional public health degree programs.

The Gillings School is currently in the process of reshaping the core competencies through our work on the new MPH Core (see Criterion 2.6.f, below).

Degree-Specific Competencies

The development of degree-specific competencies varies by program, but generally, they are derived from standards or competencies established by discipline-specific organizations or groups, as well as through discussions among faculty teaching in those programs and input from alumni and employers. For example, the degree-specific competencies for Health Behavior are derived from ASPPH guidelines and specific competencies established for the Certified Health Education Specialist (CHES). Degree-specific competencies are used to guide curriculum development for specific degree programs and are typically communicated in student handbooks, on course syllabi and in practicum learning contracts.

2.6.f Competency Relevance

Required Documentation: Description of the manner in which the School periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.

Reshaping the Core Competencies: The Gillings MPH Core

In 2015, faculty, staff and students from across the Gillings School undertook the first steps to begin a complete redesign of the five core public health courses into a new Gillings MPH Core. A planning committee, composed of faculty and student representatives from each department, developed and used a set of guiding principles to inform creation of several prototype designs for delivering the core public health knowledge. We reviewed important literature on curriculum design, important public health documents such as *Framing the Future* and also invited representatives from the University of South Florida, Harvard University, Columbia University and Boston University who had already started creating integrated public health cores. As part of the process of building a flexible, integrated and innovative MPH Core for the 21st century, the committee used this information and mapped CEPH skills and content to ASPPH domains, and from there developed a set of draft competencies.

After extensive input from various stakeholders, including faculty meetings in all departments, meetings with program directors, student services managers, core instructors, student leaders, as well as multiple Schoolwide town hall meetings, one prototype emerged from the consensus development process and was presented to Dean's Council in December, 2015. A final version of this prototype received unanimous approval by Dean's Council in February 2016. Subsequently, the dean empaneled a Schoolwide MPH Core Implementation Committee to develop specific course implementation and evaluation plans. More details can be found on the [MPH Core website](#) [ERF].

Going forward, we will ensure that the new MPH Core curriculum aligns with the new CEPH competencies.

Ensuring the Continued Relevance of Degree-Specific Competencies

Degree programs across the Gillings School assess changes in public health fields and ensure the continued relevance of the degree-specific competencies through several processes, the primary one being the Program Review conducted by the Office of the Provost (for undergraduate program reviews) and the University's Graduate School (for Graduate Program Reviews). The primary objective of program review is to maintain and enhance the quality of both undergraduate and graduate programs at UNC-Chapel Hill. The Office of the Provost has charged the Graduate School with conducting outside reviews of all programs at UNC-Chapel Hill approximately once every eight years. This is done through an [assessment process](#) [ERF] involving a self-study, an on-site evaluation by outside reviewers and a follow-up meeting with the dean of the respective school, associate dean for academic and student affairs, department leaders and representatives from the Provost's Office and Graduate School. Program reviews are comprehensive, assessing all aspects of academic programs, including student enrollment,

faculty qualifications and curricula. Specifically, reviewers are charged with assessing the curriculum in terms of the stated mission of the program and an understanding of the current and future needs of the profession.

As part of the self-study process for the program review, departments routinely conduct self-assessment activities, such as surveys of current students, alumni and employers, that provide critical input on changes in their respective fields and feedback on program competencies. Thus, each department in the Gillings School has a program review on file that provides a strong foundation of information to assist with the CEPH self-study process. Of course, some are more recent than others.

In addition to the program review process, degree programs at the Gillings School assess field-specific changes and ensure the continued relevance of their degree-specific competencies through the following means:

- **Guidance from degree-specific accrediting bodies and field-specific professional organizations.** For example, the competencies for the MPH degree in Maternal and Child Health are informed by the MCH Leadership Competencies 3.0, a product of the Maternal and Child Health Bureau of the Health Resources and Services Administration and the Association of Teachers of Maternal and Child Health.
- **Faculty engagement in research and practice, engagement in professional associations and attendance at national meetings and conferences.** For example, faculty in the department of Environmental Sciences and Engineering are actively engaged in a number of professional associations, such as the American Association of Environmental Engineering and Science Professors, the American Academy of Environmental Engineers, the Water and Environment Federation and many more. In this way, faculty stay abreast of changes in the field and graduate education in environmental sciences and engineering.
- **Alumni surveys.** All department-specific Program Reviews include alumni surveys. In addition, the department of Epidemiology periodically conducts alumni surveys to request input on how well the department prepared its graduates for employment in various fields. And, Health Policy and Management conducts surveys of alumni on a biannual basis to gather alumni feedback on competencies that are most important, how well the program helped them develop these competencies and any competencies that were unaddressed or underdeveloped by the degree program.
- **Student exit surveys/interviews.** The MPH programs in the Public Health Leadership Program conduct exit surveys with all graduating students to obtain their feedback on the preparation they received through their programs and suggestions for strengthening curricula. Similarly, the director of the BSPH program in Biostatistics conducts written and in-person exit interviews with graduating seniors to monitor students' perceptions of skills taught and needed in the workplace. The MPH program in Health Behavior administers an exit survey to graduates approximately six months post-graduation to assess their preparedness for the public health job market.
- **Feedback from practicum/internship preceptors.** For example, the curriculum review committee for the MPH-RD program in Nutrition closely reviews preceptor evaluations as part of a comprehensive curriculum review completed every other year. Similarly, as part of the practicum evaluation process in the department of Health Policy and Management, preceptors are asked to identify areas in which students excelled and to indicate knowledge and skill areas where improvements are deemed necessary. In addition, the MPH program in Health Behavior recently surveyed practicum preceptors, many of whom employ graduates, to assess their impressions of their students' preparation for public health practice.
- **Feedback from recruiters and employers.** For example, the department of Health Policy and Management has a full-time career services coordinator who is in constant communication with recruiters and attends events designed for career services staff. Through these interactions and events, she learns about trends in the field and what employers are looking for and shares this information with the program director and BSPH and master's programs advisory committees in the

department. Similarly, the student services office in the department of Environmental Sciences and Engineering also communicates with recruiters from potential employers and coordinates recruitment events and shares with faculty insights on evolving professional needs and opportunities.

- **Input from external advisory committees.** For example, the MPH program, Occupational Health Nursing Track, in the Public Health Leadership Program, receives input from its Occupational Health Nursing (OHN) Advisory Board (specific to occupational health nursing) and Education and Research Center (ERC) Advisory Board (specific to the broader field of occupational health and safety). Similarly, the BSPH program in Health Policy and Management has an external advisory committee that meets annually and provides insight into changes in the field and feedback on the curriculum and program competencies.
- **Input from alumni, practitioners and employers who engage with our degree programs as guest speakers, panelists, service learning and capstone project sponsors, research mentors and more.** For example, the director of the BSPH program in Biostatistics regularly attends BIOS 691: Field Observations in Biostatistics, a course in which employers (often alumni of the department) share with students what skills they are looking for in new hires that are important to obtain for current employees to be successful. In the Department of Health Policy and Management, health care leaders frequently serve as guest speakers, panelists and capstone project sponsors and, through these interactions, provide insight into changes in the field and the skills and knowledge most critical for future leaders. The Gillings School's Practice Advisory Committee will provide a wealth of insights related to how academic programming can remain relevant and in a position of leadership.
- **Benchmarking against other programs, departments and schools.** For example, in preparation for a recent faculty retreat, a subcommittee of faculty in Nutrition conducted a review of competing PhD programs in Nutrition at other universities to gather information about their curricula and competencies. Similarly, the Health Behavior MPH program conducts benchmarking studies whenever it is considering curriculum revisions.

The information obtained through the various processes described above is reviewed by program directors and program/curriculum committees in each department and also discussed at departmental retreats.

2.6.g Assessment of Required Competencies

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths weaknesses and plans relating to this Criterion.

Strengths

- A variety of mechanisms are used by departments to ensure the continued relevance of degree-specific competencies, including an external program review process, faculty expertise, surveys of students, alumni, employers and practitioners, and benchmarking studies.
- The MPH Core Planning Committee used a highly-engaged process and draft CEPH competencies to build consensus across departments as a foundation for the new MPH Core curriculum. The Implementation/Evaluation Committee is currently addressing the development of the new curriculum, and this is considered a model approach for planning and implementing future Schoolwide curriculum changes.

Weaknesses

- Additional work is needed to refine, differentiate and fully implement degree-specific competencies in some Gillings School degree programs.

Plans

- The new MPH Core will incorporate the final version of the CEPH core competencies released on October 30, 2016. We intend to develop separate core competencies for the BSPH and DrPH programs using the new CEPH competencies and program review results.
- Departments and key resources within the Gillings School (teaching and pedagogy coordinator, associate dean for academic and student affairs, Center for Teaching Excellence) will work to refine, differentiate and ensure full implementation of degree-specific competencies.

This Criterion is met.

2.7 Assessment Procedures

CEPH Criterion

There shall be procedures for assessing and documenting the extent to which each professional public health, other professional and academic degree student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

2.7.a Monitoring and Evaluating Competency Achievement

Required Documentation: Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice or research, as applicable, and in culminating experiences.

Student learning outcomes and competency achievement are monitored by degree-specific program directors and program advisory/curriculum committees within every department. The associate dean for academic and student affairs ensures the monitoring of competency achievement across the Gillings School, and every degree program is required to produce an annual Student Learning Outcomes report that must include the following information:

- Procedures for assessing student outcomes across the program and responsibility for reviewing results
- Degree-specific learning outcomes/competencies
- Report on student learning outcomes/competency assessment results and improvements
- Other program metrics tracked, results and improvements
- Additional improvements and enhancements made as part of continuous quality improvement efforts

See the [ERF](#) for the degree-specific Student Learning Outcome reports for every degree program in the Gillings School for the period covering 2013–16.

2.7.b Student Achievement Outcome Measures

Required Documentation: Identification of outcomes that serve as measures by which the School will evaluate student achievement in each program and presentation of data assessing the School's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees (including bachelors, master's and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this Criterion's interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80 percent of the graduates at any level who can be located, an explanation must be provided.

The Student Learning Outcome reports described in Criterion 2.7.a identify measures used to evaluate student achievement of competencies. Common methods used to assess student achievement include:

- Performance in required coursework
- Performance in practica, as evaluated by preceptors
- Performance in culminating experiences, such as capstone courses, comprehensive exams, master's theses and dissertations

Additional methods used by some programs include (but are not limited to):

- Self-assessments of competencies
- Individual leadership development plans
- Peer evaluations on team projects

- Performance on field-specific certification exams
- Performance in research experiences

Additional metrics collected and reported for nearly every degree program that serve as an indicator of student learning and competency attainment include:

- Graduation rates
- Time to completion
- Job placement rates

Performance on these measures for the past three years is reported in the degree-specific Student Learning Outcome reports available in the [ERF](#).

Tables 2.7.1.1–9 provide information on graduation rates for each degree level. Graduation rates are based on time-to-completion requirements established by the University, which are two years for undergraduates (to complete their major in our school), five years for master's students and eight years for doctoral students. Graduation rates by degree are in compliance with CEPH benchmarks: 70 percent or above for bachelor's and master's degrees and 60 percent or above for doctoral degrees.

In 2016, we assessed and adapted our graduation rate methodology to align more closely with CEPH requirements. Specifically, we now take into account the movement of students between degree programs. For example, some students have moved to different degrees within the same department (e.g. MPH to MS or PhD to MSPH). While relatively small in number, these movements can influence graduation and attrition rates. Data prior to 2015-16 did not account for these changes. The 2016 modification in methodology will be used in all future calculations.

Table 2.7.1.1 Students in BSPH Degrees, by Cohorts Entering Between 2014–15 and 2015–16

	Cohort of Students	2014–15	2015–16
2014–15	# Students entered	108	
	# Students who withdrew, dropped etc.	5	
	# Students graduated	3	
	Cumulative graduation rate	2.8%	
2015–16	# Students continuing at beginning of this school year	100	111
	# Students who withdrew, dropped etc.	6	2
	# Students graduated	94	5
	Cumulative graduation rate	89.8%	4.5%

Table 2.7.1.2 Students in MPH Degrees, by Cohorts Entering Between 2011–12 and 2015–16

	Cohort of Students	2011–12	2012–13	2013–14	2014–15	2015–16
2011–12	# Students entered	204				
	# Students who withdrew, dropped etc.	9				
	# Students graduated	25				
	Cumulative graduation rate	12.3%				

Table 2.7.1.2 Students in MPH Degrees, by Cohorts Entering Between 2011–12 and 2015–16 (cont'd)						
	Cohort of Students	2011–12	2012–13	2013–14	2014–15	2015–16
2012–13	# Students continuing at beginning of this school year	170	230			
	# Students who withdrew, dropped etc.	5	24			
	# Students graduated	100	23			
	Cumulative graduation rate	61.3%	10.0%			
2013–2014	# Students continuing at beginning of this school year	65	183	224		
	# Students who withdrew, dropped etc.	4	3	8		
	# Students graduated	49	97	32		
	Cumulative graduation rate	85.3%	52.2%	14.3%		
2014–2015	# Students continuing at beginning of this school year	12	83	184	181	
	# Students who withdrew, dropped etc.	1	2	4	18	
	# Students graduated	7	66	115	13	
	Cumulative graduation rate	88.7%	80.9%	65.6%	7.2%	
2015–2016	# Students continuing at beginning of this school year	4	15	65	150	154
	# Students who withdrew, dropped etc.	0	0	1	17	16
	# Students graduated	4	11	57	92	32
	Cumulative graduation rate	90.7%	85.7%	91.1%	58.0%	20.8%

Table 2.7.1.3 Students in MHA Degrees, by Cohorts Entering Between 2011–12 and 2015–16						
	Cohort of Students	2011–12	2012–13	2013–14	2014–15	2015–16
2011–12	# Students entered	78				
	# Students who withdrew, dropped etc.	2				
	# Students graduated	0				
	Cumulative graduation rate	0.0%				
2012–13	# Students continuing at beginning of this school year	76	84			
	# Students who withdrew, dropped etc.	0	1			
	# Students graduated	34	0			
	Cumulative graduation rate	43.6%	0.0%			
2013–14	# Students continuing at beginning of this school year	42	83	74		
	# Students who withdrew, dropped etc.	0	3	5		
	# Students graduated	40	28	0		
	Cumulative graduation rate	94.9%	33.3%	0.0%		

Table 2.7.1.3 Students in MHA Degrees, by Cohorts Entering Between 2011–12 and 2015–16 (cont'd)

	Cohort of Students	2011–12	2012–13	2013–14	2014–15	2015–16
2014–15	# Students continuing at beginning of this school year	2	52	69	86	
	# Students who withdrew, dropped etc.	0	0	1	7	
	# Students graduated	1	52	34	0	
	Cumulative graduation rate	96.2%	95.2%	45.9%	0.0%	
2015–16	# Students continuing at beginning of this school year	1	0	34	79	66
	# Students who withdrew, dropped etc.	0	0	1	2	5
	# Students graduated	1	0	33	47	0
	Cumulative graduation rate	97.4%	95.2%	90.5%	54.7%	0.0%

Table 2.7.1.4 Students in MS Degrees, by Cohorts Entering Between 2011–12 and 2015–16

	Cohort of Students	2011–12	2012–13	2013–14	2014–15	2015–16
2011–12	# Students entered	21				
	# Students who withdrew, dropped etc.	1				
	# Students graduated	1				
	Cumulative graduation rate	4.8%				
2012–13	# Students continuing at beginning of this school year	19	31			
	# Students who withdrew, dropped etc.	2	3			
	# Students graduated	11	1			
	Cumulative graduation rate	57.1%	3.2%			
2013–14	# Students continuing at beginning of this school year	6	27	28		
	# Students who withdrew, dropped etc.	1	5	3		
	# Students graduated	4	13	1		
	Cumulative graduation rate	76.2%	45.2%	3.6%		
2014–15	# Students continuing at beginning of this school year	1	9	24	31	
	# Students who withdrew, dropped etc.	0	2	0	2	
	# Students graduated	1	7	16	0	
	Cumulative graduation rate	81.0%	67.7%	60.7%	0.0%	
2015–16	# Students continuing at beginning of this school year	0	0	8	29	32
	# Students who withdrew, dropped etc.	0	0	1	4	7
	# Students graduated	0	0	6	21	1
	Cumulative graduation rate	81.0%	67.7%	82.1%	67.7%	3.1%

Table 2.7.1.5 Students in MSCR Degrees, by Cohorts Entering Between 2011–12 and 2015–16						
	Cohort of Students	2011–12	2012–13	2013–14	2014–15	2015–16
2011–12	# Students entered	9				
	# Students who withdrew, dropped etc.	1				
	# Students graduated	0				
	Cumulative graduation rate	0.0%				
2012–13	# Students continuing at beginning of this school year	8	9			
	# Students who withdrew, dropped etc.	0	0			
	# Students graduated	6	3			
	Cumulative graduation rate	66.7%	33.3%			
2013–14	# Students continuing at beginning of this school year	2	6	9		
	# Students who withdrew, dropped etc.	0	0	2		
	# Students graduated	2	5	1		
	Cumulative graduation rate	88.9%	88.9%	11.1%		
2014–15	# Students continuing at beginning of this school year	0	1	6	11	
	# Students who withdrew, dropped etc.	0	0	0	2	
	# Students graduated	0	0	3	0	
	Cumulative graduation rate	88.9%	88.9%	44.4%	0.0%	
2015–16	# Students continuing at beginning of this school year	0	1	3	9	12
	# Students who withdrew, dropped etc.	0	0	0	0	2
	# Students graduated	0	1	3	9	1
	Cumulative graduation rate	88.9%	100.0%	77.8%	81.8%	8.3%

Table 2.7.1.6 Degree Completion: Students in MSEE Degrees, by Cohorts Entering Between 2011–12 and 2015–16						
	Cohort of Students	2011–12	2012–13	2013–14	2014–15	2015–16
2011–12	# Students entered	5				
	# Students who withdrew, dropped etc.	0				
	# Students graduated	0				
	Cumulative graduation rate	0.0%				
2012–13	# Students continuing at beginning of this school year	5	1			
	# Students who withdrew, dropped etc.	0	1			
	# Students graduated	4	0			
	Cumulative graduation rate	80.0%	0.0%			

Table 2.7.1.6 Degree Completion: Students in MSEE Degrees, by Cohorts Entering Between 2011–12 and 2015–16 (cont'd)

	Cohort of Students	2011–12	2012–13	2013–14	2014–15	2015–16
2013–14	# Students continuing at beginning of this school year	1	0	1		
	# Students who withdrew, dropped etc.	0	0	0		
	# Students graduated	0	0	1		
	Cumulative graduation rate	80.0%	0.0%	100.0%		
2014–15	# Students continuing at beginning of this school year	1	0	0	14	
	# Students who withdrew, dropped etc.	0	0	0	2	
	# Students graduated	1	0	0	3	
	Cumulative graduation rate	100.0%	0.0%	100.0%	21.4%	
2015–16	# Students continuing at beginning of this school year	0	0	0	9	9
	# Students who withdrew, dropped etc.	0	0	0	1	3
	# Students graduated	0	0	0	8	5
	Cumulative graduation rate	100.0%	0.0%	100.0%	78.6%	55.6%

Table 2.7.1.7 Students in MSPH Degrees, by Cohorts Entering Between 2011–12 and 2015–16

	Cohort of Students	2011–12	2012–13	2013–14	2014–15	2015–16
2011–12	# Students entered	44				
	# Students who withdrew, dropped etc.	2				
	# Students graduated	5				
	Cumulative graduation rate	11.4%				
2012–13	# Students continuing at beginning of this school year	37	30			
	# Students who withdrew, dropped etc.	4	7			
	# Students graduated	31	2			
	Cumulative graduation rate	81.8%	6.7%			
2013–14	# Students continuing at beginning of this school year	2	21	29		
	# Students who withdrew, dropped etc.	0	0	6		
	# Students graduated	2	20	1		
	Cumulative graduation rate	86.4%	73.3%	3.5%		
2014–15	# Students continuing at beginning of this school year	0	1	22	26	
	# Students who withdrew, dropped etc.	0	1	1	3	
	# Students graduated	0	0	14	3	
	Cumulative graduation rate	86.4%	73.3%	51.7%	11.5%	

Table 2.7.1.7 Students in MSPH Degrees, by Cohorts Entering Between 2011–12 and 2015–16 (cont'd)

2015–2016	# Students continuing at beginning of this school year	0	0	7	20	26
	Cohort of Students	2011–12	2012–13	2013–14	2014–15	2015–16
	# Students who withdrew, dropped etc.	0	0	0		7
	# Students graduated	0	0	7	17	0
	Cumulative graduation rate	86.4%	73.3%	75.9%	76.9%	0.0%

Table 2.7.1.8 Students in PhD Degrees, by Cohorts Entering Between 2008–09 and 2015–16

	Cohort of Students	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
2008–09	# Students entered	80							
	# Students who withdrew, dropped etc.	4							
	# Students graduated	0							
	Cumulative graduation rate	0.0%							
2009–10	# Students continuing at beginning of this school year	76	94						
	# Students who withdrew, dropped etc.	5	6						
	# Students graduated	1	0						
	Cumulative graduation rate	1.3%	0.0%						
2010–11	# Students continuing at beginning of this school year	70	88	110					
	# Students who withdrew, dropped etc.	1	1	11					
	# Students graduated	1	0	0					
	Cumulative graduation rate	2.5%	0.0%	0.0%					
2011–12	# Students continuing at beginning of this school year	68	87	99	98				
	# Students who withdrew, dropped etc.	2	4	3	2				
	# Students graduated	12	0	0	1				
	Cumulative graduation rate	17.5%	0.0%	0.0%	1.0%				

Table 2.7.1.8 Students in PhD Degrees, by Cohorts Entering Between 2008–09 and 2015–16 (cont'd)									
	Cohort of Students	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
2012–13	# Students continuing at beginning of this school year	54	83	96	95	87			
	# Students who withdrew, dropped etc.	0	3	4	3	5			
	# Students graduated	24	16	2	2	0			
	Cumulative graduation rate	47.5%	17.0%	1.8%	3.1%	0.0%			
2013–14	# Students continuing at beginning of this school year	30	64	90	90	82	82		
	# Students who withdrew, dropped etc.	0	2	3	5	5	4		
	# Students graduated	14	23	12	1	0	0		
	Cumulative graduation rate	65.0%	41.5%	12.7%	4.1%	0.0%	0.0%		
2014–15	# Students continuing at beginning of this school year	16	39	75	84	77	78	102	
	# Students who withdrew, dropped etc.	3	2	0	1	2	3	3	
	# Students graduated	8	22	27	11	0	2	0	
	Cumulative graduation rate	75.0%	64.9%	37.3%	15.3%	0.0%	2.4%	0.0%	
2015–16	# Students continuing at beginning of this school year	5	15	48	72	75	73	99	78
	# Students who withdrew, dropped etc.	0	0	2	7	5	6	7	3
	# Students graduated	3	10	27	28	13	1	0	0
	Cumulative graduation rate	78.8%	75.5%	61.8%	43.9%	14.9%	3.7%	0.0%	0.0%

Table 2.7.1.9 Students in DrPH Degrees, by Cohorts Entering Between 2008–09 and 2015–16									
	Cohort of Students	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
2008–09	# Students entered	19							
	# Students who withdrew, dropped etc.	0							
	# Students graduated	0							
	Cumulative graduation rate	0.00%							

**Table 2.7.1.9 Students in DrPH Degrees, by Cohorts Entering Between 2008–09 and 2015–16
(cont'd)**

	Cohort of Students	2008– 09	2009– 10	2010– 11	2011– 12	2012– 13	2013– 14	2014– 15	2015– 16
2009–10	# Students continuing at beginning of this school year	19	15						
	# Students who withdrew, dropped etc.	1	2						
	# Students graduated	0	0						
	Cumulative graduation rate	0.0%	0.0%						
2010–11	# Students continuing at beginning of this school year	18	13	16					
	# Students who withdrew, dropped etc.	1	2	3					
	# Students graduated	0	0	0					
	Cumulative graduation rate	0.0%	0.0%	0.0%					
2011–12	# Students continuing at beginning of this school year	17	11	13	17				
	# Students who withdrew, dropped etc.	0	0	0	0				
	# Students graduated	6	0	0	0				
	Cumulative graduation rate	31.6%	0.0%	0.0%	0.0%				
2012–13	# Students continuing at beginning of this school year	11	11	13	17	19			
	# Students who withdrew, dropped etc.	0	0	0	1	5			
	# Students graduated	4	3	5	0	0			
	Cumulative graduation rate	52.6%	20.0%	31.3%	0.0%	0.0%			
2013–14	# Students continuing at beginning of this school year	7	8	8	16	14	21		
	# Students who withdrew, dropped etc.	0	0	0	1	0	3		
	# Students graduated	2	3	4	4	1	0		
	Cumulative graduation rate	63.2%	40.0%	56.3%	23.5%	5.3%	0.0%		

Table 2.7.1.9 Students in DrPH Degrees, by Cohorts Entering Between 2008–09 and 2015–16 (cont'd)									
	Cohort of Students	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16
2014–15	# Students continuing at beginning of this school year	5	5	4	11	13	18	15	
	# Students who withdrew, dropped etc.	0	2	0	0	0	1	2	
	# Students graduated	1	2	1	7	6	0	0	
	Cumulative graduation rate	68.4%	53.3%	62.5%	64.7%	36.8%	0.0%	0.0%	
2015–16	# Students continuing at beginning of this school year	4	1	3	4	7	17	13	17
	# Students who withdrew, dropped etc.	0	1	0	0	0	1	1	3
	# Students graduated	1	0	2	1	5	11	0	0
	Cumulative graduation rate	73.7%	53.3%	75.0%	70.6%	63.2%	52.4%	0.0%	0.0%

Tables 2.7.2.1–3 provide information on job placement rates by degree. All job placement rates for 2014 and 2015 are greater than 90 percent. The 2016 table includes data collected through the beginning of February 2017.

Table 2.7.2.1 First Destination of Graduates by Activity in 2016¹						
Degree	Employed	Continuing Education/ Training	Actively Seeking Employment	Not Seeking Employment	Unknown/ Other	Job Placement Rates (%)
BSPH	53	32	3	2	7	97
MHA	80	0	1	0	4	99
MPH	157	10	12	0	34	93
MS	20	7	1	0	6	96
MSCR	14	0	0	0	0	100
MSEE	9	0	1	0	1	90
MSPH	24	16	2	0	1	95
DrPH	20	1	1	0	1	95
PhD	85	3	1	1	2	99

¹2016 first destination data as of February 2017.

Table 2.7.2.2 First Destination of Graduates by Activity in 2015

Degree	Employed	Continuing Education/ Training	Actively Seeking Employment	Not Seeking Employment	Unknown/ Other	Job Placement Rates (%)
BSPH	53	33	1	0	12	99
MHA	80	2	1	1	10	99
MPH	162	40	14	1	16	94
MS	14	8	2	0	4	92
MSCR	4	0	0	0	0	100
MSEE	2	1	0	0	1	100
MSPH	19	10	1	1	1	97
DrPH	14	1	0	0	2	100
PhD	81	12	1	0	3	99

Table 2.7.2.3 First Destination of Graduates by Activity in 2014

Degree	Employed	Continuing Education/ Training	Actively Seeking Employment	Not Seeking Employment	Unknown/ Other	Job Placement Rates (%)
BSPH	49	42	6	2	3	94
MHA	59	1	3	0	9	95
MPH	158	25	20	3	21	90
MS	15	4	2	1	1	90
MSCR	8	1	0	0	0	100
MSEE	2	0	0	0	0	100
MSPH	22	18	2	2	2	95
DrPH	16	2	0	0	0	100
PhD	75	8	1	2	0	99

2.7.c Job Placement Method and Graduate Response Rates

Required Documentation: An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The School must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.

First Destination Survey

The primary method used to collect job placement data is the First Destination Survey [ERF], conducted annually by the Gillings School. This survey collects information on our graduates' occupational and further education activities within the first year post-graduation. This is done through a multi-phase process, including a survey with multiple reminders, collection of information from the departments and searches for information online using websites such as LinkedIn. Once the process has been completed, the data are compiled and used for annual ASPPH reporting requirements, [Gillings School Career Services](#) [ERF] materials/website, communications materials and other internal uses as needed.

Tables 2.7.c.1–3, below, provide the knowledge rates for each degree program and overall. The knowledge rate reflects outcomes data collected from any source, including an annual first destination survey, direct contact with departments, and online sources of information. The overall knowledge rates for 2014 and 2015 are greater than 90 percent. The 2016 table includes data collected through the beginning of February 2017.

Table 2.7.c.1 Knowledge Rates by Degree Program (2016) ¹			
	Total Graduates	Number of Respondents	Knowledge Rate (%)
BSPH	97	90	93
MHA	85	81	95
MPH	213	179	84
MS	34	28	82
MSCR	14	14	100
MSEE	11	10	91
MSPH	43	42	98
DrPH	23	22	96
PhD	92	90	98
Grand Total/Overall	612	556	91

¹2016 first destination data as of February 2017.

Table 2.7.c.2 Knowledge Rates by Degree Program (2015)			
	Total Graduates	Number of Respondents	Knowledge Rate (%)
BSPH	99	87	88
MHA	94	84	89
MPH	233	217	93
MS	28	24	86
MSCR	4	4	100
MSEE	4	3	75
MSPH	32	31	97
DrPH	17	15	88
PhD	97	94	97
Grand Total/Overall	608	559	92

Table 2.7.c.3 Knowledge Rates by Degree Program (2014)			
	Total Graduates	Number of Respondents	Knowledge Rate (%)
BSPH	102	99	97
MHA	72	63	88
MPH	227	206	91
MS	23	22	96
MSCR	9	9	100
MSEE	2	2	100
MSPH	46	44	96
DrPH	18	18	100
PhD	86	86	100
Grand Total/Overall	585	549	94

UNC Graduating Student Exit Survey

In addition to the First Destination Survey, the Gillings School also obtains job placement information about graduates from our master's and doctoral programs through the UNC-Chapel Hill Graduating Student Exit Survey conducted by the University's Graduate School. The Graduate School began collecting [exit survey data](#) [ERF] in fall, 2010. The survey is distributed in conjunction with each graduation cycle and, beginning fall, 2011, it was incorporated into the graduation clearance process. The completion rate for the survey is more than 95 percent and, therefore, the data are quite representative of the graduating student population. The survey questions include those created by the Association of American Universities (AAU), along with customized questions unique for UNC-Chapel Hill.

Based on survey feedback from Gillings School's master's and doctoral students preparing to graduate over the last five years (2011–16), half of respondents had employment secured or were in the process of negotiating with specific organizations, while just over a quarter were actively seeking work but had no specific prospects. Another 11 percent of respondents had committed to a postdoctoral or internship/residency position, while 7 percent were enrolling in another full-time degree program. A majority (79 percent) of graduating students expected their positions to be directly related to their graduate/professional training.

Of the students who reported working for or training with an organization in the year following their graduation, a third were preparing to work in higher education, with 15 percent of those working at a U.S. university with a medical school and 7 percent working at a U.S. university-affiliated research institute. Sixteen percent of respondents indicated they would be working in a government role at some level, and just under one in five reported they would be employed by a non-educational institution organization in a for-profit industry.

2.7.d Performance on National Professional Examinations

Required Documentation: In fields for which there is national certification of professional competence and data are available from the certifying agency, data on the performance of the School's graduates on these national examinations for each of the last three years.

Students who graduate with an MPH in Nutrition have the opportunity to take the Registered Dietician (RD) Examination and have had a 100 percent first-time pass rate on the exam for each of the past three years. A limited number of our students also take other professional exams with great success, such as the Certificate in Public Health (CPH) offered by the National Board of Public Health Examiners (NBPHE), the Certified Health Education Specialist (CHES) Examination and the Registered Environmental Health Specialist (REHS) Examination. Results for the CPH exam are included in Table 2.7.d.1, below.

Table 2.7.d.1 National Board of Public Health Examiners (NBPHE) Certification Exam Results for the Gillings School (in percents)			
	2016	2015	2014
Gillings School Count	2	3	3
Gillings School Passing Rate	100	100	100
NBPHE Avg. Passing Rate	73	76	79

2.7.e Assessment of Graduates' Competencies

Required Documentation: Data and analysis regarding the ability of the School's graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessments may include key informant interviews, surveys, focus groups and documented discussions.

CEPH Employers' Survey

In 2016, as part of our CEPH self-study process, we administered a survey to alumni who graduated between 1980–2016. The purposes were to identify individuals who have employed Gillings School graduates and to obtain feedback on the importance of specific competencies needed by students to accomplish the day-to-day work of their employing organization, as well as their level of preparation in these competencies. Nearly 1,200 people responded to the survey, which included 629 alumni who also

employ our graduates. Respondents reported working in higher education, health care, for-profit, non-governmental/non-profit and federal government agency industries, and while 65 percent are of these employers are primarily domestically/U.S-focused, more than one-third had global involvement.

Based on feedback from employers of our graduates, there is generally strong satisfaction with the preparation of our students when it comes to skills and knowledge considered critical to their organizations. Gillings School graduates show particularly strong performance when it comes to the following skills/knowledge:

- Diversity and cultural competence and communication competencies, including general communication skills, interpersonal relationship skills and ability to work effectively and respectfully with people from diverse cultures and backgrounds;
- Leadership and professionalism competencies, including teamwork and collaboration skills;
- Adaptability, ability to manage multiple priorities, time management skills and commitment to continuous learning; and
- Analytical and problem-solving competencies, including ability to think independently, problem solving ability, critical thinking skills and analytical reasoning skills.

In addition to the Schoolwide employer survey, individual departments periodically collect data from employers and/or alumni as part of their program review process and/or other accreditation activities. Below are some examples.

- **HPM Alumni and Employers Survey.** As part of their preparations for their most recent Commission on Accreditation of Health Management Education (CAHME) accreditation (2015), the department of Health Policy and Management conducted both an alumni and employer survey. Alumni were asked to identify the five competencies that were most important to their current job responsibilities, rate their current level of competency (recognition, proficiency or mastery) and rate how satisfied they were with how their program at the Gillings School addressed these competencies. Similarly, employers were asked to identify the five competencies that were most important for their organizations and rate the preparation of the HPM alumni (now employees). Both alumni and employers were also asked to identify any competencies that they felt were unaddressed or underdeveloped by their programs. A summary of findings from these surveys is available in the [ERF](#).
- **HPM DrPH Survey of Current Students and Alumni.** In June, 2015, DrPH program administrators at the Gillings School sent out a survey to current and former students of the DrPH program. Alumni and students were asked to provide feedback on the program's executive format, cohort structure and course content, as well as beliefs on program satisfaction (nearly four-fifths, or 79 percent, of alumni reported that the DrPH helped accelerate their career or promotion path). A summary of findings from this survey is available in the [ERF](#).
- **HB Alumni Survey.** As part of their preparations for their most recent Graduate School program review (2016), Health Behavior conducted an alumni survey. Alumni were asked to rate the extent to which they use the competencies developed through their program at the Gillings School in their current jobs and the level of preparation they felt they received through their program. In addition, alumni were asked to identify competencies they believed needed to be enhanced by the curriculum. A summary of findings from this survey is available in the [ERF](#).

2.7.f Assessment of Competence Assessment

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- Each degree program assesses students' achievement of degree-specific competencies, including performance targets, results from the past three years and plans for improvement.
- Degree completion and job placement rates are very strong across all departments.
- The Schoolwide Alumni Survey (and various departmental surveys of employers) is a means by which we obtain feedback from many graduates, alumni and employers. Results are used to improve degree offerings and ensure that the curricula is relevant to current and future workforce needs.

Weaknesses

- Departments establish their own methods for evaluating student and alumni achievement for degree-specific competencies; as a result, Gillings School-wide data comparisons can prove challenging.

Plans

- Departments, with support from the associate dean for academic and student affairs, will work to ensure that competencies are fully integrated into all assessment activities, including practice and culminating experiences.
- Student Learning Outcome Reports describing assessment of degree-specific competencies will be required on an annual basis when we incorporate the new 2016 CEPH competencies.
- Using existing tools (HPM, HB) and a review of the literature/peer institutions, we will ensure that all future departmental and Schoolwide employer and alumni surveys include an assessment of core competencies.

This Criterion is met.

2.8 Other Graduate Professional Degrees

CEPH Criterion

If the School offers curricula for graduate professional degrees other than the MPH or equivalent public health degrees, students pursuing these degrees must be grounded in basic public health knowledge.

2.8.a Professional Degree Curricula

Required Documentation: Identification of professional degree curricula offered by the School, other than those preparing primarily for public health careers, and a description of the requirements for each.

Table 2.1.1, Instructional Matrix—Degrees and Specializations, identifies the two graduate professional degree programs offered by the Gillings School, other than those preparing students primarily for public health careers. These include the MHA degree in Health Policy and Management and the MSEE degree in Environmental Sciences and Engineering.

Residential MHA Degree in Health Policy and Management

The residential MHA program is designed to help students improve organizational and leadership skills and prepare them for careers in hospital and health services management. This program requires a total of 60 credits. Students must be in residence for at least two semesters. Below are the specific requirements for the MHA degree.

Required coursework. The following courses are required for students in the residential MHA program (credit hours are shown in parentheses):

- HPM 470: Statistical Methods for Health Policy and Administration (3)
- HPM 611: Public Health Concepts in a Systems Context (3)
- HPM 601: Issues in Health Care (1)
- HPM 730: Leadership and Management of Health Care Organizations (3)
- HPM 743: Health Care Reimbursement (1)
- HPM 754: Health Care in the United States: Structure and Policy (3)
- HPM 760: Healthcare Quality and Information Management (3) or HPM 762: Quality of Care (3)
- HPM 715: Health Economics for Policy and Administration (3)
- HPM 710: Health Law (3)
- HPM 770: Introduction to Spreadsheet Modeling and Decision Analysis Tools for Improving Health Care Management and Policy Decision Making (3)
- HPM 793: Internship (2)
- HPM 720: Management of Human Resources in Health Organizations (3)
- HPM 725: Healthcare Strategy and Marketing (3)
- HPM 734: Approaches to Business Plan Development (1)
- HPM 735: Advanced Concepts and Applications in Health Policy and Administration (3)
- HPM 740: Healthcare Financial Accounting (2)
- HPM 741: Management Accounting for Health Administrators (3)
- HPM 742: Health Care Finance I (3)
- HPM 744: Health Care Finance II (2)
- HPM 701: Professional Training I
- HPM 702: Professional Training II
- HPM 703: Professional Training III

Culminating experience. Successful completion of HPM 734 and 735 serves as the capstone for the residential MHA program. Completion of four written assignments (two are completed during HPM 734, and two are completed during HPM 735) consisting of analysis of business plan case studies is an alternative for an individual thesis. Completion and oral presentation of a business plan at the conclusion of HPM 735 serves as an alternative for a comprehensive examination. Examples of the culminating experience for students in the residential MHA program are available in the [ERF](#).

Practicum. Students in the residential MHA program must successfully complete a 12-week practicum (480 hours) under the joint supervision of their faculty adviser and an approved field preceptor. The overall objective of the practicum is to provide a planned and supervised learning experience through firsthand observation and operational responsibilities in a health services agency. Objectives of this practicum experience include obtaining learning experiences not normally available in the classroom; testing the validity and applicability of classroom-to-practice knowledge and skills; developing and refining operational skills, gaining relevant experience, enhancing professional self-confidence and taking a service contribution to the practicum hosting organization.

Executive MHA Degree in Health Policy and Management

The executive MHA program is designed to help students improve decision-making capabilities and leadership skills, especially for the delivery of healthcare services. Students must come to campus once in the fall (for six days), in the spring (for four days) and in the summer (for four days). The executive MHA program requires 49 credits. Below are the specific requirements for the executive MHA degree program.

Required coursework. The following courses are required for students in the executive MHA program (credit hours are shown in parentheses):

- HPM 470: Statistical Methods for Health Policy and Management (3)
- HPM 611: Public Health Concepts (3)
- HPM 605-610: Leadership Practicum—Comprised of six 0.5-credit journaling courses for a total of 3 credits, with one course taken each term, designed to meet practice experience without requiring employed students to take a leave of absence to complete a separate field internship. (3)
- HPM 705: Base Camp I (0.5)
- HPM 706: Base Camp II (0.5)
- HPM 725: Health Care Strategy and Marketing (4)
- HPM 728: Leadership and Workforce Management Strategies in Healthcare Organizations (4)
- HPM 734: Approaches to Business Plan Development (1)
- HPM 735: Advanced Concepts and Applications in Health Policy and Administration (3)
- HPM 743: Health Care Reimbursement (1)
- HPM 746: Financial and Managerial Accounting (4)
- HPM 748: Economics of Healthcare (3)
- HPM 754: Health Care in the United States: Structure and Policy (3)
- HPM 776: Healthcare Information and Quality Tools (2)
- HPM 747: Advanced Financial Management of Health Care (4)
- HPM 777: Healthcare Information and Quality Applications (2)
- HPM 779: Advanced Analytics in Healthcare Administration (4)

Culminating experience. Successful completion of HPM 734 and 735 serves as the capstone for the executive MHA program. Completion of four written assignments (two of which are completed during HPM 734, and two of which are completed during HPM 735) consisting of analysis of business plan case

studies serves as an alternative for an individual thesis. Completion and oral presentation of a business plan at the conclusion of HPM 735 serves as an alternative for a comprehensive examination. Examples of the culminating experience for students in the executive MHA program are available in the [ERF](#).

Practicum. Students in the executive MHA program must complete a leadership practicum comprised of six 0.5-credit journaling courses (HPM 605 through 610), for a total of 3 credits. One course is taken each term, simultaneously with the two required content courses for that term. The practicum is designed to meet the practice experience requirement without asking employed, professional students to take a leave of absence to complete a separate field internship. Students complete a planned, supervised and evaluated reflective practice experience in the form of a continuing leadership practicum journal, running the full length of the program (two years). Students identify and reflect on knowledge and skills learned and on how each of these things can be and have been applied by students in their professional settings.

MSEE in Environmental Sciences and Engineering

The MSEE is a non-research degree intended to prepare students for careers in environmental engineering practice. The degree requires at least 30 credits on campus and is completed in 15 months. Below are the specific requirements for the MSEE degree in Environmental Sciences and Engineering.

Required coursework. The following courses are required for students in the MSEE degree program (credit hours are shown in parentheses):

- ENVR 400: Seminar Series (1)
- SPHG 600: Introduction to Public Health (3) *OR* PUBH 680: Public Health Practice (3)
- ENVR 990: Engineering Brief (3 briefs prepared over two semesters for a total of 3 credits)
- ENVR 992: Master's Technical Report (3)
- 12 credits of engineering courses
- 9 additional credits

Culminating experience. Students in the MSEE program are required to prepare a Technical Report, which is usually a synthesis of three briefs prepared during the year. The first identifies an environmental engineering problem, the second identifies a suitable engineering solution and the third describes the implementation of an engineering solution. The Technical Report serves as the master's paper for this degree. Students are also required to present this portfolio orally as part of the final comprehensive examination. Examples of the culminating experience for students in the MSEE program are available in the [ERF](#).

2.8.b Public Health Core Knowledge

Required Documentation: Identification of the manner in which these curricula assure that students acquire a public health orientation. If this manner is common across these other professional degree programs, it need be described only once. If it varies by program, sufficient information must be provided to assess compliance by each program.

Students in the MHA and MSEE degree programs must complete coursework to ensure they acquire a public health orientation. Table 2.8.b.1 describes the required courses for students in these degree programs.

Table 2.8.b.1 Courses Required to Assure That Students in Other Professional Degree Programs Acquire a Public Health Orientation

Degree	Course Number and Name	Credit Hours
Environmental Sciences and Engineering		
MSEE	SPHG 600: Introduction to Public Health or PUBH 680: Public Health Practice	3
Health Policy and Management		
MHA (residential and executive)	HPM 611: Public Health Concepts in a Systems Context	3

2.8.c Assessment of Other Professional Degrees

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The residential and executive MHA programs have maintained their top national rankings, achieved high graduation rates, were recently re-accredited by the Commission on Accreditation of Health Management Education (CAHME) and consistently receive very positive feedback from students.
- The defining characteristic of the MSEE program is the practice-based Technical Report, in which students are supervised and gain the experience of applying their acquired knowledge and skills in addressing real environmental engineering problems. Students often have real "clients" (e.g., drainage engineers for the UNC-Chapel Hill campus) with real problems, who appreciate the work done by students in developing solutions.
- The MSEE program is the only practice-based graduate engineering degree program in a school of public health, and students considering a career in environmental engineering for the developing world often seize the opportunity to learn about the links between environmental engineering (previously known as public health engineering, or sanitary engineering) and public health.

Weaknesses

- Enrollment in the MSEE program has been variable, reaching a high point of 14 students in 2014 but dropping to only three this year.

Plans

- The HPM Executive and Residential Master's Program Advisory Committees are working to improve the tracking of degree-specific competencies among students.
- ESE faculty who lead and support the MSEE program are working together to develop a series of courses focused on water and sanitation in developing countries, as well as a marketing plan for the program. We believe that this focus on water and sanitation capitalizes on the recognized international expertise of The Water Institute in this area and plays to the strengths of the public health resources at the Gillings School.

This Criterion is met.

2.9 Bachelor's Degrees in Public Health

CEPH Criterion

If the School offers baccalaureate public health degrees, they shall include the following elements:

- **Required Coursework in Public Health Core Knowledge.** Students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.
- **Elective Public Health Coursework.** In addition to the required public health core knowledge courses, students must complete additional public health–related courses. Public health–related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience. Students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to 3 semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (e.g., graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project and research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

2.9.a Bachelor's Degrees in Public Health

Required Documentation: Identification of all bachelor's-level majors offered by the School. The instructional matrix in Criterion 2.1.a. may be referenced for this purpose.

The Gillings School awards four BSPH degrees in four majors: Biostatistics, Environmental Health Science, Health Policy and Management and Nutrition. Table 2.1.1 (Instructional Matrix—Degrees and Specializations) identifies all bachelors' degrees by area of specialization.

2.9.b Support and Resources Available

Required Documentation: Description of specific support and resources available in the School for the bachelor's degree programs.

Faculty Support

The Gillings School's primary and secondary faculty teach and advise BSPH students. For a listing of primary and secondary faculty, including degrees, see Tables 4.1.1 and 4.1.2.

Academic Advising

Academic advising for undergraduate students is primarily available through faculty who serve as faculty advisers, directors of undergraduate studies for each major and student services staff in each department. The Office of Student Affairs is also a source of support and assistance for BSPH students with academic questions and concerns.

Professional Development and Career Services

The Gillings School, through the Office of Student Affairs, offers [professional development and career services](#) [ERF] support to BSPH students, including career decision making and assessments, resume/ CV and cover letter critiques, interviewing, salary negotiation, networking and job and internship search help. The Office of Student Affairs also sponsors numerous events throughout the year, including workshops and career and internship fairs. In addition, most departments provide specific opportunities for professional development and career advising, including career panels, workshops, support in finding internships and recruiting presentations from hiring companies. Table 4.4.b.5, Career Services Offered by Gillings School Departments, offers more details, as do Criteria 4.4.b and 4.4.c.

BSPH students also have full access to [University Career Services](#) (UCS) [ERF], including individual career advising, internship and employment search assistance, workshops on job-seeking skills, resume-mailing service to employers, on-campus interviewing; graduate school preparation assistance and online internship and job listings and occupational and employer information.

Research Mentoring and Advising

BSPH students with a high academic average and an interest in participating in original research may complete a Senior Honors Thesis. One, or in some cases two, faculty members mentor and advise students who complete a Senior Honors Thesis.

2.9.c Required and Elective Public Health Courses

Required Documentation: Identification of required and elective public health courses for the bachelor's degree(s). Note: The School must demonstrate in Criterion 2.6.c that courses are connected to identified competencies (i.e., required and elective public health courses must be listed in the competency matrix in Criterion 2.6.c.

The first two years of the four-year course of study are completed within the University's General College. Students typically apply to the BSPH programs in January/February of their sophomore (or second) year for fall admission in their junior (or third) year. Some programs allow students who complete the prerequisites early to apply as first-year students and spend up to three years in the BSPH program.

Admission requirements, required coursework in public health core knowledge and major requirements are described below.

Admission Requirements

All students applying to the BSPH programs must meet the following requirements (credit hours are shown in parentheses):

- BIOL 101: Principles of Biology (3) and BIOL 101L: Introductory Biology Laboratory (1)
- Completion of at least 60 credits and the vast majority of their General College requirements before entering the program
- A minimum GPA of 3.0

Additional admission requirements for each major are described below.

Required Coursework in Public Health Core Knowledge

Once admitted, students must complete the following required coursework (or approved substitutes) in public health core knowledge (credit hours are shown in parentheses):

- BIOS 600: Principles of Statistical Inference (3)
 - ♦ Approved substitute for BSPH students in biostatistics: BIOS 500: Introduction to Applied Biostatistics (3)

- ENVR 600: Environmental Health (3)
 - ♦ Approved substitutes for BSPH students in environmental health sciences: ENVR 230: Environmental Health Issues (3) and ENVR 430: Health Effects of Environmental Agents (3)
- EPID 600: Principles of Epidemiology (3)
- HBEH 600: Social and Behavioral Sciences in Public Health (3)
- HPM 600: Health Policy and Management (3)
 - ♦ Approved substitutes for BSPH students in health policy and management: HPM 350 and 352: Intro to Health Service Systems I and II (3, 3)

For graduation, BSPH students must earn a grade of C (or higher) in all required courses. Students must also meet University graduation requirements, including completion of at least 120 semester hours, a 2.0 (C) average on all work attempted at UNC-Chapel Hill, at least 45 credit hours earned from UNC-Chapel Hill courses, and at least 24 of the last 30 credit hours must be applied to degree requirements earned from UNC-Chapel Hill courses.

Biostatistics Major Requirements

In addition to the prerequisite courses listed above, prospective Biostatistics majors must complete the following coursework (credit hours are shown in parentheses):

- COMP 110: Introduction to Programming (3) or COMP 116: Introduction to Scientific Programming (3)
- MATH 231: Calculus of Functions of One Variable I (3), MATH 232: Calculus of Functions of One Variable II (3), and MATH 233: Calculus of Functions of Several Variables (3)

Required Coursework for the Biostatistics Major

The following courses are required for students who are Biostatistics majors (credit hours are shown in parentheses):

- BIOS 500H: Introduction to Biostatistics (3)
- BIOS 511: Introduction to Statistical Computing and Data Management (4)
- BIOS 545: Principles of Experimental Analysis (3)
- BIOS 550: Basic Elements of Probability and Statistical Inference I (4)
- BIOS 664: Sample Survey Methodology (4)
- BIOS 668: Design of Public Health Studies (3) or BIOS 662: Intermediate Statistical Methods (4)
- BIOS 691: Field Observations in Biostatistics (1)
- MATH 381: Discrete Mathematics (3)
- MATH 521: Advanced Calculus I (3) or MATH 528: Mathematical Methods for the Physical Sciences I (3)
- MATH 547: Linear Algebra for Applications (3)
- BIOL 201: Ecology and Evolution (4) or BIOL 202: Molecular Biology and Genetics (4)
- A minimum of three electives outside the Gillings School

Environmental Health Sciences Major Requirements

In addition to the prerequisite courses listed above, prospective Environmental Health Sciences majors must complete the following coursework (credit hours are shown in parentheses):

- MATH 231: Calculus of Functions of One Variable I (3)
- MATH 232: Calculus of Functions of One Variable II (3)
- CHEM 101: General Descriptive Chemistry I (3)
- CHEM 101L: Quantitative Chemistry Laboratory I (1)

Required Coursework for the Environmental Health Sciences Major

The following courses are required for students who are Environmental Health Sciences majors (credit hours are shown in parentheses):

- BIOL 201: Ecology and Evolution (4)
- BIOL 202: Molecular Biology and Genetics (4)
- CHEM 102 and 102L: General Description Chemistry and Laboratory (4)
- CHEM 261: Introduction to Organic Chemistry (3)
- MATH 233: Calculus of Functions of Several Variables (if placed out of MATH 231 and MATH 232) (3)
- PHYS 116/118: Mechanics/ Introductory Calculus-Based Mechanics and Relativity (4)
- PHYS 117/119 : Electromagnetism and Optics/Introductory Calculus-Based Electromagnetism and Quanta (4) or
 - ♦ PHYS 104/114: General Physics I/ General Physics I: For Students of the Life Sciences (4)
 - ♦ PHYS 105/115: General Physics II/ General Physics II: For Students of the Life Sciences (4)
- COMP 116: Introduction to Scientific Programming (3)
- ENVR 230: Environmental Health Issues (3)
- ENVR 430: Health Effects of Environmental Agents (3)
- ENEC/ENVR 698: Capstone: Analysis and Solution of Environmental Decisions (3)
- ENVR 593: Undergraduate Practicum in Environmental Health Sciences (1–3)
- Four ENVR elective courses numbered above 400
- A minimum of three electives outside the Gillings School

Health Policy and Management Major Requirements

In addition to the prerequisite courses listed above, prospective Health Policy and Management majors must complete the following coursework (credit hours are shown in parentheses):

- ECON 101: Introduction to Economics (3)
- STOR 155: Introduction to Statistics (3) or ECON 400: Economic Statistics (3)

One of the following Financial or Managerial Accounting Courses:

- BUSI 101: Management Accounting (4)
- BUSI 106: Financial Accounting, Continuing Studies (3)
- BUSI 107: Management Accounting, Summer School
- BUSI 108: Management Accounting, Continuing Studies (3)
- BUSI 407: Financial Accounting and Analysis (3)

One of the following Math Courses:

- MATH 130: Precalculus Mathematics (3)
- MATH 152: Calculus for Business and Social Sciences (3)
- MATH 231: Calculus of Functions of One Variable I (3)
- MATH 232: Calculus of Functions of One Variable II (3)
- MATH 233: Calculus of Functions of Several Variables (3)
- STOR 112: Decision Models for Business (3)
- STOR 113: Decision Models for Economics (3)

Required Coursework for the Health Policy and Management Major

The following courses are required for students who are Health Policy and Management majors (credit hours are shown in parentheses):

- HPM 310: Introduction to Law and Ethics in Health Administration (3)
- HPM 315: Health Economics (3)
- HPM 320: Introduction to Strategic Planning and Marketing (3)
- HPM 330: Introduction to Health Organization Leadership, Management, and Behavior (3)
- HPM 340: Foundations of Health Care Financial Management (3)
- HPM 341: Information Systems, Technology, and Tools in Health Services Administration (3)
- HPM 350: Introduction to Health Services Systems I (3)
- HPM 351: Policy Issues in Health Services Delivery (3)
- HPM 352: Introduction to Health Services Systems II (3)
- HPM 393: Field Training in Health Policy and Management (2)
- HPM 697: BSPH Capstone (3)
- 6 additional credits outside of HPM*

*These courses must not count toward General College requirements but may be taken prior to entering the program.

Nutrition Major Requirements

In addition to the prerequisite courses listed above, prospective Nutrition majors must complete the following coursework (credit hours are shown in parentheses):

- BIOL 252: Fundamentals of Human Anatomy and Physiology (3)
- BIOL 252L: Fundamentals of Human Anatomy and Physiology Laboratory (1)
- CHEM 101: General Descriptive Chemistry I (3)
- CHEM 101L: Quantitative Chemistry Laboratory I (1)
- CHEM 102: General Descriptive Chemistry II (3)
- CHEM 102L: Quantitative Chemistry Laboratory II (1)
- CHEM 261: Introduction to Organic Chemistry I (3)
- MATH 130: Pre-calculus Math (3)
- MATH 231: Calculus of Functions of One Variable I (3)
- NUTR 240: Introduction to Human Nutrition (3)

Required Coursework for the Nutrition Major

The following courses are required for students who are Nutrition majors (credit hours are shown in parentheses):

- NUTR 240: Introduction to Human Nutrition (3)
- NUTR 400: Introduction to Nutritional Biochemistry (3)
- NUTR 600: Human Metabolism: Macronutrients (3)
- NUTR 611: Nutrition Across the Life Cycle (3)
- NUTR 620: Human Metabolism: Micronutrients (3)
- NUTR 295: Undergraduate Research in Nutrition (3)

- NUTR 692H: Honors Research in Nutrition (3)
- BIOL 202: Molecular Biology and Genetics (4)
- CHEM 241: Analytical Methods (2)*
- CHEM 241L: Laboratory in Separations and Analytical Characterization of Organic and Biological Compounds I (1)*
- CHEM 262: Introduction to Organic Chemistry II (2)*
- CHEM 262L: Laboratory in Separations and Analytical Characteristics of Organic and Biological Compounds II (2)*
- PHYS 114: Physics for the Life Sciences I (4)*
- PHYS 115: Physics for the Life Sciences II (4)*
- A minimum of 3 elective courses outside the Gillings School

*These courses meet the three-elective course requirement if not used as General College requirements

2.9.d Capstone Experience Requirements

Required Documentation: A description of School policies and procedures regarding the capstone experience.

All majors in the Gillings School require a capstone experience integrating skills and competencies from various related disciplines in solving public health problems. The particular requirements are listed below by major.

Biostatistics Major

The Biostatistics major requires BIOS 664: Survey Sampling. This course includes a large project involving data collection, analysis and presentation (written and oral) of an applied sampling problem. Also, BIOS 691: Field Observations in Biostatistics is a required course in which students travel to at least seven different locations, including pharmaceutical industries, CROs, non-profits and government agencies, in the Research Triangle Park to observe and participate in presentations by employers of biostatisticians.

Environmental Health Sciences Major

The Environmental and Health Sciences major requires ENEC/ENVR 698: Capstone: Analysis and Solution of an Environmental Problem. Students work as a team to complete interdisciplinary analyses of environmental phenomena, which are then applied to problems of the selection of effective environmental strategies. With permission, students are also permitted to register in ENVR 593: Undergraduate Practicum and complete an internship to replace ENEC/ENVR 698 as their capstone experience.

Health Policy and Management Major

The Health Policy and Management major requires HPM 697: BSPH Capstone. This capstone course is intended to stimulate the integration of various disciplines—finance, human resources, ethics, policy, operations, strategy, marketing and information technology—into a comprehensive and practical framework. Students work in consulting teams with health organizations to solve real-world problems and present their solutions to the clients at the end of the semester. They also learn and practice a consulting methodology to solve problems in organizations.

Nutrition Major

The Nutrition major requires students to take NUTR 295: Undergraduate Research Experience in Nutrition and to carry out research in their mentors' labs, including active participation and presentation at lab meetings. This provides a capstone experience, integrating the knowledge from classroom courses and teaching students how to apply the acquired knowledge to a specific real-life problem.

Examples of the culminating experiences for students in the BSPH programs are available in the [ERF](#).

2.9.e Assessment of Bachelor's of Public Health

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The four BSPH programs in the Gillings School attract extremely talented and high-achieving undergraduate students.
- BSPH students in the Gillings School receive exceptionally strong preparation in the five core areas of public health knowledge, exceeding the level that is typically required of undergraduate students. In addition, the BSPH students have access to, and regularly complete, graduate-level coursework.
- All four BSPH programs offer students mentored professional experiences appropriate to their disciplines, e.g., BSPH students in HPM complete a 400+ hour internship and BSPH students in NUTR participate in research.
- BSPH students in the Gillings School have excellent job placement rates, securing high-quality employment in their fields of study or being accepted into top graduate or professional degree programs.

Weaknesses

- None

Plans

- Recently, directors of the four BSPH programs began to meet regularly to discuss common issues, share best practices and develop plans for expanding undergraduate education in the Gillings School, given student interest/demand and faculty interest in teaching undergraduates. A rationale for an expanded undergraduate training program is also linked to the new University funding allocation model.
- The Gillings School is considering development of a new 3-credit-hour introduction to public health course for undergraduates that will serve as the foundation for a new BSPH core public health curriculum and a new public health minor. An assistant dean for undergraduate education will be hired when this program expansion occurs. These efforts will be consistent with the new CEPH guidelines for BSPH programs.

This Criterion is met.

2.10 Other Bachelor's Degrees

CEPH Criterion

If the School offers baccalaureate degrees in fields other than public health, students pursuing them must be grounded in basic public health knowledge.

2.10.a Other Bachelor's Degrees Offered

Required Documentation: Identification of other baccalaureate degrees offered by the School and a description of the requirements for each. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

N/A—The Gillings School does not offer other bachelor's degrees.

2.10.b Public Health Orientation

Required Documentation: Identification of the manner in which these curricula assure that students acquire a public health orientation. If this manner is common across these degree programs, it need be described only once. If it varies by program, sufficient information must be provided to assess compliance by each program.

N/A—The Gillings School does not offer other bachelor's degrees.

2.10.c Assessment of Other Bachelors' Degrees

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

N/A—The Gillings School does not offer other bachelor's degrees.

2.11 Academic Degrees

CEPH Criterion

If the School also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

2.11.a Academic Degree Programs

Required Documentation: Identification of all academic degree programs, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

Table 2.1.1, Instructional Matrix—Degrees and Specializations, identifies all academic degree programs by degree and area of specialization.

2.11.b Assuring a Public Health Orientation

Required Documentation: Identification of the means by which the School assures that students in academic curricula acquire a public health orientation. If this means is common across the School, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each degree/program.

All academic degree students must complete coursework that provides a public health orientation. Table 2.11.b.1, below, describes the required courses for students in academic degree programs in the Gillings School, including at least the equivalent of three semester-credit hours of instruction that introduces students to the breadth of public health and at least the equivalent of three semester-credit hours of instruction in epidemiology per CEPH requirements.

Table 2.11.b.1 Courses Required to Assure That Students in Academic Degree Programs Acquire a Public Health Orientation		
Degree	Course Title (Credit Hours)	Epidemiology
Biostatistics		
MS, PhD	SPHG 600: Introduction to Public Health (3)	EPID 600: Principles of Epidemiology (3) or EPID 710: Fundamentals of Epidemiology (4)
Environmental Sciences and Engineering		
MS, PhD	SPHG 600: Introduction to Public Health (3) or PUBH 680: Public Health Practice (3)	EPID 600: Principles of Epidemiology (3), or ENVR 601: Epidemiology for Environmental Scientists and Engineers (3) or Another advanced EPID course

Table 2.11.b.1 Courses Required to Assure That Students in Academic Degree Programs Acquire a Public Health Orientation (cont'd)

Degree	Course Title (Credit Hours)	Epidemiology
Epidemiology		
MSCR	SPHG 600: Introduction to Public Health (3), or PUBH 680: Public Health Practice (3) or HPM 611: Public Health Concepts in a Systems Context (3)	Extensive coursework in epidemiology (3+)
MSPH (as part of MSPH-PhD)	BIOS 600: Principles of Statistical Significance (3), and ENVR 600: Environmental Health, and HPM 600: Introduction to Health Policy and Management and HBEH 600: Social and Behavioral Sciences in Public Health	Extensive coursework in epidemiology (3+)
PhD	SPHG 600: Introduction to Public Health (3)	Extensive coursework in epidemiology (3+)
Health Behavior		
MSPH (as part of MSPH-PhD)	HBEH 601: Principles of Statistical Inference for Health Behavior (3), and ENVR 600: Environmental Health, and HPM 600: Introduction to Health Policy and Management and HBEH 700: Foundations of Health Behavior	EPID 600: Principles of Epidemiology (3)
PhD	HBEH 601: Principles of Statistical Inference for Health Behavior (3) OR any BIOS course over BIOS 540 (3) and HPM 600: Introduction to the U.S. Health System (3) and ENVR 600: Environmental Health (3)	EPID 600: Principles of Epidemiology (3)
Health Policy and Management		
MSPH (as part of MSPH-PhD)	BIOS 600: Principles of Statistical Inference (3), and ENVR 600: Environmental Health (3), and HPM 754: Health Care in the United States: Structure and Policy (3) and HBEH 600: Social and Behavioral Sciences in Public Health (3)	EPID 600: Principles of Epidemiology (3)
PhD	SPHG 600: Introduction to Public Health (3)	EPID 600: Principles of Epidemiology (3)

Table 2.11.b.1 Courses Required to Assure That Students in Academic Degree Programs Acquire a Public Health Orientation (cont'd)

Degree	Course Title (Credit Hours)	Epidemiology
Maternal and Child Health		
MPH (as part of MSPH-PhD)	BIOS 600: Principles of Statistical Inference (3), and ENVR 600: Environmental Health (3), and MHCH 701 and 702: Foundations of Maternal and Child Health I and II (6) and MHCH 700: Planning and Evaluation (3)	EPID 600: Principles of Epidemiology (3)
MSPH (as part of MSPH-PhD)	BIOS 600: Principles of Statistical Inference (3), and ENVR 600: Environmental Health (3), and MHCH 701 and 702: Foundations of Maternal and Child Health I and II (6) and MHCH 700: Planning and Evaluation (3)	EPID 600: Principles of Epidemiology (3)
PhD	MHCH 701 and 702: Foundations of Maternal and Child Health I and II (6)	EPID 600: Principles of Epidemiology (3) or EPID 710: Fundamentals of Epidemiology (4)
Nutrition		
MS	SPGH 600: Introduction to Public Health (3)	EPID 600: Principles of Epidemiology (3)
PhD	SPHG 600: Introduction to Public Health (3) and HBEH 600: Social and Behavioral Sciences in Public Health (3)	EPID 600: Principles of Epidemiology (3) or EPID 710: Fundamentals of Epidemiology (4)

2.11.c Culminating Experience Requirements

Required Documentation: Identification of the culminating experience required for each academic degree program. If this is common across the School's academic degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each degree/program.

Master's Students

The University's Graduate School requires all master's students to complete a thesis and pass a comprehensive exam. These two requirements comprise the culminating experience required of all Gillings School master's students. As an alternative to either of these, a department can propose a substitute "whose thoroughness in all ways conforms to the best accepted practices within the discipline" for Graduate School approval ([Graduate School Handbook](#) [ERF]).

Each department in the Gillings School determines specific requirements for the master's thesis and comprehensive exam (or approved substitutes) for each of its degree programs, as summarized in Table 2.11.c.1, below. Detailed information about the culminating experience requirements for each degree program can be found in the student handbooks available through the [Gillings Program Search](#) and examples can be found in the [ERF](#).

Table 2.11.c.1 Culminating Experience Requirements for Academic Master's Degree Programs		
Degree	Master's Thesis or Approved Substitute	Comprehensive Exam or Approved Substitute
Biostatistics		
MS	Master's paper	Comprehensive written exam and oral presentation of master's paper
Environmental Sciences and Engineering		
MS	Master's thesis	Comprehensive oral exam
Epidemiology		
MSCR	Master's paper	Comprehensive written exam
MSPH (as part of MSPH-PhD)	Master's paper	Comprehensive exam
Health Behavior		
MSPH (as part of MSPH-PhD)	Master's paper	Comprehensive written exam
Health Policy and Management		
MSPH (as part of MSPH-PhD)	Master's paper	Master's paper proposal defense
Maternal and Child Health		
MPH (as part of MPH-PhD)	Master's paper	Comprehensive written and oral exams
MSPH (as part of MSPH-PhD)	Master's paper	Comprehensive written and oral exams
Nutrition		
MS	Master's thesis	Comprehensive written and oral exams

PhD Students

The University's Graduate School requires all doctoral students to pass a comprehensive written examination and an oral proposal defense before completing and successfully defending a dissertation (see [Graduate School Handbook](#) [ERF]). These comprise the culminating experiences required of all PhD students in the Gillings School.

Detailed information about the culminating experience requirements for the PhD programs in the Gillings School can be found in the student handbooks available through the [Gillings Program Search](#) [ERF] and examples can be found in the [ERF](#).

2.11.d Assessment of Academic Degrees

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The Gillings School has a long history of excellence in training, with a wide variety of academic degrees across seven departments and one program.
- We use input from a variety of sources to keep our degrees and approaches to them current.
- All degrees require rigorous culminating experiences for enrolled students.

Weaknesses

- None

Plans

- Program directors, working together with the relevant program advisory/curriculum committees in their departments, will continue to assess their programs and identify opportunities for enhancement. In addition, program directors will have the opportunity to share best practices at program director meetings held at least three times per year. We will seek increasing opportunities for synergy across departments and degrees.

This Criterion is met.

2.12 Doctoral Degrees

CEPH Criterion

The School shall offer at least three doctoral degree programs that are relevant to three of the five areas of basic public health knowledge.

2.12.a Doctoral Degree Programs

Required Documentation: Identification of all doctoral programs offered by the School, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose. If the School is a new applicant and has graduates from only one doctoral program, a description of plans and a timetable for graduating students from the other two doctoral programs must be presented, with University documentation supporting the School's projections.

See Table 2.1.1, Instructional Matrix—Degrees and Specializations, for identification of the doctoral programs offered by the Gillings School, by area of specialization—PhD programs in seven departments and DrPH programs in two.

2.12.b Specific Resources and Support Available to Doctoral Students

Required Documentation: Description of specific support and resources available to doctoral students including traineeships, mentorship opportunities etc.

Doctoral students in the Gillings School have access to a wide variety of resources and support:

Faculty Advisers and Curriculum/Academic Progress Committees

All doctoral students are assigned faculty advisers upon entering their programs. Faculty advisers serve a number of roles, including academic adviser, research mentor, career adviser and professional colleague. In addition to traditional academic advising from faculty, doctoral students in some departments have the option of forming a curriculum committee to advise them on coursework and other professional preparation experiences.

Mentored Research

Doctoral students have opportunities to work as graduate research assistants on funded faculty research projects at the Gillings School and through the many research centers on campus, including the Sheps Center for Health Services Research, the Carolina Population Center, the VA Center for Health Promotion and Disease Promotion, the Lineberger Comprehensive Cancer Center and many more.

Funding

Doctoral students at the Gillings School are successful in obtaining funding from a variety of sources, including (but not limited to):

- Teaching assistantships or fellowships;
- Research assistantships;
- Federal traineeships;
- [Gillings School and departmental awards](#) [ERF];
- [Graduate school fellowships, grants, scholarships and awards](#) [ERF] (e.g., Royster Awards, Merit Awards, North Carolina Excellence Fellowship for Incoming Students, Dissertation Completion awards and Summer Research Fellowship); and
- Dissertation funding from UNC-Chapel Hill research centers (e.g., Lineberger Comprehensive Cancer Center, Sheps Center for Health Services Research), the federal government (e.g., NIH, HRSA, NIOSH) and non-federal sources (e.g., Bristol Meyers-Squibb, Duke Clinical Research Institute).

Additional Forms of Support

Many additional forms of support are available to help students obtain funding and excel academically and professionally. Examples include, but are not limited to, the following.

- The [UNC Center for Faculty Excellence](#) [ERF], which offers a graduate teaching assistant orientation, future faculty fellowship programs and workshops specifically designed for graduate students serving as teaching assistants and teaching fellows.
- The [UNC Graduate Funding Information Center](#) [ERF], which provides a funding information portal, identifying funding workshops, individual consultations, a newsletter and funding opportunity announcements via email.
- The [UNC Graduate School Professional Development Program](#) [ERF], which offers career and professional development resources and events and courses to help graduate students develop foundational skills in communication, academic development (scholarship, teaching and mentorship), leadership and professionalism.
- The UNC Graduate Student Federation, which offers a dissertation boot camp and travel awards to assist with conference- and research-related travel expenses.
- Program-specific professional development workshops and events specifically for doctoral students.
- Gillings School and department-specific travel funds to attend and present at professional meetings.
- Gillings Merit Scholars and Dissertation Awards (enabled by Gillings gift funds), established to help the School recruit and support graduate students with exceptional promise and potential.

2.12.c Doctoral Students

Required Documentation: Data on student progression through each of the School's doctoral programs, to include the total number of students enrolled, number of students completing coursework and number of students in candidacy for each doctoral program.

See Table 2.12.1, below, for data on the number of active students in each doctoral degree program, as well as applications, acceptances, enrollments and graduates for the last three years.

	DrPH BIOS	PhD BIOS	PhD ESE	PhD EPID	PhD HB	DrPH HPM	PhD HPM	PhD MCH	PhD NUTR
# newly admitted in fall, 2016	3	19	9	35	12	16	13	6	10
# currently enrolled (total) in fall, 2016	23	88	56	174	54	43	68	20	45
# who completed all required coursework during the 2015–16 academic year	10	10	8	26	14	10	15	5	11
# who advanced to candidacy during the 2015–16 academic year	2	11	8	34	12	9	13	4	5
# who graduated in the 2015–16 academic year	2	12	16	29	7	19	10	5	12

2.12.d Doctoral-Specific Coursework

Required Documentation: Identification of specific coursework, for each degree, that is aimed at doctoral-level education.

Specific coursework for each doctoral degree is detailed below:

Coursework Aimed at Doctoral-Level Education

DrPH in Biostatistics (credit hours are shown in parentheses)

- BIOS 672: Probability and Statistical Inference (4)
- BIOS 673: Probability and Statistics (4)
- BIOS 752: Design and Analysis of Clinical Trials (3)
- BIOS 762: Probability and Statistics (4)
- BIOS 765: Models and Methodology in Categorical Data (3)
- BIOS 767: Longitudinal Data Analysis (4)
- BIOS 841: Principles in Statistical Consulting (3)
- BIOS 842: Practice in Statistical Consulting (variable)
- BIOS 843: Seminar in Biostatistics (1)
- BIOS 994: Doctoral Dissertation (3)
- EPID 733: Clinical Trials (4)
- EPID 818: Analytical Methods in Nutritional Epidemiology (3)

PhD in Biostatistics (credit hours are shown in parentheses)

- BIOS 735: Statistical Computing (3)
- BIOS 760: Advanced Probability and Statistical Inference I (4)
- BIOS 761: Advanced Probability and Statistical Inference II (4)
- BIOS 762: Theory of Linear Models I (4)
- BIOS 767: Longitudinal Data Analysis (4)
- BIOS 776: Causal Inference in Biomedical Research (3)
- BIOS 779: Bayesian Statistics (4)
- BIOS 784: Introduction to Computational Biology (3)
- BIOS 780: Theory and Methods for Survival Analysis (3)
- BIOS 841: Principals of Statistical Consulting (3)
- BIOS 843: Seminar in Biostatistics (1)
- BIOS 850: Training in Statistical Teaching in the Health Sciences (variable)
- BIOS 994: Doctoral Dissertation (3)

PhD in Environmental Sciences and Engineering (credit hours are shown in parentheses)

- ENVR 707: Advanced Technology (3)
- ENVR 710: Environmental Process Biotechnology (3)
- ENVR 724: Current Topics in Environmental Analytical Chemistry (1)
- ENVR 726: Instrumental Methods for the Chemical Analysis of Environmental Samples (3)
- ENVR 755: Analysis of Water Resource Systems (3)

- ENVR 756: Physical/Chemical Treatment Processes (3)
- ENVR 759: Multiphase Transport Phenomena (3)
- ENVR 761: Numerical ODE/PDE, I (3)
- ENVR 762: Numerical ODE/PDE II (3)
- ENVR 763: Mathematical Modeling I (3)
- ENVR 764: Mathematical Modeling II (3)
- ENVR 765: Model-based Exposure Mapping and Risk Assessment (3)
- ENVR 770: Biological Monitoring (3)
- ENVR 773: Modeling Atmospheric Chemistry (3)
- ENVR 780: Urban Water Services Planning and Design (3)
- ENVR 785: Public Investment Theory (3)
- ENVR 850: Systems Analysis in Environmental Planning (3)
- ENVR 890.2: Problems in Environmental Sciences and Engineering: Science and Technology of Membranes for Water Purification (3)
- ENVR 890.3: Problems in Environmental Sciences and Engineering: Air Quality Seminar (1)
- ENVR 991: Research in Environmental Sciences and Engineering (variable)
- ENVR 994: Doctoral Dissertation (3)

PhD in Epidemiology (credit hours are shown in parentheses)

- BIOS 600: Principles of Statistical Inference (3) or BIOS 550: Elements of Probability and Statistical Inference I (4)
- BIOS 545: Principles of Experimental Analysis (3) or BIOS 663: Intermediate Linear Models (4)
- EPID 705: Introduction to Deductive Logic and Probability Logic in Epidemiology (2)
- EPID 710: Fundamentals of Epidemiology (4)
- EPID 715: Theory and Quantitative Methods in Epidemiology (4)
- EPID 716: Epidemiologic Data Analysis (2)
- EPID 718: Analytic Methods in Observational Epidemiology (3)
- EPID 722: Epidemiologic Analysis of Time-to-Event Data (4)
- EPID 725: Research Planning Workshop (0.5)
- EPID 726: Epidemiologic Research Methods (3)
- EPID 994: Doctoral Dissertation (3)

PhD in Health Behavior (credit hours are shown in parentheses)

- HBEH 760: Advanced Research Methods (3)
- HBEH 761: Generalized Linear Modeling with Health Behavior Applications (3)
- HBEH 811: Development and Evaluation of Health Promotion and Disease Prevention Interventions (3)
- HBEH 812: Professional Development I (2)
- HBEH 813: Professional Development II (1)
- HBEH 815: Foundations of Health Behavior I (3)
- HBEH 816: Foundations of Health Behavior II (3)
- HBEH 850: Methods for Modeling Grouped and Longitudinal Data (3)

- HBEH 851: Measurement (4)
- HBEH 860: Research Proposal Development (3)
- HBEH 994: Doctoral Dissertation (3)

DrPH in Health Policy and Management (credit hours are shown in parentheses)

- HPM 759: Health Policy Analysis and Advocacy for Leaders (2)
- HPM 810: Leadership in Public Health Law and Ethics (2)
- HPM 820: Organizational Leadership Theory and Practice (2)
- HPM 823: Leadership in Global Health Systems (2)
- HPM 860: Population Perspectives for Health (1)
- HPM 940: Leadership in Health Informatics (2)
- HPM 945: Dissertation Preparation and Planning I (2)
- HPM 946: Dissertation Preparation and Planning II (1)
- HPM 947: Dissertation Preparation and Planning III (1)
- HPM 950: The Research Process (1)
- HPM 951: Literature Review and Appraisal (2)
- HPM 953: Essentials of Practice-based Research (2)
- HPM 955: Strategic Thinking and Implementation (2)
- HPM 956: Fundamentals of Research Analysis (3)
- HPM 957: Executive Communication (2)
- HPM 958: Financial Leadership in the Era of Sarbanes-Oxley (2)
- HPM 959: Strategic Management in Health Leadership (2)
- HPM 962: Marketing and Public Relations for Health Leaders (2)
- HPM 963: Program Evaluation for Health Leaders (2)
- HPM 994: Doctoral Dissertation (3)

PhD in Health Policy and Management (credit hours are shown in parentheses)

- HPM 880: Math/Stata Tutorial (1)
- HPM 881: Linear Regression Models (3)
- HPM 882: Advanced Methodology in Health Policy and Management (3)
- HPM 883: Analysis of Categorical Data (3)
- HPM 884: Health Services/Health Policy Research Methods I (3)
- HPM 885: Health Services/Health Policy Research Methods II (3)
- HPM 886: Advanced Health Services Research Methods (3)
- HPM 871: Seminar in Teaching Health Policy and Management (1)
- HPM 873: Research Seminar in Health Policy in Management (1)
- HPM 874: Advanced Research Seminar in Health Policy and Management (1)
- HPM 994: Doctoral Dissertation (3)

PhD in Maternal and Child Health (credit hours are shown in parentheses)

- MHCH 701: Foundations of Maternal and Child Health (4)
- MHCH 702: Foundations of Maternal and Child Health (4)

- MHCH 801: Maternal and Child Health Doctoral Seminar (3)
- MHCH 840 Section 1: Teaching Internship and Seminar (1)
- MHCH 840 Section 3: Research Internship (1)
- MHCH 859: Theoretical Foundations of Maternal and Child Health (3)
- MHCH 862: Maternal and Child Health Program Evaluation Research (3)
- MHCH 994: Doctoral Dissertation (3)

PhD in Nutrition (credit hours are shown in parentheses)

- NUTR 785: Graduate Teaching Experience (1)
- NUTR 880: Elements of Being a Scientist (3)
- NUTR 885: Doctoral Seminar (1)
- NUTR 910: Nutrition Research (3)
- NUTR 994: Doctoral Dissertation (3)
- Nutrition Biochemistry Students
 - ♦ NUTR 600: Human Metabolism: Macronutrients (3)
 - ♦ NUTR 620: Human Metabolism: Micronutrients (3)
 - ♦ NUTR 845: Nutrition Metabolism (3)
 - ♦ NUTR 920: Nutrition Research Rotations (3)
 - ♦ NUTR 861: Advanced Nutritional Biochemistry: Nutrition and Immunology (2)
 - ♦ NUTR 863: Advanced Nutritional Biochemistry: Microenvironments: Inflammation in Obesity, Atherosclerosis and Cancer (2)
 - ♦ NUTR 864: Advanced Nutritional Biochemistry: Oxidative Stress and Nutritional Antioxidants in Human Health and Disease (2)
 - ♦ NUTR 865: Advanced Nutritional Biochemistry: Nutrigenetics and Nutrigenomics (2)
 - ♦ NUTR 867: Advanced Nutritional Biochemistry: Vitamins and Disease (2)
 - ♦ NUTR 868: Advanced Nutritional Biochemistry: Nutrition and Cancer (2)
- Nutrition Epidemiology Students
 - ♦ NUTR 600: Human Metabolism: Macronutrients (3)
 - ♦ NUTR 620: Human Metabolism: Micronutrients (3)
 - ♦ NUTR 813: Nutritional Epidemiology (3)
 - ♦ NUTR 818: Analytical Methods in Nutrition Epidemiology (3)
 - ♦ EPID 705: Introduction to Deductive and Probability Logic in Epidemiology (2)
 - ♦ EPID 710: Fundamentals of Epidemiology (4)
 - ♦ EPID 715: Theory and Quantitative Methods in Epidemiology (4)
 - ♦ EPID 716: Epidemiologic Data Analysis (2)
 - ♦ Other advanced (700 and 800 level) epidemiology coursework

- Nutrition Intervention and Policy Students
 - ♦ NUTR 600: Human Metabolism: Macronutrients (3)
 - ♦ NUTR 620: Human Metabolism: Micronutrients (3)
 - ♦ NUTR 803: Nutrition Intervention Advanced Research Seminar (1)
 - ♦ NUTR 811: Development of Health Promotion and Disease Prevention Interventions (3)
 - ♦ NUTR 813: Nutritional Epidemiology (3)
- HBEH 753: Qualitative Research Methods (3)
- HBEH 760: Advanced Research Methods (3)
- HBEH 761: Generalized Linear Modeling with Health Behavior Applications (3)

2.12.e Assessment of Doctoral Degrees

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- Doctoral students in the Gillings School have clear expectations and extensive mentoring based on specific research interests, a well-defined pathway and a realistic timeline for doctoral degree completion across the Gillings School.
- Students who complete doctoral training have excellent job placement in a variety of settings, including the best academic, research and practice-based settings in the nation.

Weaknesses

- None

Plans

- Faculty and staff are working to increase funding opportunities and amounts for all doctoral students at the Gillings School, especially as competition for the best doctoral students is increasing. Specifically, the Gillings School's advancement office is working on a capital campaign to generate additional funding for all doctoral students, as well as to increase awareness of minority supplement funding to existing R-level NIH grants.
- To further support timely progression of doctoral students through the PhD program, Individual Development Plans (IDPs) are being utilized by several PhD programs and best practices for implementing IDPs will be shared at program director meetings.

This Criterion is met.

2.13 Joint Degrees

CEPH Criterion

If the School offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

2.13.a Dual-Degree Programs

Required Documentation: Identification of joint degree programs offered by the School. The instructional matrix in Criterion 2.1.1 may be referenced for this purpose.

The Gillings School has no joint degrees (e.g., defined by the University's Graduate School as a single degree developed jointly by two departments). The Gillings School offers dual degrees, defined by the Graduate School as the opportunity to earn degrees simultaneously from two departments in less time than if the degrees were pursued independently. (See Table 2.1.1, Instructional Matrix—Degrees and Specializations.)

2.13.b Dual-Degree Program Identification

Required Documentation: A list and description of how each joint degree program differs from the standard degree program. The School must explain the rationale for any credit sharing or substitution, as well as the process for validating that the joint degree curriculum is equivalent.

The dual-degree program does not alter the requirements for the MPH or MSPH degrees. As a result, the dual-degree program provides students with an efficient program that preserves the academic and structural integrity of both individual programs involved. The UNC-Chapel Hill [Graduate School Policy on Transdisciplinary Programs of Study](#) [ERF] allows 20–30 percent of the courses taken in one discipline to be transferred to the other program.

All MPH and MSPH dual-degree students must fulfill the following requirements:

- Take the five core public health courses or their approved substitutes (total of 15 credit hours) to attain depth and breadth in the core areas of public health knowledge (biostatistics, epidemiology, environmental health sciences, health services administration and social and behavioral sciences).
- Complete a field practicum.
- Complete a culminating experience, including a comprehensive exam and master's thesis (or approved alternatives).

Each department's specific core courses make up the remaining credits. Only after completing the final year of the program will candidates receive both degrees from the University.

In all cases, the requirements for the professional public health degree are the same as if the degree were to be completed independently.

2.13.c Assessment of Joint Degrees

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The Gillings School offers many dual-degree programs in collaboration with other nationally-ranked professional schools at UNC-Chapel Hill, such as the schools of Pharmacy, Law, Business, Social Work and Medicine.
- Given the academic strength of the UNC-Chapel Hill undergraduate population, the Gillings School offers several bachelor's-to-master's degree programs.
- Given student interest and a highly competitive and academically strong applicant pool, several departments now allow students to apply for an accelerated master's-to-doctoral program.

Weaknesses

- Enrollment in a few of the dual-degree programs is relatively low.

Plans

- Ongoing review of degree programs and competencies by sponsoring departments and the Academic Program Committee will be useful for determining whether to eliminate any dual-degree programs that are not sufficiently enrolled.
- Based on student, faculty and alumni interests/demands and emerging trends in the public health job market, we will entertain the possibility of offering a few new, targeted dual-degree programs.

This Criterion is met.

2.14 Distance Education or Executive Degree Programs

CEPH Criterion

If the School offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must (a) be consistent with the mission of the School and within the School's established areas of expertise, (b) be guided by clearly articulated student learning outcomes that are rigorously evaluated, (c) be subject to the same quality control processes that apply to other degree programs in the School and University and (d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the School offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communications and student services. The School must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The School must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

2.14.a Distance and Executive Degree Programs

Required Documentation: Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

The Gillings School's distance and executive degree programs are described in Criterion 2.14.b, below, and are included in Table 2.1.1, Instructional Matrix—Degrees and Specializations. They are:

- (1) The Executive MPH and Executive MHA offered by the Department of Health Policy and Management
- (2) The Online MPH Tracks offered by the Public Health Leadership Program, including the Global Online Track, the Leadership Track and the Occupational Health Nursing Track, and
- (3) The Executive DrPH in Health Leadership, offered by the Department of Health Policy and Management.

All of the online degree programs at Gillings fall under the purview of policies, standards and processes of the University's Graduate School. Additionally, the evaluation of courses is the same across the School, regardless of format. All the programs require students to engage in content and interactions with peers and faculty both online and face-to-face, with the exception of the Global Online track of the Public Health Leadership Program MPH, which is offered exclusively online.

2.14.b Online and Executive Degree Program Descriptions

Required Documentation: Description of the distance education or executive degree programs, including an explanation of the model or methods used, the School's rationale for offering these programs, the manner in which the School provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the School and the manner in which the School evaluates the educational outcomes, as well as the format and methods.

An important part of the Gillings School's mission is to improve the public's health by offering high-quality training opportunities for current professionals and practitioners, as well as the next generation of public health leaders. To achieve this goal, we offer online learning opportunities for students and working public health professionals throughout North Carolina, the U.S. and the world. The online learning option

is especially important for working adults who wish to obtain advanced degrees. Online learning also enables us to provide high-quality training for public health professionals in both local and global locations where educational opportunities may be limited and training needs are great.

The Gillings School is a recognized leader with a long history of offering excellent online training at UNC-Chapel Hill, throughout the state/region and around the world. We offer several online master's degrees and the oldest online Executive DrPH in Health Leadership in the U.S. Online learners have access to technical resources and support, as well as curricula that align with the graduate residential course requirements, provided in a convenient and flexible format and applicable to working public health professionals everywhere. The popularity of the Gillings School's online learning courses is evident in the fact that many of our residential students take one or more courses online during their studies.

Executive MPH and Executive MHA, Health Policy and Management

Description and Rationale

The executive, or distance learning, format for master's degree study was first offered by HPM in 1969 in response to a request from the North Carolina Division of Public Health Services to provide master's-level educational instruction to state and local public health administrators. In 1992 the program was broadened to cover a national and international audience. Today, the goal of the Executive Master's Program (EMP) is to prepare leaders to lead and manage public health and healthcare delivery systems by completing a comprehensive curriculum in management and leadership. Designed for working professionals worldwide, the [Executive MPH](#) and [Executive MHA](#) [ERF] programs include students from a variety of organizational settings, including integrated delivery systems, hospitals, HMOs, pharmaceutical firms, insurers, group practices, consulting firms, state and local health departments and other government agencies (e.g., CDC, Public Health Service, Indian Health Service, Department of Defense).

Executive MPH. The 49-credit-hour (16-course) Executive MPH curriculum is designed for those who aspire to executive public health positions. The program is designed specifically to help students improve decision-making capabilities and leadership skills.

Executive MHA. The 49-credit-hour (15-course) Executive MHA curriculum offers a thorough preparation in the management disciplines (e.g., accounting, finance, marketing, operations decision analysis and continuous quality improvement), plus a comprehensive understanding of the healthcare sector. The Executive MHA provides a concentration in health services management for those who aspire to executive positions in hospitals or related health care organizations.

Model and Methods

Students in the Executive MPH and Executive MHA programs complete coursework during the fall, spring and summer academic terms. At the beginning of each academic term (six days at the beginning of the fall term and four days at the beginning of the spring and summer terms) students come to campus to complete instruction on the two courses started in the previous term, take their final exams and/or present group projects, participate in a simulation event,⁴ and begin two new courses for the next term. During the longer six-day visits, students also engage in LEAN Six Sigma, MS Excel, and presentation and writing skills workshops.

While at home, students complete assignments and meet weekly with their classmates and faculty online. The EMP uses a combination of UNC's secure course management system (Sakai) and conferencing software (Adobe Connect) to deliver material. Content is provided in a variety of formats, including Word documents, pdf files, video files, voiced-over PowerPoint slides, Excel worksheets and web-based

⁴*Executive students participate in five end-of-semester simulations utilizing FranklinStateSim, the program's own database of state/county/city population health data. The simulations are designed to challenge students to apply the skills and knowledge they have learned in their coursework and demonstrate program competencies. Students work in teams, responding to different public health scenarios. The simulations provide students opportunities to make decisions and observe the consequences (both intended and unintended) of their actions.*

references. The course software (Sakai) also includes discussion forums, student interactive chat rooms and live sessions. Faculty also use a wide range of web-based tools such as blogs, wikis, YouTube and other tools to deliver content.

Administrative and Student Support Services

The director of the EMP has responsibility for all of the program's administrative affairs, including academic conduct, standards and requirements. The EMP also includes a program manager, located in the department's Student Services Office, who handles applications, admissions, advising, scheduling, coordinating residential time, communicating to faculty and students and preparing and providing information to students, such as policy manuals, cohort Facebook pages, University Graduate School forms and announcements. Student services staff ensure that all program requirements are met prior to graduation. They also respond to all inquiries; maintain current web content; publish announcements; pre-qualify applicants; provide information about EMP through a variety of channels, such as Google searches, Twitter, Facebook and LinkedIn; and survey students and graduates about improvements to the program.

Academic Rigor

The Executive MPH and Executive MHA programs are administered through the University's Graduate School and subject to the same policies, standards and oversight as the residential programs. In addition, the Executive MHA is equivalent in rigor, expectations, curricula and learning experiences to the residential MHA and shares CAHME (Commission on Accreditation of Healthcare Management Education) accreditation as a single academic program. Faculty in the executive and residential programs in HPM are in close collaboration and many teach in both programs. Faculty routinely share course syllabi and discuss course content. Adjunct faculty are invited to professional development seminars sponsored by the department. In 2009, the department adopted a competency-based and team-based initiative to improve content delivery, and adjunct faculty who teach in the EMP have been very active in these efforts. The EMP director, along with the Master's Advisory Committee, regularly reviews content, solicits input from students and meets with faculty to discuss ways to improve content delivery.

Evaluation of Educational Outcomes, Format and Methodologies

The Student Learning Outcomes report (described in criterion 2.7.a and available in the [ERF](#)) describes the procedures for assessing student educational outcomes and results and improvements for the past three years for the Executive MPH and Executive MHA programs.

To receive input and suggestions on program format and methodologies, the EMP director meets with students in an "all students" session every time they are on campus. Some of the suggestions from these sessions have resulted in major changes and improvements, including the adoption of the Executive MHA, the conversion to a predominantly online program and the shortening of the cycle for starting new cohorts. The director also meets with students on specific problems arising around courses or course requirements. The department evaluates the program through surveys of recent graduates. Material from these surveys is reviewed, and changes identified for improving programs are adopted. Currently the program and the department rapidly survey students and graduates with evaluation technologies such as Survey Monkey and other online tools.

Online MPH Tracks, Public Health Leadership Program

Description and Rationale

The Public Health Leadership Program (PHLP) has grown such that we now serve the most MPH degree-seeking students in the Gillings School and are the largest administrator of online graduate certificates. With a strong focus on practice, PHLP plays an important role in helping achieve the educational, dissemination, translational and service aims of the Gillings School.

PHLP currently offers an MPH degree program with three online tracks, each focusing on a specific target audience: the Global Online Track (GO MPH), the Leadership Track and the Occupational Health Nursing Track.

The Global Online Track (GO MPH). [The Global Online MPH \(GO MPH\)](#) [ERF] was established and enrolled the first cohort of students in summer, 2015. The GO MPH is intended to teach working professionals from around the world the skills needed to analyze and develop solutions to issues in global health through an interdisciplinary perspective, including leadership skills (e.g., applying contemporary leadership models in individual, organizational and community settings to address global health problems) and practice skills (e.g., integrating, applying and synthesizing knowledge to develop best implementation practices for promoting healthy communities).

The Leadership Track. The [Leadership Track](#) [ERF] is designed for new and experienced professionals interested in public health practice and in strengthening their leadership capabilities in a public health context. Applicants come from a variety of disciplines and have a range of experiences. To meet their needs, the Leadership Track curriculum builds on previous work experiences and allows some flexibility within the program of study. Students select one of the following study area concentrations as a means of organizing their course selection and tailoring the MPH to their particular interests: Field Epidemiology, Global Public Health, Public Health Nursing or Public Health Practice/Program Development. Field Epidemiology students develop advanced skills in applied epidemiology and learn to incorporate applied epidemiology into their professional endeavors. The global health concentration provides students with the insights and skills to solve complex global health problems. Public Health Nursing is designed for nurses who want to expand their roles as community and public health nurses. Public Health Practice/Program Development is recommended for students in professional positions who want to expand their public health practice knowledge and skills and hone their public health program development and evaluation skills.

The Occupational Health Nursing Track [The Occupational Health Nursing Track \(OHN\)](#) [ERF] is an interdisciplinary curriculum that supports the scientific and disciplinary development of occupational health nursing and provides opportunities to apply knowledge through a mentored practicum experience. Students are prepared for leadership/ management positions in industry, government and other occupational health settings; to act as consultants to business, industry and government, and to provide program planning and evaluation expertise. The OHN Track is accredited by the National League for Nursing (NLN) Commission for Nursing Education Accreditation (CNEA).

Model and Methods

All PHLP MPH tracks present class material via the internet and the Sakai course management system and have designed academic experiences to immerse students in a collaborative learning environment by leveraging technology that fosters community and high student engagement. The Global Online Track is completely online. The Leadership Track requires two separate on-campus visits, each of less than three days' duration, the first year. The OHN Track includes a substantial portion of instruction (not exceeding 25 percent) on campus.

Students meet online with their classmates and faculty weekly, asynchronously or synchronously as determined by the course faculty and the students, in order to complete weekly or bi-weekly assignments and work products. PHLP faculty use a combination of course software and conferencing software to deliver material. Content is provided in a variety of formats, including Word documents, pdf files, video files, voiced-over PowerPoint slides, Excel, course eReserves, VoiceThread and other web-enabled methods. Content is delivered via Sakai, the secure UNC-Chapel Hill course management system that includes discussion forums, student interactive chat rooms and both recorded and live sessions.

Administrative and Student Support Services

The program director is responsible for the overall administration of the program and for facilitating fulfillment of the academic, research and community engagement mission of PHLP. The individual MPH track directors provide leadership and direction in their respective programs. The PHLP graduate studies director provides guidance to students and assures compliance with the University's Graduate School policies and procedures.

The student services manager works together with other PHLP staff members to provide direct support to students and also ensures that all student degree requirements are met leading to graduation. The MPH coordinator has developed a "clubhouse" for online students, a space designed to help foster community and belonging—two cornerstones of adult online education. The MPH coordinator also arranges orientation and leadership workshop sessions and serves as the point of contact for MPH students. Additionally, the MPH coordinator serves as a reliable source of general information for online students, providing a "high-touch" approach that complements an otherwise mostly virtual link to online students.

Instructional and information systems (IIS) and the broader platform of campus-wide technology resources support the online programs' student technology needs. The IIS group includes support staff, such as instructional designers, who work with faculty to strengthen course design and delivery. Campus support includes hardware, software and services such as 24-hour help lines that are available to all students.

Academic Rigor

The Online MPH Tracks are administered through the University's Graduate School and subject to the same policies, standards and oversight as the residential programs. PHLP focuses on maintaining the highest level of quality in teaching and practice, conforming to the same rigorous ongoing review standards as other academic units in the Gillings School and University. The Public Health Nursing focus area (a concentration in the Leadership Track) and the Occupational Health Nursing Track also meet the specialized standards of the National League for Nursing and both are accredited by that organization. PHLP's use of continuous quality improvement (characterized by systematic evaluation with ongoing data collection and analysis) helps PHLP identify and correct problems and develop online courses and programs that meet the continuously changing needs of online students.

Evaluation of Educational Outcomes, Format and Methodologies

The Student Learning Outcomes reports (described in criterion 2.7.a and available in the [ERF](#)) describe the procedures for assessing student educational outcomes and results and improvements for the past three years for the Online MPH Tracks.

Since 2011, PHLP has used a uniform, Schoolwide online course evaluation for all courses. This evaluation assesses a number of items about a given course, the instructor (and co-instructors and teaching assistants, if applicable) and the teaching environment. Each instructor is provided the aggregated evaluation data submitted for each of his or her courses. The PHLP director also receives the data for each individual course, as well as summary data for the academic unit as a whole, at the end of each academic term.

Illustrative of the value placed on teaching in this program, there is an assigned faculty member with expertise in pedagogy and evaluation to lead faculty in this area. This evaluation has led to the development of two routine processes designed to improve teaching. First, the evaluating faculty member leads a faculty discussion after each fall and spring semester, with a primary goal of sharing ideas for improving what worked best and what did not, based in large part on feedback received in student evaluations. This process (dubbed “teacher talk” by the facilitator) promotes sharing of best practices in problem-solving and pedagogical techniques. The second process helps to identify areas of both strength and weakness. The evaluating faculty member and the PHLP director review course evaluations. Six questions have been selected from the Gillings School's overall course evaluation for monitoring, and individual faculty scores on these indicators are compared to PHLP averages. Additionally, all student comments are reviewed to identify complaints and praise. This process allows us to identify courses that have lower scores compared with PHLP's average scores and also to recognize noteworthy successes. Faculty discuss their course evaluations with the PHLP director during their annual goals meetings, which is part of their faculty review. PHLP faculty consider teaching to be their primary role. These processes enable continued pride in teaching excellence.

Executive DrPH in Health Leadership, Health Policy and Management

Description and Rationale

The [Executive DrPH in Health Leadership](#) [ERF] (see also Criterion 2.12, Doctoral Degrees) offered by Health Policy and Management prepares mid-career professionals for top positions in organizations working to improve the public's health. The program addresses the widely acknowledged need to develop stronger leaders committed to improving the health of the public. Students in the three-year, cohort-based program may be based in the U.S. or abroad, provided they have reliable access to high-speed internet services.

Model and Methods

Students receive instruction on campus for three to five days in late August, between the fall and spring semesters (early January) and between the spring and summer semesters (May). Otherwise, all learning takes place online. During the first August visit, students are oriented to the program, the department and the University. In addition, they participate in group discussions with top health care and public health leaders, are introduced to the remainder of the first-semester curriculum and receive software training. Thereafter, students connect to faculty and peers mainly via computer. Every course in the first two years is required of every student. The focus in the third year is on writing the dissertation, although students may also take two electives at that time.

The DrPH program makes substantial use of video-conferencing technologies (Adobe Connect), allowing students, faculty and guest speakers to interact productively by supporting live video, audio and data sharing. Each week, students receive study materials (such as recorded videos, narrative case studies, datasets and readings) online and must complete required tasks before their regularly scheduled weekly late afternoon or evening class sessions (convened live via internet video). The three-hour synchronous learning sessions are led by the faculty member or guest speaker responsible for a given component of the curriculum. Students are visible to faculty through Adobe Connect so that student participation can be verified.

Administrative and Student Support Services

The director of the Executive DrPH in Health Leadership is responsible for all of the program's administrative affairs, including administration of academic conduct, standards and requirements. In addition, the director recommends admissions and financial support, helps to match advisers to students, approves dissertation committee chairs and members, advises the committees on interpretation of policies and requirements, rules on petitions in accordance with Gillings School and the University's Graduate School guidelines and fulfills any other administrative duties or responsibilities delegated by the HPM chair. A DrPH advisory committee and commissions committee advise the director with regard to all program-related issues (e.g., admissions, curriculum).

The DrPH program director and HPM student services staff are available to work with students on general program matters and course registration issues. The DrPH program director serves as the initial adviser for students until about mid-way through their first year, when they are paired with a faculty member who can serve as their dissertation chair. The DrPH program director continues to answer general program requirements for students throughout the students' involvement in the program, while the dissertation chair is largely responsible for helping students complete the dissertation.

Academic Rigor

The Executive DrPH in Health Leadership is administered through the University's Graduate School and is, therefore, subject to the same level of scrutiny and oversight as the residential doctoral programs at the University. All executive DrPH courses are approved through the department's and Gillings School's established processes and are evaluated with the same tools as residential classes.

Evaluation of Educational Outcomes, Format and Methodologies

The Student Learning Outcomes report (described in criterion 2.7.a and available in the [ERF](#)) describes the procedures for assessing student educational outcomes and results and improvements for the past three years for the Executive DrPH in Health Leadership.

Evaluation of educational outcomes, format and methodologies includes both short-range and longer-range approaches. In the short-range category, we conduct informal, in-person debriefings at the conclusion of each on-campus session with each cohort. Other short-term measures include reviewing electronic course evaluations (completed by students at the end of each semester).

We also use two longer-range approaches to evaluate the executive DrPH program. First, we maintain a database that includes student contact information, dissertation topic, years of matriculation and graduation, students' employment positions/titles when they started the program and current positions and titles. Of particular interest, the database documents graduates' career development from position at graduation to five and 10 years post-graduation and beyond. Second, we survey graduates to determine the extent to which they possess the competencies required for doctoral-level leadership and for their current positions. The program has conducted periodic student surveys to obtain information about the students' experiences in the program, as well as about ways in which the program has affected students' lives. The most recent DrPH Student and Alumni Survey [\[ERF\]](#) was sent to students in June, 2015 and includes questions about core competencies and the potential for ongoing involvement with the program post-graduation.

2.14.c Student Identity Verification Processes

Required Documentation: Description of the processes that the School uses to verify that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

The University's policy of assigning each student an ONYEN ("only name you'll ever need") at registration offers each student a unique password-protected identity for access to academic resources, including online courses and examinations. All academic record-keeping, including grades, credit and conferral of degrees, is linked to a student's ONYEN, establishing and confirming identity from registration onwards.

On-campus sessions and online video conferencing, where students interact with each other and faculty, further verify student identity for instructors. In addition, students become personally known to instructors, as in a face-to-face classroom, through personal virtual and on-campus (for some programs) interactions. Instructors expect substantive written work as part of weekly coursework that is often specifically tailored to students' professional work. This allows instructors to develop an understanding of individual writing style and quality of work over the course of a semester. Pedagogically, the nature of the assessment in our programs is heavily project-based, which minimizes the need for proctoring services and allows faculty to rely on scaffolding and comparison of student work over the course of each term.

Student identity is consistently verified at the University, Gillings School and cohort levels. As a condition of joining the UNC-Chapel Hill community, all students pledge "not to lie, cheat, or steal" and to hold themselves, as members of the University community, to a high standard of academic and non-academic conduct while both on and off campus. This commitment to academic integrity, ethical behavior, personal responsibility and civil discourse is codified in the [University's Honor Code](#) [ERF].

2.14.d Assessment of Distance Education or Executive Degree Programs

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The Gillings School has a long history and proud tradition of offering excellent online programs which enable students to achieve required public health knowledge, competencies and leadership skills while remaining employed.
- The Center for Faculty Excellence and Gillings School's Instructional Technology Specialist are available to guide faculty in online course design and best practices for teaching in an online environment. Online programs are regularly improved to foster increased community presence for faculty and students.

Weaknesses

- None

Plans

- The DrPH program has started to host a lunch for DrPH students and all HPM faculty to introduce students to the broader faculty. This enables students to learn more quickly and deeply about the research interests of the faculty and lets faculty know about the job experiences and research interests of the students to increase access to faculty and enhance the learning community of online students.
- In 2016, we began meeting with several third-party vendors to assist with design, update, marketing and promotion of online programs offered at the Gillings School.

This Criterion is met.

Criterion 3

Creation, Application and Advancement of Knowledge

3.1 Research

CEPH Criterion

The School shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

3.1.a Description of the School's Research Activities

Required Documentation: Description of the School's research activities, including policies, procedures and practices that support research and scholarly activities.

Research Activities at the Gillings School

Gillings School faculty are highly productive researchers, having the highest per capita grant productivity within UNC-Chapel Hill and contributing to the Gillings School being ranked among the top 3 schools of public health for NIH grants. Students participate in many of the research projects led by faculty. This research ranges from basic science projects conducted in the Gillings School's laboratories to clinical research and a large portfolio of community-based research projects (for more detail, see [Explore Our Research](#) [ERF]). Research productivity is consistent with our mission of improving public health, promoting individual well-being and eliminating health inequities across North Carolina and around the world. Research is one of our paths to solving some of the world's most important public health threats and challenges. We encourage faculty to pursue their research passions, and we do not restrict their grant applications to those that provide full indirect cost returns, although waivers are required by UNC-Chapel Hill when the full NIH rate is not allowed. While the money from research grants and indirect cost returns is obviously extremely important, it is not the only value. Research benefits our teaching and service activities as well. More than anything, we are problem solvers, and we recognize that some research fields and questions are harder to fund than others. Enabling our faculty to contribute to local and global problem solving is a fundamental Gillings School value. Faculty research productivity and contributions to public health are expectations for promotion, tenure and successful post-tenure reviews. While proportions differ by department, most faculty are expected to generate substantial portions of salary coverage through competitive grants and contracts. Student involvement in faculty research is integral to the development of the next generation of public health leaders and links research, teaching and practice in a holistic manner. As we will show, even in highly competitive periods when funding for many areas of interest to public health researchers has declined, our faculty have been extremely successful in obtaining grant funding, innovative in their research pursuits and highly productive in contributing new knowledge that informs public health practice and the next generation of public health solutions.

Faculty Research and Gillings School Priority-Setting for Investment to Achieve Impact

As indicated above, Gillings School faculty investigate a wide range of important public health topics aligned with their individual research interests and expertise. Individual faculty set their own research agendas, with chairs' oversight and mentoring to help navigate funding strategies. However, no school has unlimited funds to invest in research, and we are no different. When we have discretionary funds to invest, we want to assure that they have the greatest potential to achieve public health impact, including

improvement of public health practice and policy. Funding any possible topic without strategic guidance dilutes impact because solving complex public health problems requires depth and breadth of expertise, together with a long-term commitment to research, including research on how to bring solutions to scale. To address this concern, over the last decade we have undertaken three different processes to establish research priorities for discretionary investments (including priorities for Gillings Innovation Laboratories). These priorities also guide how our advancement staff use their time in seeking donor and foundation support. These are general guidelines and not an algorithm we follow slavishly. Each set of priorities has been adopted with substantial input from our community (faculty, staff, students, donors, boards and alumni). Decision making about priorities is made by our Dean's Council, as the Gillings School's senior leadership committee.

The three planning and priority-setting processes for Schoolwide research priorities are briefly described below.

1. During 2006, we used results from two previous rounds of strategic planning (efforts that had included substantial input from many individuals) to examine identified research priorities. We noted significant overlap between recommendations from the two planning rounds. The Dean's Council debated, discussed and refined these recommendations to a manageable set of topics and called them **strategic initiatives**. (See Table 3.1.a.1, Alignment of Previous Strategic Initiatives and Current Strategic Research Themes, below.) These initiatives guided strategic investments, including the first round of funding for the Gillings Innovation Laboratories, made possible by the \$50 million gift we received from Dennis and Joan Gillings in 2007.
2. In 2010–11, we undertook another round of strategic planning, called [SPH 2020](#) [ERF], which focused on teaching and learning, diversity and inclusion, research funding, and creating a global school. During this process, we obtained input from hundreds of individuals associated with the Gillings School and through formal voting within our Advisory Council and Public Health Foundation Board. Ultimately, the Dean's Council made decisions about where we would invest first. The investment decisions that resulted from this process were not only for the funding of research, but also included investments in diversity and inclusion, teaching and learning as well as research and global infrastructure. We also continued our strategic initiatives.
3. More recently, as Chancellor Folt has honed her UNC-Chapel Hill priorities, we, at the Gillings School, have created a set of **strategic research themes** aligned with University priorities to use them for the Gillings School's fundraising campaign and for allocating discretionary funds. To identify these themes, we examined the most current strategic initiatives at a June 2016 Dean's Council retreat and asked what was missing, what should be retired, and what should be continued but perhaps in a different format. Through that process, and with refinement afterwards, we developed a set of five strategic research themes which absorb the strategic initiatives. Permeating each of the five research themes are three cross-cutting themes: eliminating health inequities, strategic leadership and having a local and global focus. As Table 3.1.a.1, Alignment of Previous Strategic Initiatives and Current Strategic Research Themes, shows, our prior strategic initiatives and research themes were highly interrelated. The new strategic themes, however, are larger "buckets" that can be more inclusive, more amenable to changes in local and global needs, and more responsive to funding streams. Also, our Dean's Council recommended that instead of creating separate themes around eliminating health inequities and global focus, these themes should be embedded in all of our work, along with strategic leadership. This view better represents our overarching faculty, staff and student commitment to research on eliminating health inequities.

Table 3.1.a.1 Alignment of Previous Strategic Initiatives and Current Strategic Research Themes¹

Previous Strategic Initiatives	Obesity	Water	Global Health and Infectious Diseases	Health Disparities	Cancer
Cross-Cutting Themes: Eliminating Health Inequities; Strategic Leadership and Global/Local Focus	Current Strategic Research Themes				
	Deliver solutions faster.				
	<ul style="list-style-type: none"> • Accelerate implementation of effective public health processes, practices, programs and policies around the world to improve health, well-being and population health. • Lead the way in connected health (mHealth). • Save lives of mothers and children around the world by assuring that effective programs reach all corners of the world. • Increase pace of clinical trials so effective drugs benefit people faster. • Foster innovations in education and practice of implementation science. 				
	Promote health, prevent disease and improve care.				
	<ul style="list-style-type: none"> • Prevent emerging infectious diseases. • Prevent global non-communicable diseases, such as cancer, heart disease and diabetes. • Develop more effective treatments for diseases like diabetes and hypertension. • Improve survivorship for cancer and other diseases. • Improve mental health. • Lead in population health and education for population health. 				
	Promote healthy lives at every age.				
	<ul style="list-style-type: none"> • Reduce maternal and infant deaths. • Promote healthy aging. • Create a culture of health in N.C., U.S. and globally. • Prevent violence against women. • Prevent injuries. • Improve access to quality health care and engagement of patients in their care. 				
	Enable a healthy planet and healthy people.				
	<ul style="list-style-type: none"> • Protect air and water resources. • Improve access to clean water and sanitation in N.C., U.S. and worldwide. • Prepare for natural and man-made disasters. • Mitigate climate change effects. • Achieve One Health. 				
	Harness big data for health and well-being.				
	<ul style="list-style-type: none"> • Use big data to uncover the causes and consequences of disease. • Combine data from multiple sources to produce clearer pictures of disease impact and potential for prevention. • Create innovations in data visualization and analytics for health. • Assure that all Gillings School graduates are big data–literate. 				

¹The items below each research theme are examples only.

Research conducted by Gillings School faculty and students spans the globe, with projects in all 100 North Carolina counties, all 50 U.S. states and 82 countries across six continents. Consistent with the mission of eliminating health inequities in North Carolina and around the world, Gillings School researchers often focus on underserved, disadvantaged populations. Since 2010 our faculty have conducted more than 70 projects in Tier 1 (the most highly economically distressed) North Carolina counties and in many of the world's most disadvantaged nations, including the Democratic Republic of

Congo, Madagascar, Malawi, Mozambique and Liberia. Finally, strategic leadership unites all Gillings School endeavors, including leading research initiatives that not only make important contributions to science, but also positively impact the practice of public health.

Table 3.1.a.2, below, offers examples of Gillings School research projects/enterprises that reflect our strategic research themes.

Table 3.1.a.2 Research Activities that Highlight Gillings School Strategic Research Themes	
Strategic Theme	Project/Enterprise Description
Deliver Solutions Faster: Harnessing the tools of implementation science, the science of delivery, to accelerate provision of effective interventions	<ul style="list-style-type: none"> The Monitoring and Evaluation to Assess and Use Results Evaluation project (MEASURE) is a large, global research initiative, with a strong implementation science/practice-based research approach. Led by James Thomas, PhD, Associate Professor, EPID, this project is the recipient of the largest grant ever made to UNC-Chapel Hill and is now in Phase IV of an effort begun in 1997, with funding from USAID. Working in approximately 30 countries, MEASURE has been able to curb the upward trajectory for AIDS, malaria and tuberculosis for the world's most vulnerable populations. The Phase IV objective is to strengthen the capacity of the participating countries to gather, interpret and use data to improve health. The World Health Organization (WHO) Collaborating Center on Sexual and Reproductive Health, led by Herbert Peterson, MD, MPH, William R. Kenan, Jr. Distinguished Professor, MCH, uses implementation science methods to aid in the successful delivery of life-saving maternal and newborn health interventions in parts of the world where skilled medical care is in very short supply. The Consortium for Implementation Science [ERF] is a research partnership between lead faculty at the Gillings School (Rohit Ramaswamy, PhD, Clinical Associate Professor, MCH, and Daniel Lee, PhD, Professor, HPM) and RTI International focused on increasing research productivity in implementation science, turning research into real-world solutions in the U.S. and globally.
Promote Health, Prevent Disease and Improve Care: Preventing infectious diseases, cancer, diabetes, heart disease and stroke	<ul style="list-style-type: none"> Research by Myron Cohen, MD, (Joint) Professor, EPI, and Yeargan-Bate Distinguished Professor of Medicine, Microbiology and Immunology, showed that antiretroviral treatment prevents HIV transmission; this research was selected by <i>Science</i> magazine as the Breakthrough of the Year and led to changes in 2015 WHO healthcare guidelines. Shu Wen Ng, PhD, Research Associate Professor, NUTR, and Barry Popkin, PhD, William R. Kenan, Jr. Distinguished Professor, NUTR, conducted food-pricing policy simulation studies that led to Mexico's differential taxing of sugar-sweetened beverages as a means of preventing obesity and associated diseases. Tobacco-related research of Kurt Ribisl, and Noel Brewer, both Professors, HB, led to local/state policy restrictions on tobacco/electronic cigarette marketing and points-of-sale.
Promote Healthy Lives at Every Age: Focusing on what we can do to help people stay healthy throughout all stages of their lives, from early childhood through older age, and assuring that no one is left behind	<ul style="list-style-type: none"> Peggy Bentley, PhD, Chamblee Professor, NUTR, conducted research showing that antiretroviral treatment during lactation disrupted mother-to-baby HIV transmission, leading to revised WHO guidelines for infant feeding practices in HIV+ mothers. Sandra Martin, PhD, Professor, MCH, collaborated with the Association of American Universities to develop a campus sexual assault survey, now used in by many U.S. campuses, to provide information to guide development of University violence prevention and response procedures/policies.

Table 3.1.a.2 Research Activities that Highlight Gillings School Strategic Research Themes (cont'd)

Strategic Theme	Project/Enterprise Description
Enable a Healthy Planet and Healthy People: Addressing relationships between people and the environment, including access to clean water and sanitation, mitigating the effects of climate change and protecting our air	<ul style="list-style-type: none"> • Research conducted by Eric Whitsel, Research Associate Professor, EPID, was used by the U.S. Environmental Protection Agency to renew ozone standards. • Jacqueline MacDonald Gibson, PhD, Associate Professor, ESE, recently published research documenting that 99 percent of the 29,400 emergency department visits per year due to gastrointestinal illness attributable to microbial contamination in N.C. drinking water between 2007–2013, were associated with private wells. Extending community water service to populations that now rely on private wells would prevent thousands of emergency department visits annually, particularly in some of North Carolina's urbanized African-American neighborhoods. • Jason West, PhD, and Marc Serre, PhD, both Associate Professors, ESE, were recently appointed to the health and air quality applied sciences team (H-AQAST) at NASA, where they will evaluate the burden of ambient ozone for global human health. The team also will model the benefits to global air quality and health of reductions in greenhouse gases that were pledged in the 2015 Paris Agreement to address climate change.
Harness Big Data for Health and Well-Being: Using big data tools for public good and preparing the next generation of leaders to use big data effectively to improve lives	<ul style="list-style-type: none"> • Applying epidemiologic and related tools to the increasingly available universe of linked data, Anne-Marie Meyer, Research Assistant Professor, EPID, recently completed research that led to improvements in insurance reimbursement for radiation therapy for prostate cancer patients. • Michael Kosorok, PhD, distinguished professor, BIOS, co-directs the NIH-funded Big Data to Knowledge (BD2K) Training Grant program providing integrated training for 20 graduate students in three scientific areas: biomedical science, computer science/informatics and mathematics/statistics. The goal of the program is to prepare trainees to have a career-long relationship with Big Data and to build a community of graduate students, faculty and their research groups across the UNC-Chapel Hill campus, all with the common thread of team-oriented approaches to data-intensive health research.

A culture of research, innovation, and entrepreneurship. Many in the Gillings School community, along with their research partners, participate in innovative research and entrepreneurial activities.

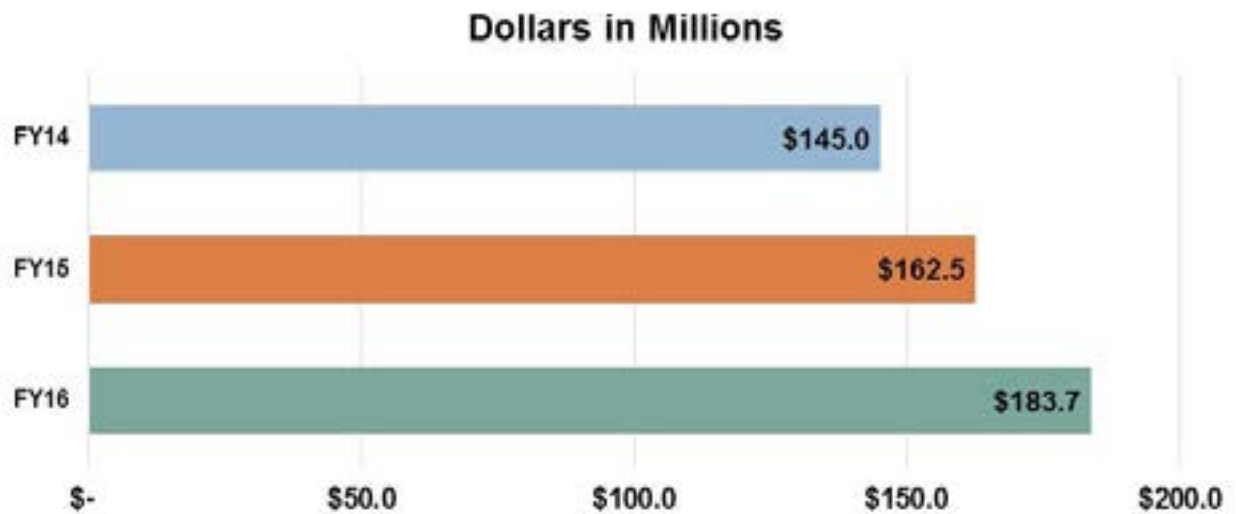
- **Faculty involvement in funded research.** The majority of tenure-track, tenured and research-track faculty at the Gillings School lead research projects. For example, during FY15, 163 faculty (81 percent) were principal investigators (PIs) on funded grants/contracts, with the average award size being \$997,000 and with an average of 2.45 awards per faculty PI. During FY15, 83 percent of tenured full professors were PIs, as were 73 percent of tenured/tenure-track associate professors and 58 percent of tenure-track assistant professors.
- **Students' involvement in funded research.** Many of the Gillings School's grants/contracts involve student as paid research assistants or accept student volunteers who do unpaid work on research projects. These opportunities enhance students' educational experiences and prepare them to be the next generation of public health leaders. Even students not actively working on funded research projects benefit from faculty research because course lectures often include discussions of faculty research activities. (Note: More information on student research participation is found in Criterion 3.1.e, Description of Student Involvement in Research.)
- **Innovation and entrepreneurship.** Gillings School faculty and students are innovators and entrepreneurs. Public health is now part of the University's very popular social entrepreneurship minor. Our faculty and students win entrepreneurial competitions, create and license intellectual property (IP), obtain patents, start companies and use implementation and evaluation (I+E)

techniques to increase the impact and scale of their work. The [Gillings Innovation Laboratories](#) (GILs) [ERF], funded by the \$50 million gift to the Gillings School in 2007 from Dennis and Joan Gillings, fund innovative, sometimes risky, faculty research to accelerate progress in addressing pressing public health concerns. Since that time, an internal committee has reviewed and awarded a total of twenty-six GILs to Gillings School faculty in [five subsequent funding cycles](#) [ERF]. The GILs have leveraged more than \$50 million of additional funding; more than 110 students have been funded on GILs research projects; more than 150 scientific publications have come out of GILs work, as have several patents, licenses and start-up companies. Two Health Behavior doctoral students were among five teams—and the only student team—funded in September 2016 by DHHS as part of Innovation Next. They will receive substantial funding (more than \$300,000) to develop an app, called RealTalk, which educates adolescents about sexual behavior, norms and related issues.

- **Collaboration and team science.** Gillings School research and entrepreneurial projects are usually interdisciplinary and collaborative, including faculty from multiple departments within the Gillings School and across the University, as well as individuals who are external to UNC-Chapel Hill. Gillings School research includes [approximately 1,200 partner units external to the University each year](#) [ERF]. [Centers, Institutes and Laboratories](#) [ERF] often provide the infrastructure and support services necessary to help student scholars and faculty scientists produce interdisciplinary research. Approximately 42 percent (\$60.6 million) of the Gillings School's grants/contracts were administered through these units during FY14, 59 percent (\$95.2 million) were so administered in FY15 and 60 percent (\$110 million) during FY16.

Grant and contract funding. Despite a flattening of the federal budget, Gillings School faculty have not only maintained, but increased, grant and contract funding in the past three years (see Figure 3.1.a.1). FY16 yielded the highest level of annual external funding received to date (\$183.7 million).

Figure 3.1.a.1 Total Dollars of External Grants and Contracts Awarded to Gillings School Principal Investigators¹ for FY14–16

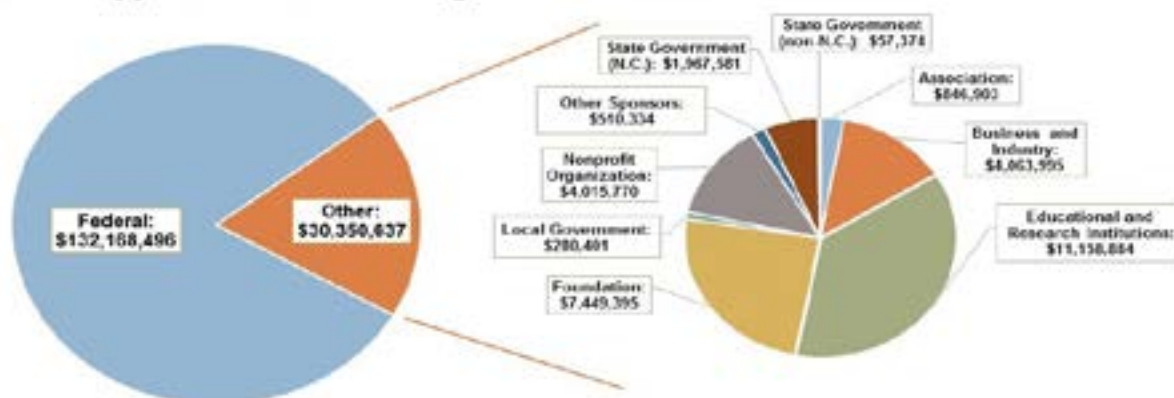


¹Source: "Total Amount" in RAMSeS (UNC-CH data proposal management system) for research projects awarded to Gillings School PIs during FY14, 15 and 16.

Gillings School researchers are funded from a variety of sources (see Table 3.1.1 Current Research Activity of Primary Faculty in the [ERF](#) for a list of sponsors), with federal funding constituting approximately 75–80 percent of externally funded awards. Faculty also receive funding through subcontracts with other educational and research institutions and from non-federal sources such as foundations, business/industry and other groups (see Figure 3.1.a.2 for FY15 sources of funding).

Figure 3.1.a.2 Sources of Funding for Grants and Contracts Awarded to Gillings' Principal Investigators for FY15¹

Sponsor Type/Amount of Funding



¹Source: "Sponsor Type" in RAMSeS for research projects awarded to Gillings School PIs during FY15.

²FY16 data is currently being analyzed. Updated information will be provided at the time of the site visit.

The National Institutes of Health (NIH) is an important funder of Gillings School researchers. During FY15 the Gillings School received 107 NIH awards totaling \$59 million. During each of the past three NIH fiscal years (FY13–FY15), the Gillings School placed first overall in dollars awarded by the NIH to public schools of public health and third overall for all schools of public health (analysis conducted using NIH Research Portfolio Online Reporting Tools, [RePORT](#) [ERF]). Additional important federal funding sources include the United States Agency for International Development (USAID), the Centers for Disease Control and Prevention (CDC), the National Science Foundation (NSF) and others.

Research dissemination. Gillings School faculty disseminate research findings via multiple venues, including scientific publications, with approximately 1,300–1,400 articles published annually (see the Research section of Metrics Table 1.1.d on page 3 of this report or individual Research Metrics Table 1.1.d in the [ERF](#)), approximately 21 percent of which include student co-authors. From 2014 to 2016, the average number of publications per year was six for assistant professors, nine for associate professors, and 11 for full professors. Many of these publications are in top-tiered journals such as the *New England Journal of Medicine*, *American Journal of Public Health*, *Journal of the American Medical Association* and journals in the *Nature* and *Lancet* series. During 2015, three Gillings School faculty were included in the 2015 Thomson Reuters list of Highly Cited Researchers, namely, **Gerardo Heiss, MD, Kenan Distinguished Professor, EPID**, **Yun Li, associate professor, BIOS and genetics**, and **Barry Popkin, PhD, William R. Kenan, Jr. Distinguished Professor, NUTR**.

Gillings School researchers use a variety of strategies to bring the results and benefits of their research to people around the world, including presentations at scientific meetings, media interviews and briefings for governmental bodies (including the U.S. Congress, the N.C. legislature and state and local health departments) and community organizations. Research findings are also published in numerous newsletters and in the semi-annual magazine [Carolina Public Health](#) [ERF] and are promoted via the [ASPPH Friday Letter](#) [ERF] and social media. To foster ongoing internal communications about key research results, a bimonthly "Lunch with the Dean" series invites different faculty to discuss their research and research findings. We also connect faculty to a variety of research resources. The Gillings School has also contributed resources to the development and sustainability of [REACH NC](#) [ERF], a web portal that enables users to identify the research projects and publications of UNC-Chapel Hill researchers, search for researchers working within various content areas, examine research collaborations and obtain Altmetric data summarizing the research information posted on social media, websites etc.

We recognize that research dissemination requires far more than passive methods to become practice. Our faculty also have developed research dissemination cores for large grants and are part of research networks that have explicit expectations to move research into practice. In addition, faculty submit evidence-based interventions to various peer-reviewed portals maintained by funders, such as the NCI's Cancer Control PLANET and the Substance Abuse and Mental Health Services Administration (SAMHSA). Currently, the University hosts two Coordinating Centers for national thematic research networks funded by the Centers for Disease Control through the UNC Center for Health Promotion and Disease Prevention: The Cancer Prevention and Control Research Network, directed by **Stephanie Wheeler, PhD, associate professor, HPM**, and The Workplace Health Research Network, directed by **Laura Linnan, ScD, professor, HB, and associate dean for academic and student affairs**. Different researchers have worked with relevant funders and gatekeepers to adopt and implement evidence-based interventions, and our implementation science efforts are focused on the challenge of moving evidence-based interventions into sustainable practice.

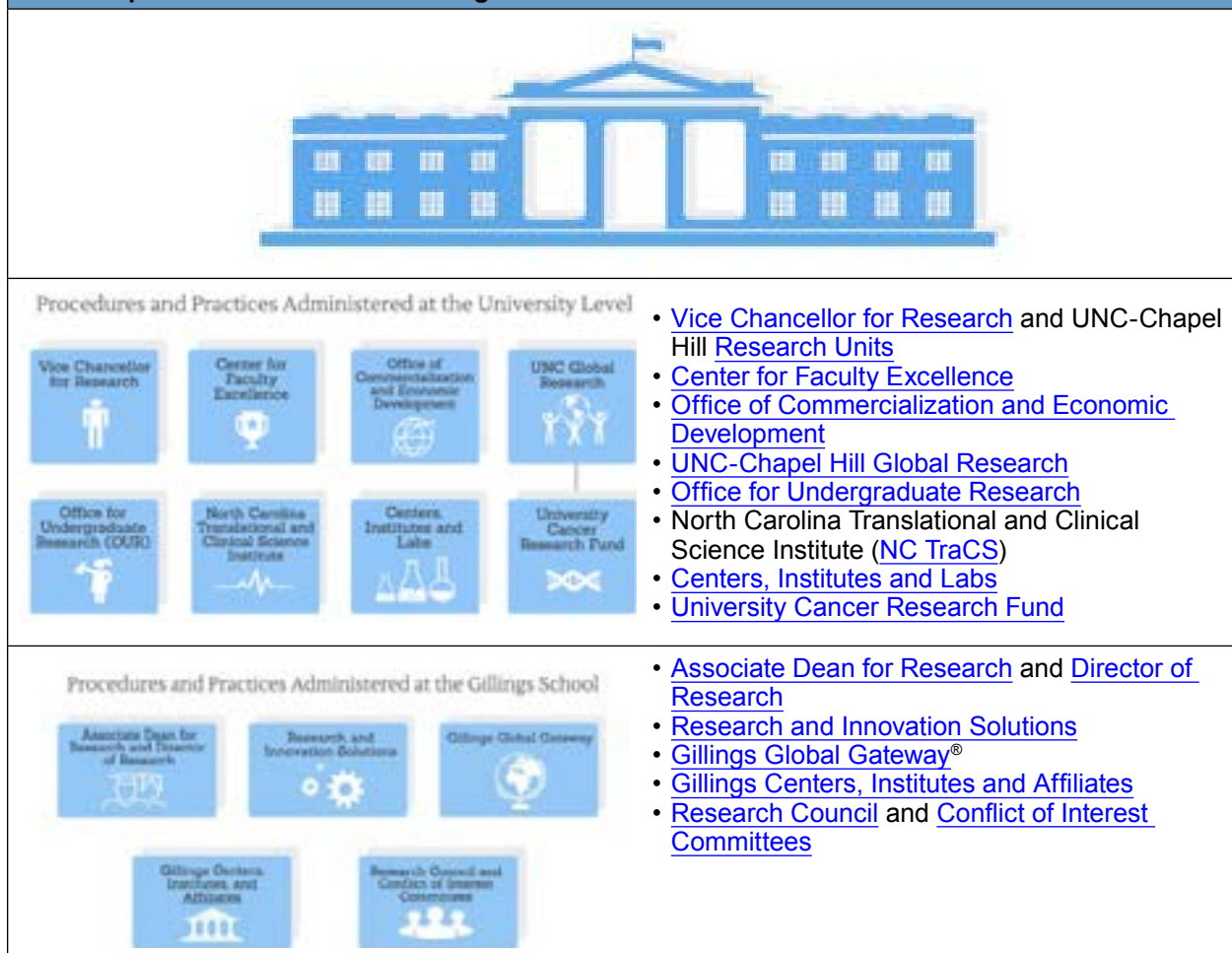
Policies, Procedures and Practices Supporting Research and Scholarly Activities

Policies. Gillings School researchers and research administrators comply with multiple governing policies, including federal regulations, state statutes and policies of the UNC System's General Administration, UNC-Chapel Hill campus and the Gillings School. Table 3.1.a.3, Federal Regulations, University and Gillings School Policies Supporting Research and Scholarly Activities (below), summarizes research policies and procedures spanning these levels.

Table 3.1.a.3 Federal Regulations, University and Gillings School Policies Supporting Research and Scholarly Activities	
Federal Regulations, Guidelines and Policies	http://research.unc.edu/researchers/policies-procedures/federal-regulations/ [ERF]
University Policies and Guidelines	http://research.unc.edu/researchers/policies-procedures/university-policies-guidelines/ [ERF]
Additional Gillings School Research Resources	http://sph.unc.edu/research/guide/ [ERF]

Procedures and practices. Research and scholarly activities are supported by a variety of procedures and practices, administered by multiple offices at the University, Gillings School and departmental levels (all links listed in Table 3.1.a.4 are included in [ERF](#)).

Figure 3.1.a.4 Procedures and Practices to Support Research and Scholarly Activities at UNC-Chapel Hill and within the Gillings School



Within Gillings departments, there are additional procedures and practices to support research and scholarly activities. **Finance staff, research administrators and business managers** oversee pre- and post-award management for projects within their departments, including financial reporting and management, regulatory compliance and all other aspects of research administration. They work directly with the [UNC-Chapel Hill Office of Sponsored Research](#) [ERF] on these issues. When grants are administered through centers and institutes, a similar process occurs but managed through their staff. A wealth of resources and research support are available to UNC faculty and are summarized in Figure 3.1.a.4.

3.1.b Description of Current Research

Required Documentation: Description of current research undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

Research Undertaken In Collaboration with Local, State, National or International Health Agencies and Community-Based Organizations

Many Gillings School projects are undertaken in collaboration with local, state, national and international health agencies and community-based organizations, consistent with the Gillings School's mission to translate research into effective practices and sound policies and to serve North Carolina and beyond through outreach, engagement, education of citizens and health professionals and application of solutions to public health threats and problems. This work reflects the Gillings School's value of employing an engaged public health approach to be accountable and responsible to communities. Table 3.1.b.1, Community Locations of Research [ERF], shows the locations where our research is directly relevant to particular communities. Because our research activities are so extensive, we have provided selected examples in the sections below. Table 3.1.1, Current Research Activity of Primary Faculty [ERF], includes a list of all primary faculty research activity.

Collaboration with local and state health agencies. Partnerships with local and state health agencies and organizations have resulted in numerous public health solutions. The bullets below provide recent examples of collaborative work with health agencies across North Carolina and other states.

- **Project Lazarus: Ending the North Carolina prescription drug overdose epidemic.** Project Lazarus, a drug overdose prevention program, was created by student **Nabarun Dasgupta, PhD, EPID** graduate (2013) and his colleagues. When implemented in N.C. counties with some of the highest prescription drug overdose rates in the U.S., it transformed these counties so that they now have the lowest overdose rates in the country. Project Lazarus was cited by the White House as a model drug overdose prevention program. Currently called the [Project Lazarus/Chronic Pain Initiative \(PL/CPI\)](#) [ERF], Project Lazarus is collaborating with NC's Medicaid Authority to expand to all counties in the State. Additionally, other states are adapting the program for their use.
- **Improving stroke care across North Carolina: The N.C. Stroke Care Collaborative.** North Carolina is part of the nation's "stroke belt," a region of the U.S. with exceptionally high rates of stroke mortality. Research and programs led by **Wayne Rosamond, PhD, professor, EPID**, and his colleagues have led to dramatic improvements in the quality of stroke diagnosis and treatment in N.C. hospitals participating in the Collaborative. Rosamond noted that this success came about partly through direct support from the N.C. legislature.
- **Improving Healthy Food Access through Policy and Environmental Change program.** This program funded by the N.C. Division of Social Services is in six counties in North Carolina with the goal of increasing the accessibility and availability of healthy food options among Supplemental Nutrition Assistance Program (SNAP; formerly the food stamp program) recipients. Led by **Molly DeMarco, PhD, research assistant professor, NUTR**, the program includes procuring and promoting healthy food items, promoting farmers' markets that accept SNAP electronic benefit transfer (EBT) and providing technical assistance to obtain a SNAP-EBT machine for farmers' markets that are currently without this equipment. This program will also coordinate farmers' market tours, build and maintain community gardens and host workshops on gardening and healthy eating.
- **Health risks at San Diego beaches.** **Jill Stewart, PhD, associate professor, ESE**, worked with the Southern California Coastal Water Research Project examining coliphage risk at beaches in San Diego County to evaluate the feasibility of monitoring viruses from beach waters and thus determine if measurement of coliphages correlates with illness in surfers exposed to ocean waters.
- **Go NAPSACC.** **Dianne Ward, EdD, professor, NUTR**, initially developed the program in collaboration with child care centers across North Carolina. When the program was shown to be effective, Ward and collaborators began the process of disseminating it across the U.S. and beyond.

A special collaboration with the Oklahoma State Department of Health and more than 200 Oklahoma child care providers is enabling development of a suite of online tools that guide child care providers through a five-step process to improve childhood nutrition and physical activity.

- **Link between leukemia and inhaled formaldehyde.** In collaboration with the Texas Commission on Environmental Quality, **James Swenberg, PhD, DVM, Kenan Distinguished Professor, ESE**, and director of the Center for Environmental Health and Susceptibility, is examining how inhaled formaldehyde may lead to leukemia.

Collaboration with national health agencies. Gillings School researchers have many collaborations with various national health agencies, including the Departments of the Cabinet and Health and Human Services agencies that fund 75–80 percent of external grants and contracts (including cooperative agreements) awarded to Gillings School PIs each year. Examples of such federally funded research can be found in detail in Table 3.1.1, Current Research Activity of Primary Faculty [ERF]. The bullets below provide recent examples of collaborative work with health agencies across the U.S.

- **A multi-state randomized-controlled trial (RCT) to increase adolescent immunization by facilitating vaccine providers' adoption of best practices.** **Noel Brewer, PhD, professor, HB**, leads this Robert Wood Johnson Foundation initiative, which aims to improve adolescent immunization by giving state health departments a tool for facilitating providers' adoption of immunization best practices. Using CDC's AFIX (Assessment, Feedback, Incentives and eXchange) program, this public health system strategy will be examined for its effectiveness in improving adolescent vaccination through development of in-person and webinar consultation and a randomized controlled trial to test effectiveness of each strategy.
- **Pharmacogenomics of risk factors for cardiac arrhythmias in global populations.** **Christy Avery, PhD, assistant professor, EPID**, is working on this American Heart Association study to address adverse drug reactions (ADRs), which cause approximately 100,000 deaths and 2.2 million serious events in the U.S. every year. Specifically, this project will advance pharmacogenomic understanding of ECG risk factors for cardiac arrhythmia in populations most burdened by drug exposure and its clinical sequelae. Findings from this study may be used to develop tests that have favorable benefit-harm profiles, aid physicians in the selection of drug therapies or modification of dosing regimens and reduce ADR-related morbidity and mortality in three major U.S. race/ethnic groups.

Collaboration with international health agencies. Gillings School faculty conduct global research funded by U.S. federal agencies, including USAID and NIH, and well as by a variety of internationally focused health agencies, including the World Bank, UNICEF and the World Health Organization (WHO). The bullets below provide summaries of recent collaborative work with health agencies around the world.

- **WASH guidelines rooted in health.** **Jamie Bartram, PhD, Don and Jennifer Holzworth Distinguished Professor, ESE**, collaborates with the WHO to set comprehensive water and sanitation guidelines rooted fundamentally in a health perspective to improve access for the 2.5 billion people around the world who still lack access to basic sanitation.
- **Monitoring social change: health, reproduction and aging.** In partnership with the Chinese and Beijing Centers for Disease Control, **Barry Popkin, PhD, William R. Kenan, Jr. Distinguished Professor, NUTR**, leads the China Health and Nutrition Survey (CHNS), a multipurpose panel survey following more than 34,000 individuals in 288 communities throughout China across nine exams from 1989 to 2011. The survey examines incidence in a variety of cardiovascular, nutrition and toxicological-related outcomes, coupled with continued heterogeneity in social, economic and health status across time in modernizing China.

Collaboration with community-based organizations. Community-based organizations play a vital role in our ability to fulfill our mission of eliminating health inequities across North Carolina and around the world. The examples below provide summaries of recent collaborations between Gillings School faculty and various community-based organizations.

- **No Kid Hungry N.C. Alice Ammerman, DrPH, professor, NUTR**, leads UNC-Chapel Hill's local community efforts on Share Our Strength's No Kid Hungry campaign to end child hunger in America. The purpose of this initiative is to end childhood hunger in multiple communities across the country by connecting kids to effective nutrition programs like school breakfast and summer meals; to educate and empower low-income families to stretch their food budgets so their kids get healthy meals at home and to shine a spotlight on the crisis of childhood hunger in America, creating a powerful movement of individuals committed to bold action in states, cities, tribal communities and/or rural zones across the country.
- **Heart-Healthy Lenoir**. This community-based research project is designed to develop and test better ways to reduce heart disease in Lenoir County, from prevention to treatment. The end goal is to create long-term approaches to help Lenoir County reduce heart disease risk and related health problems in the community. The Heart-Healthy Lenoir Project is a collaborative project between several Lenoir County agencies and community members, and researchers at the Gillings School, including **Alexandra Lightfoot, EdD, research assistant professor, HB** and Eastern Carolina University departments of Family Medicine and Public Health.
- **Getting medications to uninsured and underinsured breast cancer patients**. In partnership with HarborPath, a non-profit organization serving uninsured and underinsured individuals, **Stephanie Wheeler, PhD, associate professor, HPM**, is adapting a successful existing medication assistance program to the metastatic breast cancer (MBC) setting in North Carolina. The program aims to effectively coordinate services and fill the medication gap in a timely manner to reduce the likelihood that patients will forego, skip, delay or discontinue life-prolonging cancer therapies due to competing financial demands.
- **Greensboro Health Disparities Collaborative (GHDC)**. For more than a decade, **Eugenia Eng, DrPH, professor, HB**, has partnered with the Greensboro Health Disparities Collaborative— an academic-community coalition known as the Partnership Project— to reduce disparities in cancer care. The team works to determine culturally authentic and appropriate methods to gain an insider's view on why health inequities persist in certain communities. The project offers a framework for undoing racism through community-based participatory research and has led to multiple activities and research studies.

Formal Research Agreements

The Gillings School has multiple types of formal research agreements in place, including sponsored research agreements, subcontracts and memoranda of understanding (MOUs).

Sponsored research agreements. The Gillings School has formal sponsored research agreements in place with multiple local, state, national and international health agencies and community organizations. Table 3.1.b.2, Formal Sponsored Research Agreements by Organization Type (below), documents the number and dollar amount of these agreements by organization type during a three-year period (FY14, 15 and 16).

Organization Type	Number of Projects	Total Dollar Amount
Federal (Non-U.S.)	7	\$102,241
Federal Government (U.S.)	460	\$385,133,646
Local Government	25	\$635,806
Non-Profits and Non-Governmental Organizations (NGOs)	111	\$13,702,880
State Government (Non-N.C.)	8	\$507,682
State Government (N.C.)	49	\$6,453,919

¹Source: "Sponsor Type" in RAMSeS (UNC-CH data proposal management system) for research projects awarded to Gillings School PIs during FY14, 15 and 16.

Subcontracts and memoranda of understanding. In addition to the aforementioned formal sponsored research agreements with organizations that provide research funding to Gillings School faculty, other types of formal research agreements, including subcontracts and memoranda of understanding (MOUs), are also in place with local, state, national or international health agencies and community-based organizations. For example, the MEASURE project (see Table 3.1.a.2 Research Activities that Highlight Gillings School Strategic Research Themes) has 57 subcontracts in place with 41 different international health agencies and community organizations, including the International Center for Diarrheal Disease Research in Bangladesh, the Ministry of Health National Statistical Office in Malawi, the Public Health Foundation of India and the Community Health Promotion of Kenya. Other subcontracts, when they are in place, are stored within RAMSeS. The Gillings School also has 19 active MOUs in place with a variety of international organizations, including Universidad Federal da Bahia, Cambridge University, Ecoles des Hautes Etudes en Sante Publique, Institut Pasteur, IntraHealth International, Instituto Nacional De Salud Publica De Los Estados Unidos Mexicanos and RTI International. These are maintained within the Gillings Global Gateway®.

3.1.c Current Research Activity of Primary Faculty

Required Documentation: A list of current research activity of all primary faculty identified in Criterion 4.1.a, including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following information organized by department, specialty area or other organizational unit as appropriate to the School: (a) principal investigator, (b) project name, (c) period of funding, (d) source of funding, (e) amount of total award, (f) amount of current year's award, (g) whether research is community based and (h) whether research provides for student involvement. See CEPH Data Template 3.1.1; only research funding should be reported here. Extramural funding for service or training/continuing education grants should be reported in Template 3.2.2 (funded service) or Template 3.3.1 (funded training/workforce development), respectively.

Table 3.1.1, Current Research Activity of Primary Faculty, [ERF] provides information on funded research grants and contracts for the last three years for which data are available (FY14–16). Table 3.1.c.1, Current Research Training Grants and Fellowships for Student Trainees, [ERF] provides information on grants awarded to Gillings School PIs for the purpose of research training and student support for the last three years for which data are available (FY14–16). Funded projects often include components of research, service and/or workforce development. Per required documentation, data in Tables 3.1.1 and 3.1.c.1 do not include those complex activities for which service or workforce is the predominant component. Instead, those activities are reported in Table 3.2.2, Funded Service Activity, and Table 3.3.1, Funded Training/ Continuing Education from 2013-2016. In addition, grants and contracts awarded to Gillings School *Other Faculty* (defined in Criterion 4.1.b) are not included in Tables 3.1.1 and 3.1.c.1. However, those activities are included in aggregate statistics on dollar amount and number of awards attributed to the Gillings School reported in the text, tables and figures throughout Criterion 3.1.

3.1.d Outcome Measures

Required Documentation: Identification of measures by which the School may evaluate the success of its research activities, along with data regarding the School's performance against those measures for each of the last three years. For example, schools may track dollar amounts of research funding, significance of findings (e.g., citation references), extent of research translation (e.g., adoption by policy or statute), dissemination (e.g., publications in peer-reviewed publications, presentations at professional meetings) and other indicators.

The Gillings School's overarching research goals, objectives and measures by which we evaluate the success of its research activities (our metrics) were developed by Gillings School leaders (including the Research Council, other Gillings School leaders and research staff) and were refined and approved by the Dean's Council.

A variety of data repository systems, including University-wide systems ([RAMSeS](#) [ERF], [REACH NC](#) [ERF] and Gillings School-specific systems (Curvita) were developed or modified to collect the information necessary to evaluate the success of our research activities. We continue to work on ways to streamline our data-collection and reporting systems.

Table 1.1.d on page 6 of this report lists research goals, research objectives, research metrics for each objective, data on the Gillings School's performance against these metrics for the last three years and metric targets for three and six years into the future.

3.1.e Description of Students' Involvement in Research

Required Documentation: Description of student involvement in research.

The Gillings School culture of research extends to our students, with their active involvement in applying research methods learned in the classroom to help solve real-world public health problems. Doctoral students, especially, are encouraged to apply for research funding and have excellent track records of obtaining funding. Some highlights of student research accomplishments and opportunities include:

- Thirty percent of UNC-Chapel Hill's Graduate Education Advancement Board Impact Award winners over the past three years were Gillings School graduate students. This award from the Graduate Education Advancement Board recognizes graduate students whose research directly contributes to the educational, economic, physical, social or cultural well-being of North Carolina citizens in the near future.
- About 33 percent of Gillings School faculty's active research grants employ students; and 21 percent of Gillings School faculty's publications have student co-authors.
- Gillings School students conduct research with mentors throughout North Carolina and around the globe.

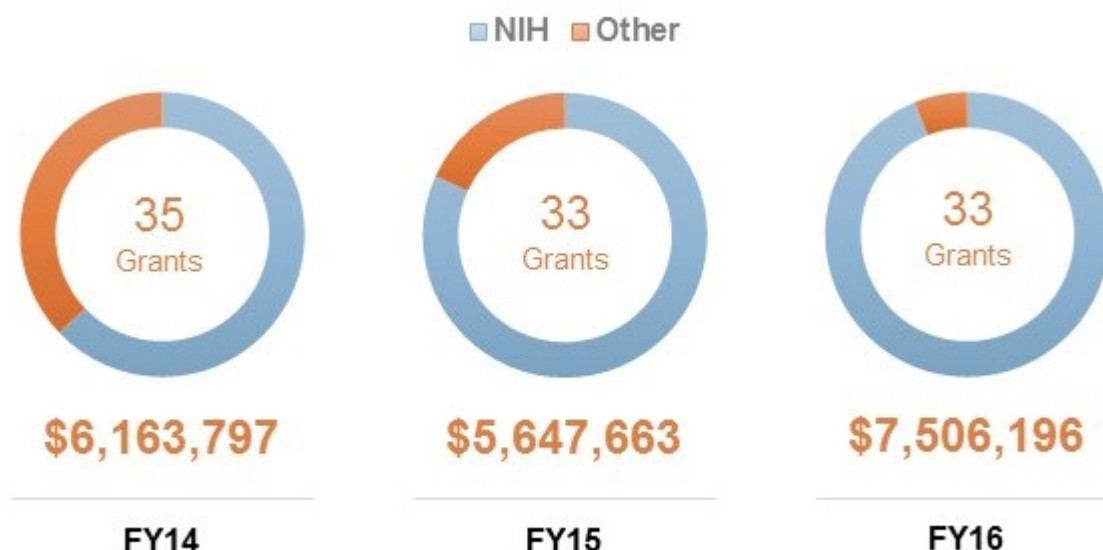
Research Courses

About 120 to 150 courses offered in the Gillings School each academic year involve research and methods training (this variation is due to some courses only being offered every other year). Table 3.1.e.1, Examples of Research Courses Offered at Gillings, [\[ERF\]](#), contains a list of these courses offered in each department. Additional research courses are offered by UNC-Chapel Hill departments outside of the Gillings School.

Funding for Research Training

Gillings School faculty have a long history of receiving training grants to support their students and of serving as faculty mentors for students applying for externally funded fellowships. During the past three fiscal years, Gillings School PIs received more than \$19 million for 33 training grants, with the majority of this funding being federal (see Figure 3.1.e.1).

Figure 3.1.e.1 Research Training Grants/Fellowships by Fiscal Year, Including Total Dollar Amount and Total Count Stratified by NIH and Other¹



¹Source: "Activity Type" in RAMSeS (UNC-CH data proposal management system) for research projects awarded to Gillings School PIs during FY14, 15 and 16.

More than 150 students have received funding from these training grants in the past three years. The most common funding mechanism is NIH's T32 and F-Series grants, but students also receive fellowships from other sources such as NSF, Intrahealth, the EPA-STAR program, Fulbright, Gates Millennium Scholarship, FHI-360 and the CDC Public Health Research Dissertation Award. Four of the 33 active training grants have been continuously renewed for more than 30 consecutive years. Table 3.1.c.1 Current Research Training Grants and Fellowships for Student Trainees, [\[ERF\]](#), contains a complete list of research training grants and funded fellowships awarded to Gillings School PIs for the purpose of training student and postdoctoral scholars for FY14, 15 and 16.

Research supplements to promote diversity in health-related research. For specific types of research grants, administrative supplements are available to support students/trainees from groups underrepresented in health-related research, with the end goal being to enhance diversity of the research workforce. A few examples of recent Gillings School diversity supplements are noted below.

- **Care2bWell: A worksite physical activity and wellness program for child care staff.** Little is known about the health of child care staff—some of the lowest-wage workers in the United States. **Dianne Ward, EdD, professor NUTR, and Laura Linnan, ScD, professor HB,** are addressing this knowledge gap with the Care2bWell study, a National Heart Lung and Blood Institute (NHLBI)–funded worksite-based project to test an intervention designed to increase physical activity and enhance the health of low-income child care workers in North Carolina from more than 80 child care centers. **Gabriela Arandia, doctoral candidate, HB,** secured a minority supplement from NHLBI to explore how food choices available along the commuting pathway from work to home impact the eating habits and health outcomes of child care workers in the Care2bWell research study. This three-year award will pay tuition and a stipend for Gabriela to complete her dissertation work fully funded.

- **Effects of physical activity calorie expenditure (PACE) food labeling.** Led by **public health leadership program co-director and associate professor Anthony Viera, MD, MPH**, the PACE study is a National Cancer Institute–funded trial to examine whether PACE food labels in the cafeteria can outperform tradition calorie-only food labels. Funded via a minority supplement, **Michael Close, HB doctoral student**, extends this work by examining potential mediating and moderating variables that influence associations between food labeling and healthy behaviors.

Research Awards

Gillings School students have won many awards for their outstanding research, including UNC-Chapel Hill Graduate School Impact Awards, Gillings Dissertation Awards and department-specific Awards.

UNC-Chapel Hill Graduate School Impact Awards. As mentioned earlier, Gillings School students have been recognized for their research that contributes to the knowledge and practice of public health by being awarded UNC-Chapel Hill Graduate Education Advancement Board Impact Awards, awards acknowledging students whose research directly contributes to the educational, economic, physical or social well-being of North Carolina citizens. Gillings School students received ~30 percent of these awards over the past three years: four (20 percent) of the awards given campus-wide during 2014, eight (31 percent) during 2015 and seven (41 percent) during 2016. Table 3.1.e.2, Gillings School Student Impact Award Winners, [\[ERF\]](#), lists all Gillings School student Impact Award winners from these years.

Gillings Dissertation Awards. Established in 2010 and funded by the \$50 million Gillings gift, these awards reward doctoral students whose research is especially promising in terms of making important advances in public health. During the past three academic years (2013–14 through 2015–16), a total of five students have received these awards.

Department-specific awards and events. Doctoral students at the Gillings School are successful in obtaining funding from a variety of sources offered within their home departments. Refer to Criterion 2.12.b, Specific Resources and Support Available to Doctoral Students, for details.

Departments also host a range of additional events and programs that supplement students' research training opportunities (such as seminar series and guest lectures), as well as events that recognize and honor the research achievements of their students (such as poster presentations and awards ceremonies).

Gillings Spotlight on Student Research Poster Event

The Gillings Spotlight on Student Research Poster Event occurs during the Annual Fred T. Foard Jr. Memorial Lecture, providing students opportunities to present their research via a poster format to a wide group of community members, alumni, faculty and students. Students compete for two awards, the Delta Omega Poster Prize and the Gillings Student Poster Award, both of which provide students with funding to attend public health conferences.

Student Research Resources

Gillings School students are provided a wide variety of research-related resources. The Gillings School's orientation activities include information on required research trainings (e.g., training on human subjects research, offered by the Collaborative Institutional Training Initiative; conflict of interest; animal research; environmental health and safety etc.). The wider UNC-Chapel Hill campus provides multiple resources to enhance students' research experiences, including services offered at the Office for Undergraduate Research (OUR), established in 1999 to expand the opportunities for undergraduates at UNC-Chapel Hill to engage in innovative research, mentored scholarship, creative expression and entrepreneurship, and the Graduate School, which provides a variety of competitively funded graduate students grants, scholarships and fellowships (e.g., Dissertation Completion Fellowships, Off-Campus Dissertation Research Fellowships, Summer Research Fellowships and Richard Bland Fellowship Professional Pathways Program), as well as resources for graduate students seeking internal and external funding.

3.1.f Assessment of the Extent to Which This Criterion is Met

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- Consistent with the Gillings School's mission to bring about sustainable positive change in health through outstanding research, the majority (~81 percent) of the Gillings School's tenured/tenure-track/ research faculty are PIs on grants/contracts each year, and many of these funded projects include students. Annual grant and contract funding over the past three years (FY14–16) ranged from \$145 to \$183.7 million. In each of these years, the Gillings School ranked as the top *public* school of public health for NIH funding among schools of public health.
- Consistent with the Gillings School's mission to translate research into policies, programs and practices to improve public health, faculty employ team science and implementation science approaches to engage with myriad health professionals, policy makers, agencies, organizations and others to translate research into public health benefit.
- Faculty disseminate research information to research and practice audiences via multiple venues, producing about 1,355 scientific publications each year (many in top-tiered journals and about 21 percent of them with student co-authors), giving presentations at scientific meetings, media interviews and reports/briefings to health and government officials as well as community members and organizations. In addition, we use intentional, proactive methods to facilitate the adoption and implementation of evidence-based programs, policies and practices.
- Multiple policies, procedures, practices and special resources (such as GILs) are in place at the University and Gillings School level to support research and scholarly activity, including strategic planning processes to identify critical areas of inquiry and scholarship.

Weaknesses

- None

Plans

- We will continue our strong research program aimed at discovering solutions to public health problems and translating this knowledge into practices and policies to improve the health of the public in North Carolina, the U.S. and around the globe.
- We will continue to include students in the research enterprise to help prepare the next generation of public health leaders.
- We will continue to assist faculty and students in undertaking public health entrepreneurial activities and partnering with corporate groups to solve public health problems. This work will be fostered by the Gillings Research and Innovation Solutions group, our entrepreneur-in-residence, other on- and off-campus entrepreneurial resources and the Gillings School's Advancement unit that has dedicated staff focused on enhancing corporate and foundation relationships.
- We will continue our global research and further expand our strategic international partnerships, with this work being fostered by the Gillings Global Gateway® and associated infrastructure.

This Criterion is met.

3.2 Service

CEPH Criterion

The School shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

3.2.a Service Policies, Procedures and Practices

Required Documentation: Description of the School's service activities, including policies, procedures and practices that support service. If the School has formal contracts or agreements with external agencies, these should be noted.

A History of Service

The University of North Carolina is the oldest public university in the United States. Faculty, staff, students and alumni affiliated with the Gillings School take our public mission very seriously; “public” is a large part of how we define ourselves. A University that is *of the people*, as we are, is aligned with the core values of public health and community engagement.

The Gillings School is rooted in service, dating back to its inception, when the School was created partly in response to the need for educated public health professionals to serve in North Carolina at a time when residents were suffering disproportionately from both communicable and non-communicable diseases, and young men from the state were far too likely to be considered unfit for military service. Throughout the more than 75 years of the Gillings School's existence, service has been a part of our collective DNA, although the nature of that service has changed through the years. Today, in October 2016, as the aftereffects of Hurricane Matthew ravage parts of North Carolina, our faculty, staff and students are mobilizing to respond—as we always have done over the years.

Service is a fundamental part of who we are, and that commitment is demonstrated through the application of skills and expertise by our students, faculty and staff as they work in practice settings in partnership with government and nonprofit organizations to address some of our most pressing public health problems, both within the state of North Carolina and across the nation and the globe.

Service performed by Gillings School faculty, staff and students plays an important role in advancing our mission to improve health, promote individual well-being and eliminate health inequities across North Carolina and around the world. For example, **Mark Sobsey, PhD, Kenan Distinguished Professor, ESE**, is sometimes asked by the North Carolina Department of Health to conduct special analyses of water samples, which he does gratis, as a service. Several Gillings School leaders, including the assistant dean for strategic initiatives and the managing director of research and innovation solutions, are assisting Orange County leaders in reviewing their draft Master Aging Plan. In every department, our faculty, staff and students provide valuable service to local, state, national and global agencies and organizations. We consider this to be part of our professional role, both as a school and as individuals. To enable a coordinated approach to service, and especially for continuing education, in 1999 then-Dean **William Roper, MD, MPH**, created the North Carolina Institute for Public Health; it continues to this day.

In 2011, **Anna P. Schenck, PhD**, was appointed director of the North Carolina Institute for Public Health, as well as associate dean for public health practice at the Gillings School. The latter title was intended to strengthen support for practice and service across the Gillings School. Under Dr. Schenck's leadership, the Gillings School has increased connections between academics and practice partners both across the School and throughout communities. A professor of the practice, Dr. Schenck also directs the Public Health Leadership Program.

As described in Criterion 4.1.c, the Gillings School uses a **professor of the practice** designation to help attract persons with highly distinguished careers in non-academic settings. These individuals come from government, the private sector or not-for-profit organizations. We recruit professors of the practice who

have demonstrated an ability to bridge academic and practice communities to assist faculty and students to translate their work more effectively into practice. Seven professors of the practice are currently embedded in departments across the Gillings School. See Criterion 4.1.c for a complete list of professors of the practice at the Gillings School.

Policies and Procedures That Support Service

Each faculty member benefits from the community of scholars in the local, state and national communities with which they engage. Accordingly, each faculty member has a responsibility to work to the benefit of other members of these broader communities as well as to provide global service.

Expectations for faculty practice and service are described in the Gillings School's [Appointments, Promotion and Tenure \(APT\) Manual](#) [ERF] and are discussed in detail in Criterion 3.2.b, Description of Service in the Tenure and Promotion Process for Faculty. Rising through the ranks at the Gillings School and being a respected member of the community carries an expectation for service. The expectations for service vary by department. Faculty negotiate any required leave time for service with their department chair.

Both the General Administration of the UNC System and UNC-Chapel Hill have developed [policies governing academic tenure and external professional activities](#) [ERF] of faculty and professional staff for payment that result in time away from University duties. "Conflicts of Interest and Commitment Affecting Faculty and Non-Faculty EPA [Exempt from the State Personnel Act] Employees" [ERF] describes the limits of such activities, including protocols for reporting activities and assuring disclosure of potential conflicts of interest and/or commitment.

Structures and Practices That Support Service

The North Carolina Institute for Public Health (NCIPH) is the practice and service hub for the Gillings School, providing training, research and technical assistance to transform the practice of public health, with a special focus on North Carolina public health professionals. To accomplish this, NCIPH assists and partners with others to (1) provide training and workforce development, (2) provide technical assistance and (3) conduct and translate research to practice. NCIPH is both a provider of service and a connector to link faculty and students with service opportunities. However, the existence of NCIPH does not absolve individual departments and their faculty from seeking opportunities for service or from providing service.

NCIPH activities from FY13–15 include the following:

- **Training.** NCIPH trains the current and future public health workforce through online and in-person trainings; practice-based events and conference and meeting services, where registration, CE credit and other services support departmental activities. These activities are described in detail in Criterion 3.3, Workforce Development.
- **Technical Assistance.** NCIPH offers a range of services to health organizations and communities, including assisting with strategic planning and community health needs assessments, designing and implementing community health improvement strategies and assisting with program evaluation. Three examples below highlight the unique role NCIPH plays in supporting service delivery.
 - ♦ **Community health needs assessments (CHNAs).** NCIPH staff provide expertise and support with primary and secondary data collection, analysis, prioritization and reporting. For example, NCIPH staff use a cluster sampling methodology supported by GIS to collect data during household interviews; they then use this data to support local agencies and communities in achieving representative findings to inform their improvement plans. A new mobile app for GIS-based survey sampling, developed by NCIPH, is being used for CHNAs.

- ♦ **North Carolina local health department accreditation.** NCIPH administers the state-based accreditation program. All 85 local health departments in the state have been through the accreditation process, and 68 have participated in reaccreditation. NCIPH's accreditation process, which is the model for the national voluntary accreditation program, ensures that basic levels of public health services and quality are provided across the state.
- ♦ **Southeastern Region of the Network for Public Health Law.** Funded by the Robert Wood Johnson Foundation, this project provides legal assistance, resources and opportunities to build connections for local, tribal, state and federal officials; public health practitioners; attorneys; policymakers; and advocates. In FY16, the Southeastern Region responded to 358 requests for technical assistance from 38 states and the District of Columbia.
- **Practice-focused research and translation.** In the past three years, NCIPH staff published [more than 45 articles](#) [ERF], spanning topics from post-disaster reproductive health outcomes, to changes in North Carolina maternal health service use and outcomes among Medicaid-enrolled pregnant women during state budget cuts, to attitudes of North Carolina law enforcement officers toward syringe decriminalization. Research on syringe decriminalization led to legal changes in North Carolina and the U.S. to increase access to Naloxone for opioid overdose reversal.

Community-engaged learning. Throughout the Gillings School, students, faculty and staff are eager to engage with community partners and connect in meaningful ways to improve the health of people throughout North Carolina and around the world. [Community-engaged learning](#) [ERF] is how we demonstrate our commitment to building partnerships in practice, service and research through coordinating and communicating practice, service and community-based research opportunities. In **practice**, these activities engage students and faculty in service and occur throughout the Gillings School, from the Center for Health Promotion and Disease Prevention, which addresses pressing public health problems by collaborating with communities, to required practice and [Capstone projects](#) [ERF] completed in coordination with community partners. These practice-based opportunities, completed in close partnership with communities, help ensure that the Gillings School remains responsive and available to address unmet needs while simultaneously providing students with unparalleled opportunities to practice the concepts and methods learned under mentorship and guidance from faculty and public health partners.

Students also volunteer their **service** to communities through [student organizations and groups](#) [ERF], independent service projects, service-learning courses and coordinated service events. Surge Support (formerly Team Epi-Aid) is an award-winning student group led by NCIPH that provides additional capacity to meet the needs of our public health partners. In spring and fall, 2016, Team Epi-Aid helped with data-cleaning efforts for North Carolina's Lead Surveillance System. Students are also routinely invited to participate in community health needs assessments to gain experience in primary data collection and analysis. In the aftermath of natural disasters, students also have provided on-the-ground assistance to communities. Examples and impact of student service are discussed more thoroughly in Criterion 3.2.d.

As of this writing, NCIPH is coordinating Gillings School efforts to respond to Hurricane Matthew, which devastated a number of towns in rural eastern North Carolina. We are working with UNC-Chapel Hill's American Indian Center to provide supplies to Robeson County (the center of the Lumbee Tribe and the hardest hit area in North Carolina). We have also reached out to the state Department of Public Health, the North Carolina Public Health Association and local health departments to see whether we can help address any needs they have identified. Effects of Matthew will be ongoing over many months, and NCIPH is committed to coordinating efforts by Gillings School faculty, students and staff to respond to community-identified needs throughout this recovery period.

We **engage** formally with communities, including practitioner communities, by sharing service opportunities for practice, service and research through the Gillings School's [Opportunities and Engagement](#) [ERF] webpage. Examples of community-identified service opportunities range from requests for support in local refugee communities, analyzing and identifying best practices to increase awareness of colorectal cancer screening, helping serve dinner in a community kitchen, conducting

primary data collection for local community health needs assessments, to providing after-school programming for K–12 students in underserved areas. In addition, Gillings School faculty and staff connect students with various projects and service-learning courses through established partnerships with community members. Examples here range from alternative spring break opportunities to interdisciplinary coursework for journalism and public health students working with community partners to develop social marketing campaigns.

Throughout the year, the Gillings School hosts many events that support service and practice. Each fall, the NCIPH offers two [PHield Trip](#) [ERF] experiences, available to students, faculty and staff and aimed at encouraging connections with public health partners throughout the community. In 2016, for example, the Orange County Health Department (OCHD) partnered with the Gillings School to provide an overview of the health of Orange County. During this PHield Trip, students and faculty heard from OCHD staff and community partners about the specific health needs of the community. The importance of history and place within a community was also examined as we spent the afternoon at the Rogers Eubanks Neighborhood Association, hearing from leadership on how the nearby landfill has affected community members' health and relationships with local government. The experience culminated with a visit to the local health department to learn about the various programs offered and how students can get involved in supporting the county and community partners through research, service and practice. Approximately 100 students participate in PHield Trips annually. Other annual events coordinated by NCIPH include Schoolwide celebrations for [Public Health Thank You Day](#) [ERF] and [National Public Health Week](#) [ERF]. One of the most notable annual events began in 2015, when NCIPH, in partnership with representatives from all Gillings School departments and programs, coordinated the Gillings School's first [Gillings School Practicum Day: Reflections from the Field](#) [ERF] event, where 83 students presented their practicum experiences in oral, poster or artifact presentations. Awards were given to a faculty adviser, student and community partner based on recommendations from participants. This event is repeatedly noted as one of the most beneficial ways for students to connect across disciplines; for faculty, students and staff to connect with students and for community partners and alumni to remain engaged with the Gillings School.

Another recent connection for service and practice for all interested in public health is the podcast, *Public Health Behind the Scenes*, produced in coordination with the Gillings Global Gateway and the North Carolina Institute for Public Health. Available on [iTunes](#) and at publichealthpodcast.com [ERF], the podcast episodes tell stories and offer public health perspectives on issues that affect our lives. Downloaded more than 15,000 times in more than 50 countries, the podcast is successful largely due to support by student volunteers, alumni and community and public health partners, and it is often noted as another source for students and community partners to connect with each other.

The Gillings School also uses several additional tools and infrastructure to support service, including the following.

- **Faculty service-reporting tool.** The Gillings School uses an online database platform, Curvita, to capture service data reported voluntarily by faculty. Faculty may include information from Curvita in their packets for promotion and tenure and in grant proposals. Gillings School leadership also present the data to the state legislature, as well as for accreditation and other reporting purposes.
- **Practice Leads Committee (PLC).** With representatives from each department and program within the Gillings School, the PLC advises the associate dean for practice on best practices to support community-engaged learning in practice, service and research. The committee is currently discussing options for collecting service data for Gillings School graduates and will be considering options for supporting our own students in tracking and documenting their public service experiences in a similar manner for résumé and application purposes.

- **Practice Advisory Committee (PAC).** In 2016, we formed the PAC, co-chaired by **Leah Devlin, DDS, MPH, former state health director for North Carolina and now a Gillings visiting professor,** and **William Pully, JD, recently-retired president, North Carolina Hospital Association.** We invited 13 public health leaders and practitioners from across North Carolina to serve as founding PAC members. With representatives from both the private and public sectors, the PAC helps catalyze collaborations across practice and academia and strengthens key partnerships, assess community and public health workforce needs, and, solicit ideas about how to prioritize and accelerate our research-to-practice efforts. PAC membership list and meeting minutes are in the [ERF](#).
- **The Carolina Center for Public Service (CCPS)** offers the [Buckley Public Service Scholars \(BPSS\) program](#) [ERF] for undergraduate students. The BPSS promotes student participation in direct, organizational and policy dimensions of public service. Throughout their time in BPSS, students build a Buckley Portfolio that tracks their progress in completing the program components and their own public service goals. From academic years 2013–2015, 95 public health undergraduate students were selected for the BPSS program and completed 778 projects totaling 17,591 hours.

Formal Contracts and Agreements

Departments within the Gillings School may independently develop agreements to provide service, research and training to external agencies. These agreements many of which take the form of contracts, seek to formalize understanding of roles, responsibilities and expectations for projects such as practica (Criterion 2.4), field studies, demonstration projects and other applied research (Criterion 3.1) or for consultation, technical assistance and training (Criterion 3.3). For example, Dr. Carolyn Crump (HB) and her team worked closely with the NC Division of Public Health Chronic Disease and Injury Prevention Section to provide a series of workshops for the Children and Youth Branch related to policy and systems change to better support children with special health care needs. Her team also co-developed a five course curriculum entitled Systems Change for Health™ to help the public health workforce nationwide learn how to influence social, organizational, and policy systems to improve health.

3.2.b Description of Service in the Tenure and Promotion Process for Faculty

Required Documentation: Description of the emphasis given to community and professional service activities in the promotion and tenure process.

The Appointments, Promotion and Tenure (APT) Committee meets monthly to review appointments, reappointments and promotion actions in the Gillings School, based on both [University and department-specific guidelines](#) [ERF]. All departments within the Gillings School have defined expectations for service at different faculty ranks, and these easily can be referenced by the APT matrix. Department-specific expectations for promotion are referenced in the APT Manual.

The APT Committee considers two broad categories of service in the promotion process: professional service and faculty engagement.

- **Professional Service** includes, but is not limited to, service on departmental, Gillings School and University committees; leadership in professional organizations and reviewers for manuscripts, grants, white papers, policy briefs and technical reports. Reviewing dossiers of faculty under consideration for advancement at other institutions is another form of professional service, as is serving as a site visitor for accreditation visits and departmental reviews within UNC-Chapel Hill and at other universities.
- **Faculty Engagement** includes services to the public (usually with and through communities, governments, NGOs, other organizations and the private sector) outside the formal scholarly community. Faculty engagement refers to scholarly, creative and/or pedagogical activities for the public good, directed toward persons and groups external to the UNC-Chapel Hill. Such activities (in the form of research, teaching and/or service) develop as collaborative interactions that respond to short- and long-term societal needs. Engagement serves people in our state, nation and across the globe through a continuum of academically informed activities.

3.2.c Current Community Engagement and Service Activities

Required Documentation: A list of the School's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction. Funded service activities may be reported in a separate table; see CEPH Data Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Templates 3.1.1 (research) and 3.3.1 (funded workforce development), respectively.

Faculty report annually on their service activities through Curvita, a Schoolwide service database. From 2014–16 faculty engaged in 1,023 service activities, 796 of which were externally focused. Table 3.2.1, Service Activity for the Last 3 Years [ERF], lists faculty service activities, and Table 3.2.2 [ERF], Funded Service Activity, lists *funded* service activities for faculty during the reporting period. Counts are conservative, since not all faculty report service activities. Activities reported in Table 3.2.2 are unique to practice and, as such, are *not* reported in Table 3.1.1, Current Research Activity of Primary Faculty [ERF]. See also Table 3.3.1, Funded Training/Continuing Education from 2013 to 2016 in this report.

Table 3.2.c.1, Examples of Faculty Engagement in 2015, below, illustrates the types of service provided by Gillings School faculty in 2015.

Table 3.2.c.1 Examples of Faculty Engagement in 2015	
Areas of Consultation to Government and Non-Profits	External Boards
<ul style="list-style-type: none"> • Assessing effect of repealing N.C.'s helmet law • Cervical cancer outreach screening program • Service as WHO Guidelines Committee member • Changes in N.C. Community and Clinical Connections for Prevention and Health branch structure • Wilson County Active Shooter Exercise • Warren County Chemical Spill Exercise • EMPower Breastfeeding • McDowell County Health Coalition • Methods to reduce iron in home well systems • MOVE for Veterans • N.C. Childcare Advisory Committee • Healthy Start Technical Advisory Panel • N.C. Perinatal Health Strategic Plan • N.C. State Suicide Prevention Plan • N.C. Safe Sleep Committee • NIH Safe Sleep Committee 	<ul style="list-style-type: none"> • Scientific Advisory Board—Weight Watchers • National Institutes of Health—many memberships on study sections, advisory committees and other activities • Centers for Disease Control and Prevention—service on study sections, advisory committees and other activities • President's Cancer Panel • Tri-Institutional Center on Evolutionary Medicine • National Center for MCH Workforce Development • Good Entertainment Foundation, FabLab • Piedmont Community Health Center • N.C. Comprehensive Cancer Control Plan • Implementation Science Global Initiative • TEEN LABS External Advisory Board • Sexual Health Initiatives for Teens • RHINO, Routine Health Information Network • Early Care and Education

Two examples of faculty engagement highlight our commitment to service:

- In 2016, Gillings School Research Assistant Professor **Molly De Marco, PhD, research assistant professor, NUTR**, was awarded the [Office of the Provost Engaged Scholarship Award](#) [ERF] for engaged research. The U.S. Department of Agriculture funds the SNAP-Ed UNC: Healthy Food for All in North Carolina project, which DeMarco directs, to provide nutrition education to people eligible for SNAP benefits in six predominately rural North Carolina counties. Intervention activities include implementing 18 community gardens, working with three farmers' markets to remove barriers to use of SNAP benefits and increasing summer meals sites.

- In the 2015 state legislative session, multiple Gillings School faculty, including **Dorothy Cilenti, PhD, clinical assistant professor, MCH**, and **Anna Schenck, PhD, professor of the practice, PHLP, director NCIPH and associate dean for public health practice**, provided testimony and guidance to help shape the state's emphasis on prenatal and infant health. The Gillings School played an integral role in helping the N.C. Department of Health and Human Services obtain \$2.5 million in recurring funding to help local health departments improve child health outcomes in North Carolina.

3.2.d Measures of Success

Required Documentation: Identification of the measures by which the School may evaluate the success of its service efforts, along with data regarding the School's performance against those measures for each of the last three years.

See the Service section of Table 1.1.d on page 3 of this report. These data also appear in an individual Table 1.1.d in the [ERF](#).

3.2.e Student Involvement in Service

Required Documentation: Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

Gillings School students select from a wide variety of opportunities to engage in service. Opportunities are available through departments, the Gillings School and the University, as well as through community groups with both local and global foci. Highlights of some of the most active service groups include the following.

Student Government

Leadership opportunities within student government at the Gillings School are another option for student service. Student government leaders disseminate information, initiate and support student-initiated projects and represent the concerns of public health students to Gillings School faculty and staff and to the University community. Membership is comprised of all students registered within all departments of the Gillings School. Student government is actively involved in community projects, and its members serve on a variety of advisory boards and committees at the Gillings School and University levels. Approximately 15 students participate in Gillings School student government each year, serving in roles such as co-president, communications coordinator, department representative, event coordinator, secretary and treasurer.

Minority Health Conference

On behalf of our student leaders, the Gillings School is proud to host the annual Minority Health Conference, the largest and longest-running student-led health conference in the country. The conference aims to raise awareness around health disparities and mobilize students, academics and community members to take action for change. Started in 1977 by the Minority Student Caucus, the conference is nationally recognized and respected, attracting more than 700 attendees each year and hundreds more globally who view it via webcast in several countries. In 2016, more than 75 students volunteered in different capacities to help ensure that the conference was a success. In 2017, the best year to date, more than 1,000 participants attended [\[ERF\]](#).

Student Organizations and Groups

Gillings School students have opportunities to join more than 600 [UNC-Chapel Hill student groups](#) [\[ERF\]](#) and [Gillings School-specific](#) [\[ERF\]](#) as well as interdisciplinary student groups. Each fall, the University's Office of Student Affairs hosts a Student Organizations and Activities Fair where students can meet with leadership and representatives to learn more about opportunities to get involved in student organizations and groups.

Table 3.2.e.1 Student Organizations and Groups	
Organization/Group	Description
Global	
A Drink for Tomorrow	Raises awareness of the lack of access to clean, safe water around the globe; raises funds for clean water projects.
The Daniel A. Okun Chapter of Engineers without Borders	Facilitates UNC-Chapel Hill student involvement in international engineering and health projects approved by Engineers without Borders—USA.
GlobeMed (UNC-Chapel Hill Student Chapter)	Fosters student leadership and awareness through a partnership with Raising the Village, an NGO in rural Uganda, to help alleviate poverty through community-based development.
Student Global Health Committee	Creates awareness of and finds solutions for health issues that affect populations around the world by creating opportunities for education, advocacy and service.
Diversity and Inclusion	
Health Sciences LGBTQ Alliance	An association of students, faculty and staff from the schools of the health sciences at UNC-Chapel Hill working to promote the health and well-being of people in LGBTQ communities.
Minority Association of Pre-Health Students at UNC-Chapel Hill (Undergraduate)	The undergraduate leg of the Student National Medical Association at the UNC-Chapel Hill School of Medicine. Provides students, usually from underrepresented backgrounds, with resources and support to successfully become health professionals.
Minority Student Caucus (MSC)	A student run organization that collectively represents all students of color across the Gillings School on professional, social and community issues of interest to them within the Gillings School, University and larger community.
Discipline-Specific Groups	
UNC-Chapel Hill Biostatistics Student Organization	Offers volunteer, social and educational activities for biostatistics undergraduate and graduate students.
Environmental Sciences and Engineering Student Organization (ENVR-SO)	Provides structured forums for ENVR students to engage in social and professional interactions, as well as for discussions to help evolve the department.
Epidemiology Student Organization (ESO)	Open to all EPID students, offers academic support, social support and community involvement.
HPM Master's Students Council	Provides students with opportunities to get involved with other students, faculty, professionals and members of the UNC-Chapel Hill community through service, social activities, professional development and more.
Public Health Leadership Student Association (PHLSA)	Provides social, academic and community service opportunities for students in the PHLP and for other individuals within the University interested in multidisciplinary leadership in public health.

Table 3.2.e.1 Student Organizations and Groups (cont'd)	
Organization/Group	Description
Various Groups Across the Gillings School	
Academy Health	A leading, non-partisan resource for the best in health research and policy. Provides students with professional development as health services researchers, policy analysts and practitioners.
Carolina Breastfeeding: Evidence-Based Education and Support	Evidence-based advocacy, training and community education opportunities to support breastfeeding on campus, locally, nationally and globally.
Carolina Center for Public Service	Carolina's clearinghouse for students and faculty to explore service opportunities, learn new skills and find ways to link academic endeavors to activities that make a difference in communities across North Carolina.
Healthcare Improvement Group	Provides a collaborative venue for professional health sciences students to gain fundamental knowledge and skills in healthcare quality and process improvement.
Healthcare Executives Student Association	Provides students with professional development and networking opportunities, including an annual trip to the American College of Healthcare Executives Congress in Chicago.
NC-HCAP Health Careers Club (Undergraduate)	Promotes awareness and interest in health professions; provides opportunities for engagement in service projects; and helps prepare members to successfully apply to graduate degree programs.
Student Health Action Coalition (SHAC)	An interdisciplinary pan-Health Affairs organization that provides free health services to local underserved individuals and communities and partners with communities to develop and implement sustainable programs.
Surge Support (Formerly Team Epi-Aid)	Connects students with hands-on public health experience and provides North Carolina's local and state health departments with needed surge capacity. Recent requests include helping the N.C. Division of Public Health to staff the Ebola Call Center, aiding the Orange County Health Department in awareness campaigns for a new tobacco-free rule, helping conduct primary data collection in community health needs assessments, and assisting in data-cleaning efforts for North Carolina's Lead Surveillance System.

Refugee Interest Group

For interdisciplinary and global interests, Gillings School students, in partnership with faculty, staff and students from the UNC-Chapel Hill Schools of Medicine, Social Work and Public Health, recently led an effort to begin a coalition of community partners and academics interested in providing support and service to local refugee and immigrant families. The goal of the Refugee Interest Group is to help coordinate across UNC-Chapel Hill and community partners throughout the Triangle to avoid duplicating services while improving refugee and immigrant health and wellness outcomes.

Service through Teaching and Learning

Students and faculty involved in many of the Gillings School's curricular offerings provide direct community service through class or laboratory projects. Students may enroll in service-learning courses, an experience combining education and service into a semester-long experience. These courses usually focus on a specific skill, such as evaluation, and work with community partners throughout the semester to build real projects with real impact. Student practicum (see Criterion 2.4) and capstone (see Criterion 2.5) experiences also contribute service to communities.

Independent Service Projects

Gillings School students are actively engaged with communities around the world. In spring 2016, we invited graduating students to share their service experiences with us during their time at Carolina using an end-of-year student survey (64 students responded, reporting a total of 10,692 hours). Combined with the service reported by Buckley Public Service Scholars over the past four years, Gillings School students reported a total of 16,427 service hours (an average of more than 140 hours per student), for a total economic value of \$378,971 (\$23.07/hour).

3.2.f Assessment of Service

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The Gillings School has a strong tradition of public service and engagement and encourages faculty and students to participate in community-engaged scholarship and service activities, providing leadership for efforts to improve public health practice locally and globally.
- Faculty service data are collected and considered a meaningful part of the tenure and promotion process.
- NCIPH provides service to public health partners and communities with a focus on North Carolina, offering opportunities for faculty and student engagement.
- Students participate in community-engaged scholarship and service through capstone experiences, service learning courses, courses with community practice components and by volunteering with numerous clubs, organizations and committees that have local and global reaches.

Weaknesses

- Systematic collection of service data from students, other than among undergraduates through the Buckley Public Service Scholars program, is done only via periodic surveys.

Plans

- We aim to improve service-related data collection and reporting for faculty, staff and students.
- We will work with community partners and the Practice Advisory Committee to continue to strengthen coordination efforts, as well as to promote service activities at the Gillings School for students, staff and faculty

This Criterion is met.

3.3 Workforce Development

CEPH Criterion

The School shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

3.3.a Assessment of Community Continuing Education Needs

Required Documentation. Description of the ways in which the School periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

Public health continuing education at UNC-Chapel Hill dates back to the 1930s and has been one of the Gillings School's greatest strengths since its inception, serving upwards of 35,000 public health professionals each year from diverse communities at the local, state, national and global levels. North Carolina Institute for Public Health is the institutional home for the majority of the Gillings School's continuing education programs, but significant workforce programs are also found across the Gillings School (e.g. NUTR, HB).

While many of the Gillings School's departments, centers and institutes engage in workforce assessment activities, here, we describe specific examples of workforce assessment approaches used by two of the largest entities: the North Carolina Institute for Public Health and the National Maternal Child Health Workforce Development Center.

North Carolina Institute for Public Health (NCIPH)

NCIPH focuses primarily on the state and local governmental public health workforce in North Carolina, although some funded programs have a regional or national focus. Assessment of training needs is the essential first step in developing and delivering all NCIPH continuing education offerings. NCIPH uses a variety of approaches to assess training needs, including primary data collection through surveys, focus groups and key informant interviews, as well as reviews of published workforce data from national sources (e.g., NACCHO, ASTHO and CDC).

In 2013, as part of the HRSA-funded Southeast Public Health Training Center (SPHTC) project, NCIPH conducted statewide training needs assessment surveys of the state and local governmental public health workforce in North Carolina based on the Council on Linkages between Academia and Public Health Practice's Public Health Core Competencies. (See [2013 NC Public Health Workforce Assessment Reports](#) [ERF].) These data, collected from more than 5,000 public health professionals in North Carolina, informed development of training guides that identified training content from the Gillings School and other training providers that addressed the highest areas of assessed needs. In addition, regional-level reports were shared with the nine Area Health Education Centers (AHECs) across North Carolina to help inform their public health educational activity planning.

In 2016, the N.C. Division of Public Health (DPH) asked the Gillings School to share its survey and methodology so that it could conduct an internal assessment of its workforce as part of a self-study process for national accreditation. NCIPH is currently working with DPH to identify existing trainings and potential resources to respond to their assessment results. NCIPH staff are also routinely asked to consult on assessment methodologies by other public health organizations nationwide interested in conducting workforce assessments. Additionally, as discussed below in Criterion 3.3.d, Practices, Policies, Procedures and Evaluation of Workforce Development, NCIPH continuing education offerings undergo robust evaluation, and the data from the evaluations are used to guide the content and structure of future programmatic offerings.

National Maternal Child Health Workforce Development Center (MCH WDC)

Established in 2013, this HRSA MCH Bureau–funded project works with state Title V programs (Maternal and Child Health Block Grant programs) across the country to address workforce needs related to national health reform. The MCH WDC comprehensively assessed needs using qualitative data from surveys conducted by the Association of Maternal and Child Health Programs, data extracted from Title V MCH Services Block grant narratives for annual reports (2011, 2012) and applications (2013, 2014) as well as key informant interviews conducted across five HRSA regions. (See [A Summary of Current Title V Workforce Needs, 2014](#). [ERF]) These data were used to inform activities of the MCH WDC during its first funding cycle, including for trainings on adaptive leadership, health reform knowledge, systems science and quality improvement.

Public Health Workforce Interests and Needs Survey for North Carolina and the U.S.

Thanks to the De Beaumont Foundation, we received North Carolina–specific data from the national [Public Health Workforce Interests and Needs Survey \(PH WINS\)](#) [ERF]. We examined especially the areas where North Carolina differed significantly from the rest of the U.S. We were pleased to see that team leaders, supervisors and managers in North Carolina were more likely to say that evidence-based public health practice is somewhat/very important. As a result, we will continue to teach evidence-based practice principles to our students and as part of continuing education offerings. While the North Carolina estimate is somewhat lower than the number for the U.S., still, about 30 percent of public health employees in the state who completed surveys said that they plan to retire before 2020, reminding us about the importance of our training of the next generation of the public health workforce. Several competencies emphasized by CEPH were under-appreciated by substantial proportions (30 percent or more) of workforce respondents (e.g., budgeting, collaboration skills and communication); thus, we intend to explore opportunities to offer continuing education on these topics.

Future Initiatives

The Gillings School has several new initiatives which will allow further refinement of its process to assess continuing education needs of the public health workforce in North Carolina (and beyond). These are listed below.

- As mentioned in Criterion 3.2, in summer, 2016, the Gillings School established a Practice Advisory Committee (PAC) composed of 16 public health and related leaders from across North Carolina. The PAC will offer regular input and advice on many practice-related topics, including workforce needs. The PAC will formally supplement the practice connections of faculty/staff (including two former North Carolina state health directors).
- The Gillings School will continue to support the N.C. Division of Public Health in its accreditation efforts and will collaborate to identify and support workforce training needs identified during that agency's self-study, as well as needs identified in national data such as PH WINS.
- A new, innovative online real-time assessment and learning tool that allows individual public health professionals to immediately assess their learning needs was launched in fall, 2016, via NCIPH's learning management system. Data collected from this assessment tool will be aggregated and used to inform development of continuing education offerings. (See [NCIPH Real-Time Assessment and Learning Tool](#) [ERF].)

3.3.b Continuing Education Offerings

Required Documentation: A list of the continuing education programs, other than certificate programs, offered by the School, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/continuing education activities may be reported in a separate table. See CEPH Template 3.3.1 (optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Templates 3.1.1 (research) or 3.2.2 (funded service), respectively.

In FY13–16, the Gillings School offered more than 2,000 continuing education activities with more than 135,000 training completions. These activities occur as part of larger workforce development projects supported through federal and state funding and also as unique offerings from departments or other groups (e.g., the annual [Minority Health Conference](#) organized by the Minority Student Caucus), which may be supported by continuing education receipts, gifts or sponsorships or core dollars. Offerings range from short, just-in-time, online course offerings and webinars to partial/full-day face-to-face or blended learning events as well as longer, more intensive training programs. The Gillings School has a particularly robust, continually evolving, distance learning infrastructure that reaches public health professionals from the local to the global level. NCIPH staff recently completed CDC's E-Learning Institute Fellowship and brought back national best practices in instructional design and e-learning to inform online continuing education offerings.

In addition, Gillings School faculty engage in many informal workforce development activities, such as serving as speakers at community-organized events (e.g., grand rounds, local conferences). These types of informal activities are captured under the broader category of service, which is discussed in Criterion 3.2. Workforce activities may also occur in the context of funded research projects, where training is provided for community-based research staff. Another common workforce development activity exists when faculty offer short courses or workshops to practitioners at the state or national level. Many of these faculty and NCIPH-sponsored efforts support skill- and knowledge-building among practicing professionals in the lowest resource areas of North Carolina.

Major workforce development programs across the Gillings School showing areas of focus, target audience and geographic reach are described in Table 3.3.b.1, Major Workforce Development Programs [\[ERF\]](#). Also included in this table are workforce development programs from University-level centers and institutes which reside outside of the formal structure of the Gillings School but which are led/staffed by faculty from the Gillings School. Of note, several new initiatives awarded during the self-study period, such as the Kresge Foundation's Emerging Leaders Program, have also been included. While these programs are not yet enrolling participants, they demonstrate Gillings School national leadership in public health workforce development as well as leadership in training to address needs the evolving transformation of the public health system in light of healthcare reform. Annual participation in workforce development programs was 63,239 (FY14), 35,435 (FY15) and 36,526 (FY16). Participation data was higher in FY14 because of exceptionally high activity in two particular programs (e.g., MEASURE project and a new Epidemiology MOOC). These participant counts reflect not just the major workforce development programs described in Table 3.3.b.1 but also include a host of smaller individual training activities offered across different units of the School. Table 3.3.b.2, Training Activity Participation [\[ERF\]](#), includes a more granular list of individual training activities, with participation by fiscal year. Those trainings offered in a distance-learning format are identified.

A table of the Gillings School's funded training/continuing education offerings is shown below in Table 3.3.1, below. These include programs funded by contracts and grants from federal, state and local funders, as well programs supported by donations, gifts, sponsorships or registration fees. Only funded training/continuing education has been reported here. Of note, the Gillings School has projects/programs which have continuing education components along with research and/or service. Those programs are included in Tables 3.1.1, Current Research Activity of Primary Faculty, and 3.2.2, Funded Faculty Service Activity, as appropriate. All of these funded workforce projects offer the opportunity for broad impact but also pose challenges in terms of sustainability, given their reliance on outside funding sources.

Table 3.3.1. Funded Training/Continuing Education from 2013 to 2016

Project Name	Principal Investigator (Department)	Funding Source	Funding Period Start/End	Amount Total Award	Amount FY13–14 ¹	Amount FY14–15	Amount FY15–16	Community-Based (Y/N)	Student Participation (Y/N)
N.C. Institute for Public Health									
Southeast Public Health Training Center	Schenck, A. (PHLP/NCIPH)	HRSA BHP	9/1/2010–6/30/2015	\$3,249,975	\$111,329	No Cost Extension	N/A	Y	Y
UNC Preparedness and Emergency Response Learning Center	Wilfert, R. (NCIPH)	CDC OPHPR	9/30/2010–5/31/2016	\$4,808,268	\$270,000	\$257,102	No Cost Extension	Y	Y
N.C. Occupational Safety and Health Research Center	Rogers, B. (PHLP)	CDC NIOSH	7/1/2002–6/30/2017	\$8,994,717	\$1,093,576	\$1,349,823	\$1,301,192	Y	N
Strengthening of CE for FE(L)TPs	MacDonald, P. (EPID/NCIPH)	CDC DGHP	9/15/2010–9/14/2015	\$1,672,483	\$30,000	N/A	N/A	Y	Y
Public Health Preparedness Training for Washoe County (NV)	Wilfert, R. (NCIPH)	Washoe County Health Dept. (NV)	2013–14	\$6,345	\$3,964	\$2,381	N/A	Y	N
NC EDSS Training Contract	Wilfert, R. (NCIPH)	N.C. Dept. of Public Health	7/1/2013–5/31/2014	\$16,083	\$16,083	N/A	N/A	Y	N
Nutrition Training Annual Contract	Wilfert, R. (2013–2014) Mainor, A. (2014–2016) (NCIPH)	N.C. Dept. of Public Health	10/1/2013–present	\$259,972	\$85,036	\$87,093	\$87,843	Y	N
Public Health CE Annual Contract	Wilfert, R. (NCIPH)	N.C. Dept. of Public Health Fees	6/1/2013–present	\$373,893 \$125,320	\$124,634 \$ 53,470	\$124,634 \$ 30,680	\$124,625 \$ 41,170	Y	Y
Child Health CE Contract	Wilfert, R. (NCIPH)	N.C. Dept. of Public Health Fees	10/1/2013–5/31/2014	\$25,000 \$ 1,760	N/A	N/A	N/A	Y	N
Local Boards of Health Annual Contract	Wilfert, R. (NCIPH)	N.C. Dept. of Public Health	6/1/2013–present	\$149,154	\$49,718	\$49,718	\$49,718	Y	N
Annual School Nurse Conference	Moore, H. (2013–14) Mainor, A. (2014–16) (NCIPH)	Fees	2013–16	\$293,791	\$86,200	\$81,618	\$125,973	Y	N
Child Health Regional Trainings	Moore, H. (NCIPH)	Fees	2013–16	\$14,665	\$14,280	\$15,000	\$10,350	Y	N
Child Health Enhanced Role Nursing Course	Mainor, A. (NCIPH)	Fees	2013–16	\$61,550	\$18,200	\$15,400	\$27,950	Y	N
Evidence-Based Public Health	Mainor, A. (NCIPH)	Washington Univ.	2015–16	\$10,000	N/A	N/A	\$10,000	Y	N
Environmental Sciences and Engineering Department									
Methods for Analysis of Coliphages and <i>Clostridium perfringens</i> in Reclaimed Water	Mark Sobsey (ESE)	Water Resources Research Inst. of N.C.	2014	\$60,000	\$60,000	N/A	N/A	Y	Y
Water and Health Conference (Water Institute)	Jamie Bartram (ESE)	Sponsors ²	2013–15	\$278,000	\$95,000	\$63,000	\$120,000	Y	Y
Nexus Conference (Water Institute)	Jamie Bartram (ESE)	Sponsors ²	2013–14	\$96,000	\$96,000	N/A	N/A	Y	Y

Table 3.3.1. Funded Training/Continuing Education from 2013 to 2016 (cont'd)

Project Name	Principal Investigator (Department)	Funding Source	Funding Period Start/End	Amount Total Award	Amount FY13–14 ¹	Amount FY14–15	Amount FY15–16	Community-Based (Y/N)	Student Participation (Y/N)
Water Microbiology Conference (Water Institute)	Jamie Bartram (ESE)	Sponsors ²	2014–16	\$30,575	\$4,200	\$13,375	\$13,000	Y	Y
Water Safety Plans Course (Water Institute)	Pete Kolsky (ESE)	Fees and Core Funds		N/A	\$3,885 Course Fees	N/A	N/A	Y	N
Epidemiology Department									
Center for Pharmaco-epidemiology Methodology Workshop	Til Sturmer (EPID)	Sponsors ²	2015-16	N/A	In-kind	In-kind	N/A	N	N
Health Behavior Department									
Systems Change for Health	Carolyn Crump (HB)	DHPE	7/1/2013–6/30/2016	\$211,300	\$68,650	\$35,000	\$50,000	N	N
Community Transformation Project	Carolyn Crump (HB)	N.C. Dept. of Public Health	10/1/2012–9/30/2014	\$517,389	\$68,000			N	N
CCCPH	Carolyn Crump (HB)	N.C. Dept. of Public Health	7/1/2013–6/30/2018	\$1,253,080		\$10,000	\$30,000	N	N
Skills and Knowledge for Injury Prevention Partners	Carolyn Crump (HB)	John Rex Endowment	12/15/14–12/14/18	\$668,266		\$162,907	\$164,645	Y	N
Maternal Child Health Department									
MCH Workforce Development Center	Cilenti, D. (MCH)	HRSA MCHB	9/1/2013–present	\$5,516,859	\$1,837,391	\$1,839,586	\$1,839,882	Y	Y
Mary Rose Tully Training Initiative	Sullivan, C. (MCH)	Receipts	2010–present	\$112,504	\$38,100	\$25,404	\$49,000	Y	Y
N.C. Child Care Health and Safety Resource Center	Jonathan Kotch/Tammy Ringel-Kulka (MCH)	N.C. Dept. of Public Health	2013–present	\$375,000	\$125,000	\$125,000	\$125,000	Y	N
Nutrition Department									
Nutrigenetics, Nutrigenomics and Precision Nutrition Workshop	Voruganti, S. (NUTR)	UNC-NORC UNC-NRI and Fees	2015–16	\$60,000	N/A	N/A	\$60,000	N	Y
Public Health Leadership Program									
ACCLAIM	Sollecito, W. (PHLP)	UNC-Chapel Hill School of Medicine	7/1/16–6/30/17	\$70,000	\$70,968	\$70,968	\$70,968	N	Y
Project Management Training Workshops	Evarts, L. (PHLP)	Town of Chapel Hill	3/1/2015–6/30/2015	\$6,800	N/A	\$6,800	N/A	Y	N
N.C. Translational and Clinical Sciences Institute (NCTraCS) Community Academic Resources for Engaged Scholarship (CARES)	Buse, J., and Carey, T. (UNC-Chapel Hill School of Medicine) Carter-Edwards, L. (PHLP) is Investigator	NIH-NCATS	9/1/2013–4/30/2018	\$19,065,762	\$381,315	\$381,315	\$381,315	Y	Y
Applying a Hypertension Evidence Academy and Action Learning Cohort Model in N.C.	Carter-Edwards, L. (PHLP)	NIH-NHLBI	12/1/2014–11/30/2015	\$16,000	N/A	\$16,000	N/A	Y	Y
Smoking Cessation in Alcohol and Drug Treatment Center	Ramaswamy, R. (PHLP)	Pfizer Foundation	1/1/2013–12/31/2104	\$100,000	\$50,000	\$50,000		N	Y

Table 3.3.1. Funded Training/Continuing Education from 2013 to 2016 (cont'd)

Project Name	Principal Investigator (Department)	Funding Source	Funding Period Start/End	Amount Total Award	Amount FY13–14 ¹	Amount FY14–15	Amount FY15–16	Community-Based (Y/N)	Student Participation (Y/N)
Center for Health Promotion and Disease Promotion									
Expanding Go NAP SACC's Reach through Online Consultant Support Tools	Ward, D. (NUTR)	Blue Cross Blue Shield N.C. (BCBSNC) Foundation	2014–17	\$950,000	N/A	N/A	\$950,000	N	N
Development of the Virtual NAPSACC Program	Ward, D. (NUTR)	BCBSNC Foundation	2011–14	\$600,000	N/A	N/A	N/A	Y	N
The Business of Childcare Homes and Child Health: Innovations for Nurturing Growth	Ward, D. (NUTR)	NHLBI	2012–17	\$1,506,471	\$708,787	\$63,904	\$733,780	Y	Y
SNAP-Ed EFNEP Regional Nutrition Education and Obesity Prevention Centers of Excellence	Ammerman, A. (NUTR)	U.S. Dept. of Agriculture, National Institute of Food and Agriculture	2014–17	\$1,266,250	N/A	\$856,250	\$410,000	Y	Y
Injury Prevention Research Center									
South by Southwest Regional Injury Prevention Network	Marshall, S. (EPID)	N.C. Dept. of Public Health	2013–16	\$149,254	\$50,000	\$49,996	\$49,258	Y	Y
Workforce Development for Injury Prevention Academy	Marshall, S. (EPID)	N.C. Dept. of Public Health	2013–16	\$222,000	\$74,000	\$74,000	\$74,000	Y	Y
IPRC Injury Prevention Seminar	Marshall, S. (EPID)	CDC ICSC	2013–16	\$45,00	\$15,00	\$15,00	\$15,00	Y	Y
Minority Student Caucus									
Annual Minority Health Conference	Minority Student Caucus	Receipts Donations / Gifts	2013–16	\$26,880	\$55,425	\$35,885	\$66,245	Y	Y

¹Timeframe for annual funding period varies by funder and may not run exactly on fiscal year. Annual figures included for each FY period reflect an annual period for that individual project; specific timeframes may vary by project.

² See full list of conference sponsors in [ERF](#).

Note

Full references for the acronyms used in this table, in alphabetical order, are as follows: CCCPH = Community and Clinical Connections for Prevention and Health; DGHP = CDC's Division of Global Health Protection; DHPE = Directors of Health Promotion and Education; EDSS = Electronic Disease Surveillance System; EFNEP = Expanded Food and Nutrition Education Program; FE(L)TPs = ; ICSC = International Chemical Safety Cards; IPRC = Injury Prevention Research Center; MCHB = Maternal and Child Health Bureau; NCATS = National Center for Advancing Translational Sciences; NORC= Nutrition Obesity Research Center; NRI = Nutrition Research Institute; OPHPR = CDC's Office of Public Health Preparedness and Response

3.3.c Certificate Programs or Other Non-Degree Offerings

Required Documentation: Description of certificate programs or other non-degree offerings of the School, including enrollment data for each of the last three years.

UNC-Chapel Hill and the Gillings School differentiate between those certificates offered as specific concentrations for students enrolled in degree programs (usually residential) and certificates offered as self-contained programs of study outside of degree programs, even if these courses carry academic credit (usually online, offered to postgraduate participants and/or participants without formal public health training). The Gillings School offers six certificate programs (described in detail below) which serve as formal continuing education programs. Each certificate has a unique focus designed to target a specific workforce educational need. Current certificates were created in response to assessed needs and interests at the time. They were also designed with three administrative goals that influence both how certificate topics were selected and how their relative value is assessed in an ongoing manner. The first goal was to leverage existing courses. This meant prioritizing certificates if they could be created

out of existing courses and include both degree-seeking and non-degree-seeking students in the same class offerings. The second goal was to create offerings that could provide a stand-alone credential for students and a path to degree completion if students were to desire to apply for degree programs in the future. This meant that certificates were considered high priority if they could provide a recognizable body of knowledge and also fit seamlessly into existing degree programs. Finally, we aimed to increase reach through use of online and non-traditional formats, so certificates that could be offered online were prioritized.

The Gillings School was an early participant among schools and programs offering online public health education and enjoyed high levels of enrollment in our certificate programs for many years. More than 1,200 students have completed our online certificates. Five certificates (Core Public Health Concepts, Field Epidemiology, Global Health, Occupational Health Nursing and Public Health Leadership) use existing classes that include certificate students in the same classes as students enrolled in degree-granting programs. Additionally, courses in these certificate programs can be transferred into the Public Health Leadership Program MPH without loss of academic credits. Over the years, approximately 25 percent of the certificate graduates have gone on to apply and enroll in an MPH program.

Despite early success, however, participation in certificate programs has declined in recent years. Part of this decline is due to a change in how the General Administration of the UNC System allocated funding receipts back to schools and departments. Until the early part of the 21st century, receipts were returned, allowing the Gillings School and departments to reinvest in improving and continuing to develop certificates. After that time, we no longer received receipts, and it became more and more difficult financially to keep our certificates up-to-date and to develop new ones. In 2011, to gain efficiencies in administration and promotion of certificates, we moved administration of two certificates from the North Carolina Institute for Public Health into the Public Health Leadership Program, which was already administering three certificates, bringing five of our certificates under a common structure. In 2013 all six certificates participated in an evaluation process, with reports submitted to and reviewed by the Academic Programs Committee. In 2015 the Public Health Leadership Program underwent a Graduate Program Review, which included a focus on enrollment and content of the five certificates administered in the unit. As a result of these reviews and discussions, two new certificates are currently being explored, and we are in the process of developing criteria for determining when it makes sense to sunset certificates.

Table 3.3.c.1 shows enrollment figures for the six certificate programs over the past three fiscal years.

Table 3.3.c.1 Summary of Enrollment in Formal Certificate Programs			
Certificate Program	Number of Participants		
	Fall, 2014	Fall, 2015	Fall, 2016
Community Preparedness and Disaster Management Designed to enhance participants' knowledge of the management systems needed to prepare for, and respond to, natural and man-made disasters including terrorism. <i>Target audience:</i> Community leaders in public health, health services, emergency management, emergency medical services, fire and law enforcement and other disaster responders. <i>Credit hours:</i> 9 <i>Format:</i> Online + 2 campus visits	8	15	5
Core Public Health Concepts Interdepartmental program covering biostatistics, environmental health, health behavior and health policy and management. <i>Target audience:</i> Public health professionals who may wish to pursue an MPH at a later time, those who work in public health but have not had formal public health education and those in health and social service-related professions who may not need an MPH but wish to enhance their knowledge of core public health concepts. <i>Credit hours:</i> 15 <i>Format:</i> Online	33	20	30

Table 3.3.c.1 Summary of Enrollment in Formal Certificate Programs (cont'd)

Certificate Program	Number of Participants		
	Fall, 2014	Fall, 2015	Fall, 2016
Field Epidemiology The curriculum addresses outbreak investigation, surveillance systems and methods, infectious disease epidemiology and field epidemiology methods. <i>Target audience:</i> Public health preparedness staff, nurses, communicable disease investigators, epidemiologists, environmental health specialists, health educators, health officers, physicians and veterinarians as well as other individuals performing epidemiological tasks with limited or no formal training. <i>Credit hours:</i> 12 <i>Format:</i> Online	12	14	11
Global Health An interdisciplinary program that examines complexities inherent in improving health on a global scale. <i>Target audience:</i> Public health professionals with/without formal training who desire to work in changing environments with diverse populations and to respond competently to health challenges presented by permeable geographic and cultural boundaries. <i>Credit hours:</i> 9 ¹ <i>Format:</i> Online	11	9	14
Occupational Health Nursing This program offers flexibility for students to design a curriculum around their particular interests, including toxicology, safety and ergonomics, industrial hygiene, epidemiology and interdisciplinary approaches to occupational health. <i>Target audience:</i> Registered nurses working in occupational health in the U.S. and/or internationally. <i>Credit hours:</i> 11–12 <i>Format:</i> Online + 1 campus visit	6	6	5
Public Health Leadership A program of study covering the core competencies of leadership. The curriculum is designed to provide leadership development directed at the individual, team, organizational and community levels within the context of public health and health care. <i>Target audience:</i> A wide variety of professionals who desire to enhance their leadership skills and potential. <i>Credit hours:</i> 11 <i>Format:</i> Online + 1 campus visit	17	8	9

¹Prior to AY14–15, the certificate carried 12 credit hours.

3.3.d Practices, Policies, Procedures and Evaluation of Workforce Development

Required Documentation: Description of the School's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

The first formal public health program at UNC-Chapel Hill was a continuing education program at the School of Medicine in 1936, and continuing education, now incorporated into the North Carolina Institute for Public Health (NCIPH), has been one of the most visible and productive arms of the Gillings School's outreach activities. Examples of guiding policies from the Gillings School's largest training unit, the NCIPH, are given below. While not as formalized as those policies/practices of NCIPH, other workforce development programs across the Gillings School have developed specific policies and practices that guide the work of their funded centers and programs.

Guiding Principles

NCIPH relies on 10 core principles that guide the design and delivery of its educational programs. These principles are the result of more than 15 years of experience in public health training and educational programming and are informed by instructional design principles, models and research related to adult learning theory, competency-based education and public health workforce development. These principles focus on maximizing the quality of individual training units and courses and have resulted in high satisfaction and measurable transfer of learning into the workplace. Below are the ten principles:

1. Know the target audience (or partner with someone who does).
2. Base offerings on assessed needs of target audience(s).
3. Link educational offerings to established professional competencies.
4. Design educational offerings based on appropriate cognitive learning levels.
5. Develop well-organized courses and programs with a standard look and feel.
6. Utilize “reusable learning objects.”
7. Manage participant and instructor expectations.
8. Provide readily accessible technical support to participants.
9. Provide continuous feedback to participants.
10. Continually evaluate, refine and update course content and delivery.

NCIPH works in partnership with practice partners who ***know the target audience*** (bold italics indicate one of the 10 principles) for continuing education activities, in order to inform training content design and delivery. All trainings are developed to meet ***assessed needs*** previously identified in assessments or from new assessment data. Needs assessments and trainings are built around ***established competencies*** sets (e.g., Core Competencies for Public Health Professionals, Applied Epidemiology Competencies etc.), as appropriate, depending on the target audience. To ensure that trainings address ***appropriate cognitive learning levels***, all trainings include explicit learning objectives developed using learning taxonomies. Determining the appropriate cognitive level for each learning objective depends on the intended audience, their educational needs and the time they have available for learning.

NCIPH strives for consistency in training delivery, including a ***standard look and feel*** across individual course components and/or systems, contributing to well-organized and designed courses, particularly for distance learning programs. Continuing education offerings are designed using ***“reusable learning objects”*** or RLOs. RLOs are “small but pedagogically complete segments of instructional content that can be assembled as needed to create larger units of instruction, such as lessons, modules, and courses” (Hamel 2002). Examples include recorded lectures, case studies and exercises. RLOs, because they are by definition reusable, are an effective strategy for maximizing cost effectiveness, efficiency and flexibility. ***Managing expectations*** of instructors and participants is key to ensuring successful training programs, as is ensuring adequate ***technical support***, particularly for distance learning courses. Ensuring that students receive ***regular feedback*** throughout the course is also important, as is ***evaluation***, which is discussed in more detail below.

Continuing Education Credit

NCIPH also has well-established mechanisms for offering continuing professional education credit for learning opportunities in partnership with multiple accrediting bodies. Continuing education credit is offered whenever feasible in order to support participants’ individual professional licensure and credentialing requirements. Continuing education credits (CEUs) are offered through the UNC-Chapel Hill Friday Center for Continuing Education via face-to-face, online and other distance-based learning programs. Registered environmental health specialist (REHS) credit is available through the N.C. State

Board of Environmental Health Specialist Examiners, and nursing contact hours are available through the N.C. Office of Public Health Nursing, which is credentialed to offer certified nursing education in compliance with national standards established by the American Nurses Credentialing Center Commission on Certification. The Nutrition Department's Practice and Continuing Education (PACE) Division is accredited by the Commission on Dietetic Registration to provide Continuing Professional Education Units (CPEUs) for registered dietitians.

Evaluation

NCIPH and other workforce development programs at the Gillings School undergo rigorous evaluation. The NCIPH is in the process of implementing an evaluation framework to use across all training activities. (See poster presentation from 2010 APHA Annual Meeting in [ERF](#).) This framework was developed in order to evaluate trainings more consistently across all offerings, but also allow us to aggregate data to examine the cumulative impact of programs beyond satisfaction measures or counting completions. For example, a 2014 survey of 900 frequent users of the NCIPH Training Website, which provides short online courses, indicated that for a majority of users, the trainings on the site met their training needs. Of the respondents (n=172), nearly all users (97 percent) found the trainings useful to their job or career, and 81 percent applied skills and knowledge to their jobs or careers. Many individuals (61 percent) also reported sharing knowledge from trainings with co-workers and others, sharing information with an average of 11 individuals (range: 1–75 individuals). In terms of the individual-level impacts of using training materials from the site, more than half of respondents reported improved job satisfaction (55 percent) or improved confidence to perform their job (50 percent), and roughly 18 percent reported either an increase in salary or job promotion.

The NCIPH evaluation strategy utilizes a theory-based model for all evaluation (i.e., Kirkpatrick Four Levels Evaluation Model™); collects a core set of data for all projects; includes measures required by continuing education accrediting bodies; and strives towards higher-level impact evaluations that measure the transfer of learning to actual practice.

3.3.e Continuing Education Partners

Required Documentation: A list of other educational institutions or public health practice organizations, if any, with which the School collaborates to offer continuing education.

The Gillings School partners with a variety of educational institutions and public health practice organizations in North Carolina and beyond to prepare and deliver continuing education programs as described in Table 3.3.e.1, below.

Table 3.3.e.1 Collaborators for Continuing Education Programs
Public Health Practice Organizations
Association of Maternal and Child Health Programs Lehigh Valley Health Network (PA) Maternal and Child Health Training Program N.C. Division of Public Health <ul style="list-style-type: none">• Children and Youth Branch• Local Training and Technical Assistance Branch• Injury and Violence Prevention Branch• Nutrition Services Branch• Preparedness and Response Branch N.C. Local Health Departments N.C. Local Health Directors Association Virginia Department of Health Washoe County Health Department (NV) West Virginia Bureau for Public Health West Virginia Association of Local Health Departments West Virginia Center for Local Health

Table 3.3.e.1 Collaborators for Continuing Education Programs (cont'd)**Universities**

Boston University
 Brigham Young University
 Georgia Health Policy Center
 Howard University
 N.C. State University
 University of Illinois School of Public Health
 University of Applied Sciences and Arts of Southern Switzerland
 University of Nebraska
 University of Surrey (UK)
 West Virginia University
 Multiple universities in the Prevention Research Center Network

Other Organizations and Agencies

AcademyHealth
 Asthma Alliance of N.C.
 Catawba Indian Nation
 Community-Campus Partnerships for Health
 Community Care of N.C.
 Eastern Band of Cherokee Indians
 Local asthma coalitions
 Multiple organizations, as noted in [ERF](#)
 National Academy for State Health Policy
 N.C. AHEC Program
 N.C. Asthma Program
 N.C. Community Health Improvement Collaborative
 N.C. Department of Agriculture
 N.C. Division of Child Development and Early Education
 Numerous occupational safety and health professional organizations
 Population Health Improvement Partners
 Renal Research Institute
 School Nurse Association of N.C.
 U.S. Department of Agriculture Animal and Plant Health Inspection Service (APHIS) Veterinary Services

As noted above, the Gillings School has multiple collaborations with practice and academic partners, as well as state and local governmental public health partners. The Gillings School has both faculty and staff with deep roots in public health practice, including two former state health directors, several former local health directors and faculty with public health experience at the national, state and local levels. In addition, the Gillings School is engaged in the transformation of public health in response to healthcare reform and engages with multiple hospital partners. One notable example is the [N.C. Community Health Improvement Collaborative \(NC-CHIC\)](#) [ERF] which is a partnership of local and state public health leaders, hospital leaders and community-based stakeholders created in 2007 to lead collaborative efforts to measurably improve the health of North Carolinians. The Gillings School regularly participates in NC-CHIC and has facilitated evaluation projects on the collaboration of hospitals and health departments around community health assessment activities, as well as facilitated dissemination efforts of the group through several national webinars.

3.3.f Assessment

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The Gillings School offers more than 2,000 different educational opportunities that are well received by public health professionals, as evidenced by high completion numbers.
- Programs are offered at multiple levels, ranging from short courses and programs to formal certificates, in both residential and online formats, for a wide variety of public health professionals at the local, national and international levels to help them be better prepared to address public health problems in their communities.
- Programs offered received excellent evaluations for quality of instruction and relevance to practice.
- Workforce development programs are informed by ten core principles, as well as formal and informal needs assessments and strong partnerships with the public health practice community.

Weaknesses

- The breadth and depth of workforce activities across the Gillings School can present challenges for overall coordination of efforts.
- Participation in several certificate programs has declined in recent years, and competition for students has increased in the state and nationally. Changes in UNC-Chapel Hill's financial model for certificates has also proved challenging.

Plans

- Through the work of NCIPH and other units, the Gillings School will maintain its robust portfolio of workforce development activities, building on existing strengths and meeting emerging training needs of the communities it serves.
- The Gillings School plans to create a more coordinated approach to workforce development planning across units for identifying and cultivating new audiences, assessing training needs, developing and delivering activities to meet those needs and exploring diversified funding streams to support workforce activities.
- The Gillings School plans to use insights and suggestions from the Practice Advisory Committee and the real-time assessment and learning tool to strengthen our workforce development activities.
- The Gillings School will continue to offer certificate programs while examining the need for new programs, revising existing programs and perhaps eliminating less successful programs.

This Criterion is met.

Criterion 4

Faculty, Staff and Students

4.1 Faculty Qualifications

CEPH Criterion

The School shall have a clearly defined faculty, which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the School's mission, goals and objectives.

4.1.a Primary Faculty

Required Documentation: A table showing primary faculty who support the degree programs offered by the School. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format, organized by department, specialty area or other organizational unit as appropriate to the School and must include at least the following: (a) name, (b) title/academic rank, (c) FTE or % time, (d) tenure status or classification, (g) graduate degrees earned, (h) discipline in which degrees were earned, (i) institutions from which degrees were earned, (j) current instructional areas and (k) current research interests. See CEPH Data Template 4.1.1.*

**Note: Classification refers to alternative appointment categories that may be used at the institution.*

Primary Faculty

Gillings School faculty not only meet the minimum qualifications for faculty in schools of public health, but many are true leaders in research, service and teaching. What most distinguishes our faculty is that whether their work occurs in basic science laboratories or in community contexts, they actively work to accelerate the research results into benefits for participants, communities and people around the world. Across the Gillings School, we can point to a plethora of examples of faculty research becoming policy or leading to programs and practices adopted at the local, national and global levels. This commitment to real-world application benefits the teaching mission and Gillings School students, who are able to engage in the entire cycle from research to practice-based application.

Qualifications of Gillings School primary teaching faculty (245 in spring, 2017) are shown in Table 4.1.1, [\[ERF\]](#), along with their respective teaching areas, research areas, and core areas germane to the Gillings School's mission and programs. Of the full-time primary faculty, 132 are in tenured or tenure-track positions and 113 are in fixed-term (non-tenure-track) positions. Fixed-term faculty may be ranked clinical, research or professor of the practice. Curricula vitae (CVs) for faculty are available on each individual faculty member's profile on the Gillings School website. Table 4.1.1 [\[ERF\]](#) provides links to each primary teaching faculty member's CV. An example of the standardized template for CVs [\[ERF\]](#), with all required domains from the Gillings School's [Appointments, Promotion and Tenure \(APT\) Manual](#) [\[ERF\]](#), is provided for reference.

Twenty-two faculty at the Gillings School, nearly all of them primary faculty, hold endowed professorships (see Table 4.1.a.2, below).

Table 4.1.a.2 Endowed Professorships Held by Gillings School Faculty		
Department	Faculty Member	Professorship
Dean	Barbara K. Rimer, DrPH, MPH	Alumni Distinguished Professor
BIOS	Jianwen Cai, PhD	Cary C. Boshamer Distinguished Professor
BIOS	Sebastian George, PhD*	Pranab K. Sen Distinguished Visiting Professor in Biostatistics
BIOS	Amy Herring, ScD	C.R. Angle Professor in Children's Environmental Health
BIOS	Joseph J. Ibrahim, PhD	Alumni Distinguished Professor
BIOS	Michael Kosorok, PhD	William R. Kenan, Jr. Distinguished Professor
BIOS	Danyu Lin, PhD	Dennis Gillings Distinguished Professor in Biostatistics
EPID	Andrew Olshan, PhD	Barbara Sorenson Hulka Distinguished Professor in Cancer Epidemiology
ESE	Jamie Bartram, PhD	Don and Jennifer Holzworth Distinguished Professor
ESE	Greg Characklis, PhD	The Philip C. Singer Professorship in Environmental Sciences and Engineering
ESE	Casey Miller, PhD	Okun Distinguished Professor of Environmental Sciences and Engineering
ESE	Mark Sobsey, PhD	Kenan Distinguished Professor
ESE	James Swenberg, PhD, DVM	Kenan Distinguished Professor
HPM	George Pink, PhD	Humana Professor in Health Informatics
HPM	Morris Weinberger, PhD	Vergil N. Slee Distinguished Professor in Healthcare Quality Management
MCH	Herbert Peterson, MD	William R. Kenan, Jr. Distinguished Professor
MCH	Alison Stuebe, MD	Distinguished Scholar in Infant and Young Child Feeding (mid-career recognition)
NUTR	Margaret Bentley, PhD	Carla Smith Chamblee Distinguished Professor
NUTR	Elizabeth Mayer-Davis, PhD	Cary C. Boshamer Distinguished Professor
NUTR	Barry Popkin, PhD	William R. Kenan, Jr. Distinguished Professor
NUTR	June Stevens, PhD	AICR Distinguished Professor
NUTR	Steven H. Zeisel, MD, PhD	Kenan Distinguished Professor

*Visiting faculty member

4.1.b Other Faculty

Required Documentation: If the School uses other faculty (adjunct, part-time, secondary appointments etc.), summary data on their qualifications should be provided in table format, organized by department, specialty area or other organizational unit as appropriate to the School and must include at least the following: (a) name, (b) title/academic rank, (c) title and current employment, (d) FTE or % time allocated to the School, (e) gender, (f) race, (g) highest degree earned (optional: schools may also list all graduate degrees earned to more accurately reflect faculty expertise), (h) disciplines in which listed degrees were earned and (i) contributions to the School. See CEPH Data Template 4.1.2.

The Gillings School uses the University's definitions to categorize types of faculty. These definitions are consistent with requirements of the University's accrediting body, the Southern Association of Colleges and Schools (SACS). Table 4.1.2, Other Faculty Qualifications (Adjunct, Part-Time, Secondary Appointments, etc.), is included in the [ERF](#).

Joint faculty and secondary appointments. As defined by University policy, [jointly-appointed faculty](#) [ERF] include tenure and tenure track faculty whose home departments are outside of Gillings but who also have a secondary appointment within the Gillings School. Joint appointments within the Gillings School must conform to criteria specified by the Gillings School's [APT Manual](#) [ERF]. Department chairs from the appointee's home department must approve the Gillings School appointment. In spring, 2017, 31 faculty with primary appointments in other University units held full joint appointments within the Gillings School, and 78 faculty had secondary appointments in the Gillings School.

Joint and secondary appointees are active contributors to our research, teaching and service efforts and must meet the requirements and expectations stipulated in the Gillings School's APT Manual and specific department guidelines commensurate with the ranks of their appointments. As illustrated below, joint faculty greatly deepen and broaden areas of interdisciplinary strength within the Gillings School and are a hallmark of UNC-Chapel Hill's collaborative culture.

Several joint faculty hold distinguished professorships, including **Myron Cohen, MD**, appointed jointly in Infectious Diseases and Epidemiology, and **Rachel Noble, PhD**, and **Hans Paerl, PhD**, both appointed jointly in the Institute of Marine Sciences and Environmental Science and Engineering.

Adjunct faculty. The Gillings School has 396 adjunct faculty on its roster in spring, 2017. As stipulated by [University Faculty Policies, Procedures and Guidelines](#) [ERF] and the Gillings School's [APT guidelines](#) [ERF], adjuncts are employed outside the University or have primary appointments in University units different from the units making the adjunct appointments. In some instances, adjunct faculty receive compensation for specific services or activities but have a part-time commitment to the appointing department, with limited responsibilities. The following procedures are used when appointing an adjunct faculty member: (1) a member of the host department nominates the individual, using a CV and nominating letter; (2) the appointment is confirmed by the department chair, sometimes following a vote of the faculty; and (3) a letter is sent to the appointee specifying the types of contributions the individual is expected to make in the host department. Departments regularly review their rosters of adjunct faculty to ensure that they are adding value to the departments.

Adjunct faculty support the Gillings School's teaching, research and service missions by providing guest lectures or teaching entire courses; serving as preceptors for students or as readers or expert consultants on master's papers, capstone projects and dissertations; participating in research led by primary faculty or carrying out special assignments, as requested. Adjunct faculty also support graduating students in job searches and often employ graduates.

Part-time (non-adjunct) faculty. In spring, 2017 the Gillings School employed 23 other part-time faculty who were not classified as either joint or adjunct faculty. These faculty contribute to research, teaching or other special projects. Table 4.1.2, Other Faculty Qualifications (Adjunct, Part-Time, Secondary Appointments etc.), available in the [ERF](#).

4.1.c Integration of Practice Perspective

Required Documentation: Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the School. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

Overview. An essential part of the Gillings School mission is to “translate research into effective practices and sound policies.” Accordingly, the Gillings School integrates a practice perspective in research, teaching, service and engagement with public health leaders and the public health community. This perspective is codified in the Gillings School’s [APT Manual](#) [ERF], which indicates that faculty are expected, through their research *and/or* practice, to effect (or have potential to effect) improvements in the health of the public and/or to advance the science and practice of their disciplines within public health. This research-to-practice perspective is one that transcends departments, disciplines and whether faculty conduct their research in basic science laboratories or other settings. Across the board, our faculty work to accelerate the translation of research results into practical, real-world public health solutions.

The impact of faculty research and practice is evaluated formally at initial recruitment and appointment designations, during annual reviews and at time of promotion and tenure decisions (APT Manual). These characteristics and productivity also are considered in post-tenure review, which is a rigorous process at UNC-Chapel Hill. In addition, faculty may be appointed and promoted based on public health practice (APT Manual). In these cases, the faculty member’s practice must be scholarly—i.e., it must have influenced not only a given policy, community, agency or program, but also contributed toward advancing state-of-the-art of public health practice itself.

As evidenced in annual evaluations of faculty, public health practice is so deeply interwoven into the fabric of the Gillings School that disentangling it from community-engaged scholarship or service diminishes its full scope. For our purposes, we have illustrated this interconnectedness as a Venn diagram, and we define several relevant terms in Table 4.1.c.1, below. In this context, we group faculty engagement, community engagement and public health practice and service together and distinguish them from *professional services*. We annually track this collection of efforts as *engaged activities* through the online Curvita faculty reporting system. Together with *engaged activities*, we also specifically track research efforts in implementation science (research that determines actions needed to facilitate adoption of evidence-based interventions or policies into health-related practices, as well as that which assesses the movement of evidence-based programs and policies into practice). Finally, in recognition of the fact that dissemination does not begin and end with the publication of a manuscript, we also measure dissemination according to whether an intervention, product or program has been adopted, has had a policy impact or has influenced legislation. We also monitor whether evidence-based interventions have become part of peer-reviewed databases, such as the National Cancer Institute’s Cancer Control PLANET, RTips, and/or part of the evidence-based intervention website of the U.S. Department of Health and Human Services’ Substance Abuse and Mental Health Services Administration (SAMHSA) branch. Frequently, adoption of evidence-based interventions is one outcome of *faculty engagement* with communities of practice over time, and we recognize that concerted, intentional action is required for such adoption to occur.



Table 4.1.c.1 Definitions for Key Terms Used in Gillings School Venn Diagram

Term	Definition
Faculty Engagement (also known as Practice or Scholarly Service)	Any scholarly, creative and/or pedagogical activities for the public good , directed toward persons and groups external to the University . Such activities develop as collaborative interactions that respond to short- and long-term societal needs . As such, our definition of <i>faculty engagement</i> blends concepts of both public health service and practice. A number of faculty at the Gillings School have strength in community-based participatory research methods.
Community Engagement (also known as Service)	Services to the public (usually with and through communities, governments, non-governmental organizations [NGOs], other organizations and the private sector) outside the formal scholarly community
Professional Service	Service to the profession, such as service reviewing manuscripts and grants or serving on publication editorial boards
Implementation Science	A strength of many faculty at the Gillings School, this research method identifies specific actions needed to facilitate adoption of evidence-based interventions or policies into health-related practices. This method is anchored in public health <i>practice</i> and requires strong engagement with stakeholders to identify and implement better strategies for delivering public health solutions.

Documenting our practice efforts. We invited primary Gillings School faculty to report on whether they have engaged in any of the ten essential public health services, as defined by Gebbie et al., both prior to 2014 (including, potentially, prior to a faculty appointment) and in the three years during the self-study period. Table 4.1.c.2, Levels of Gillings Faculty Engagement in Public Health Practice, below, shows that, for example, 66 percent of primary faculty at the Gillings School have “informed, educated, and empowered people about public health issues” at some point prior to 2014, and 56 percent have “used data to monitor health status, which helped identify community health problems.” When asked about more recent public health practice experience, in 2016, 77 percent of primary faculty reported that they “conducted research which yielded new insights and innovative solutions to health problems”, 20 percent had “developed policies and plans that support individual and community health efforts” and 44 percent had “offered training to ensure a competent public health care workforce.” Taken together, we have evidence that our primary faculty brought a wealth of essential public health experience to their current appointments as Gillings faculty and that they have continued to demonstrate active participation in the ten essential public health services over the past three years.

Table 4.1.c.2 Levels of Gillings Faculty Engagement in Public Health Practice

Primary Faculty at the Gillings School Public Health Practice Experience (in percents) Pre-2014 and 2014–16				
Practice Domains: 10 Essential Public Health Services ¹	Any Time Prior to 2014	2014	2015	2016
1. Used data to monitor health status, which helped identify community health problems.	56	43	43	41
2. Diagnosed and investigated health problems and hazards in the community.	44	33	34	34

Table 4.1.c.2 Levels of Gillings Faculty Engagement in Public Health Practice (cont'd)				
Primary Faculty at the Gillings School Public Health Practice Experience (in percents) Pre-2014 and 2014–16				
Practice Domains: 10 Essential Public Health Services¹	Any Time Prior to 2014	2014	2015	2016
3. Informed, educated and empowered people about public health issues.	66	58	60	57
4. Mobilized community partnerships to identify and solve health issues.	34	22	25	26
5. Developed policies and plans that support individual and community health efforts.	33	20	20	20
6. Supported the enforcement of laws and regulations that protect health and ensure safety.	21	13	14	13
7. Linked people to needed personal health services and ensured provision of health care when otherwise unavailable.	24	13	15	14
8. Offered training to ensure a competent public health and personal health care workforce.	53	42	43	44
9. Evaluated effectiveness, accessibility and quality of personal and population-based health services.	41	33	32	29
10. Conducted research that yielded new insights and innovative solutions to health problems.	85	79	79	77

¹This definition of engagement as included in Gebbie, K., Merrill, J. and Tilson, H. "The Public Health Work Force." *Health Affairs* vol. 21, no. 6, Nov./Dec. 2002.

Gillings School faculty from all departments bring practice experience and have ongoing relationships with colleagues at public health agencies and other community organizations and policy-making groups. All departments also have preceptors with strong public health practice experience. We recognize that public health occurs in many settings, and our faculty represent the full scope of public health practice. As illustrated in their CVs, faculty practice efforts range from serving as invited members on prestigious state and national task forces, to integrating practice perspectives into their own research, courses and student dissertations, to providing technical assistance through consultation and practice-based research, to leading train-the-trainer efforts for major agencies, such as CDC, Robert Wood Johnson Foundation and other groups. Many faculty serve on community, regional, state and other boards that direct practice-related activities. They also serve on committees and engage in efforts to develop and promulgate public health evidence. Some faculty engage in practice activities in conjunction with the North Carolina Institute for Public Health (NCIPH). Finally, many centers with strong Gillings School collaborators have extensive community and public health practice ties. This is especially true for the [Health Promotion and Disease Prevention Center](#) [ERF] and the [Injury Prevention Center](#) [ERF].

Integrating practice into our teaching efforts. Faculty's strong engagement with practice is visible in the classroom and in students' practicum placements (see Criterion 2.4.b). More than 60 courses (which is also more than 60% of our courses), featured practice components or the involvement of practitioners. Faculty in the departments of PHLP, HPM, HB and MCH, in particular, have substantial

practice experience, and infuse a particularly strong practice perspective into their courses. For example, **Eugenia Eng, DrPH, MPH**, professor (HB), has been a leader in developing and applying community-based participatory engagement and research. With colleagues in Health Behavior, she has trained generations of students in these approaches. In recognition of her efforts, Dr. Eng received several professional awards from the American Public Health Association (APHA), Society of Public Health Education (SOPHE), and most recently, the University's highly prestigious Edward Kidder Graham Faculty Service Award (fall, 2016), the highest award for service at UNC-Chapel Hill. Another example of integrating practice into teaching, all MPH students in Health Behavior complete a [capstone project](#) [ERF] in which teams of three to five students work for the entire academic year (a commitment of at least 400 hours for each student) with an organization or group to develop high-quality public health solutions and deliverables. Area agencies now compete to work with our student teams and to have teams placed in their organizations on an annual basis. MPH students, for example, took the lead in developing the [award-winning Orange County, NC Master Aging Plan](#) [ERF]. Similar work goes on in other departments.

Anna Schenck, PhD, the Gillings School's associate dean for practice, together with NCIPH staff, support the integration of practice into our teaching efforts by facilitating faculty and student connections with public health practice. Some examples are described below and in Criterion 3.2:

- [PHield Trips](#) [ERF]. These planned excursions, arranged at multiple points during the academic year, connect students, faculty and staff with public health partners throughout the community.
- [Practicum Day](#) [ERF]. Held in November, this annual event at the Gillings School engages students in showcasing outcomes of their practica with posters and public talks for faculty, community partners and other students. The event also gives students from other cohorts a chance to connect with potential preceptors to extend the work that previous students initiated. Many of our adjunct faculty are also important community partners, thereby creating important pathways to practice between Gillings School faculty, students and staff.
- [Other coordinated events](#) [ERF]. We hold a variety of other events, including celebration of National Public Health Week, alumni careers in public health day, etc.

Since 2016, representatives from the Gillings School have been working with a task force initiated by the UNC-Chapel Hill School of Medicine to further develop interprofessional education across Health Affairs schools. Faculty in PHLP and Nutrition (located within both the Gillings School *and* the School of Medicine) have served as liaisons for Health Affairs' interprofessional education efforts. We expect interprofessional education and research opportunities to expand in the coming years, and we are in the process of integrating these opportunities into curriculum changes within the new MPH Core, as well as in other degree programs.

Integrating practice perspectives into our research. Many primary faculty have sponsored research projects that are practice-oriented, have an impact on the public's health and/or strengthen the delivery of public health services. We currently have active projects in all 100 North Carolina counties and in 82 countries worldwide. As well, we track faculty scholarly research and training activities that have led to the adoption of interventions, practices, products, protocols or evidence-based programs. We also track scholarly practice and training activities that affect federal, state or local policy, development of regulatory guidelines, or legislative activity. See Table 3.1.a.2 for examples of research that changed local, national or international public health practice, including:

- Changes in WHO guidelines in 2015 based on research by **Myron Cohen**, MD, professor (EPID), showing that antiretroviral treatment prevents HIV transmission.

- The adoption by many U.S. universities of a campus sexual assault survey developed by **Sandra Martin**, PhD, professor, (MCH), in collaboration with the Association of American Universities.
- New controls on marketing of electronic cigarettes based on research by **Kurt Ribisl**, PhD, and **Noel Brewer**, PhD, professors, (HB).

Many of our faculty have specific strengths in community-based participatory research, meaning that community priorities help shape these faculty members' research agendas. Examples in Table 4.1.c.3, Gillings School Faculty Community-Based Participatory Research Efforts, below, illustrate ways in which many faculty members' scholarly practice efforts have had an impact on underserved and vulnerable communities, both in rural North Carolina and around the world. Foci include improving vulnerable communities' access to clean, safe water; improving stroke care; and improving cardiovascular health among rural North Carolinians in the "buckle of the obesity belt" through better diet and nutrition. All faculty highlighted in this table also teach courses, mentor students and hire them as RAs for their research or practice projects.

Table 4.1.c.3 Gillings School Faculty Community-Based Participatory Research Efforts	
Faculty Member	Focus Area
Preventing Obesity	
Alice Ammerman, DrPH Professor (NUTR); and Director, Center for Health Promotion and Disease Prevention	With her strong research and practice collaborations across North Carolina, particularly in low-income and minority communities, Dr. Ammerman has designed and tested innovative clinical and community-based nutrition and physical activity interventions aimed at reducing chronic disease risks. Her expertise in addressing childhood obesity led, in 2008, to her appointment by the Lieutenant Governor to serve on the N.C. Childhood Obesity Study Committee, charged with recommending legislative action around childhood obesity. More recently, in 2013, the North Carolina Institute of Medicine appointed her to a task force to develop strategies targeting obesity in children from birth to age five. (Dr. Dianne Ward , mentioned below, was also appointed to this committee). As principal investigator (PI) of the CDC-funded Center of Excellence for Training and Research Translation [ERF], Dr. Ammerman leads efforts to identify, translate and disseminate evidence-based interventions for obesity and cardiovascular disease control and prevention.
Dianne Ward, EdD Professor (NUTR)	Dr. Ward developed the NAP SACC [ERF] program to improve diet and physical activity at day care centers in North Carolina. In 2008, the Center for Excellence in Training and Research Translation recognized NAP SACC as an effective evidence-based program. Subsequently, Ward spearheaded creation of guidelines for other day care centers to use in adopting NAP SACC, now active across North Carolina, the U.S. and in several global locations. In 2010, the White House Task Force on Childhood Obesity named NAP SACC one of three innovative early childhood programs to combat childhood obesity.

Table 4.1.c.3 Gillings School Faculty Community-Based Participatory Research Efforts (cont'd)	
Faculty Member	Focus Area
Improving Access to Safe, Clean Drinking Water and Breathable Air	
Jamie Bartram, PhD Don and Jennifer Holzworth Distinguished Professor (ESE); Director, the Water Institute	Dr. Bartram works at the interface between water (including sanitation and hygiene) and health, linking science to policy and practice in both developing and developed countries. His interests include technologies for urban sanitation renewal; management systems for drinking-water safety and rural drinking-water supply; water scarcity and climate change and their impacts on system sustainability; health system activities on water and sanitation; and sector capacity issues, such as monitoring the costs and impacts of interventions and effective regulation and financing. As director of the Water Institute [ERF] at UNC-Chapel Hill, Dr. Bartram has worked to influence large-scale international development policy. To do so, he and his team have collaborated with select implementing organizations around the world to help them create efficient programming with more impact and with a focus on problem solving. The Gillings School's Water Institute has a strong international reputation for its work to evaluate the success of interventions that aim to improve access to safe drinking water. A recent report produced by the Water Institute is changing hospital practices around water and sanitation through WHO endorsement of the report's recommendations.
Greg Characklis, PhD Singer Distinguished Professor (ESE)	Dr. Characklis develops solutions to environmental challenges through systems-based approaches that integrate both engineering and economic principles. Specifically, he has developed improved strategies for managing water supply and treatment systems, including consideration of the economic and environmental trade-offs associated with energy production (e.g., hydropower, biofuels) and the management of environmental financial risks. A number of towns in North Carolina have used Dr. Characklis's work to guide water infrastructure decisions. Policymakers at the state and local levels have consulted with him regularly in developing water access policies and to help determine allocation of resources. His methods also have helped communities share water among jurisdictions, thereby avoiding the necessity of building expensive new water resources.
Barbara Turpin, PhD Professor (ESE)	Dr. Turpin has contributed to environmental health practice through her role in the Environmental Protection Agency's periodic integrated science and risk assessments that form the basis for setting the national Ambient Air Quality Standards.
Overcoming Cancer	
Jennifer Smith, PhD Associate Professor (EPID)	Drs. Smith and Brewer have collaborated to significantly increase awareness of cervical cancer in North Carolina and many other states and to accelerate uptake of HPV vaccinations.
Noel Brewer, PhD Professor (HB)	
Barbara K. Rimer, DrPH, MPH Dean and Alumni Distinguished Professor (HB)	In an example of ways in which research, practice and policy efforts have been intertwined, Dean Rimer's work as chair of the President's Cancer Panel and as co-author of a report on Accelerating HPV Vaccine Uptake [ERF] has led to increases in national rates of adoption.

Table 4.1.c.3 Gillings School Faculty Community-Based Participatory Research Efforts (cont'd)	
Faculty Member	Focus Area
Eugenia Eng, DrPH Professor (HB)	For more than a decade, Dr. Eng has partnered with members of the Greensboro Health Disparities Collaborative, an academic-community coalition, to reduce disparities in cancer care. Using a community-based participatory approach, Dr. Eng has worked with this coalition to examine how the lack of transparency and accountability translates to health care inequities. The group first designed the Cancer Care and Racial Equity Study, a two-year exploratory study funded by the NCI to better understand how cancer treatment was implemented at Greensboro's Cone Health Care Center and why inequities persisted. Their findings informed development of a five year, NCI-funded study, ACCURE (Accountability for Cancer Care through Undoing Racism and Equity), which tests effectiveness of reorganizing cancer care and aims to optimize quality of care and narrow treatment disparities between white and African-American patients with a first diagnosis of Stage 1 or 2 breast and lung cancers. Innovations include an electronic real-time registry that signals deviations from standard of care, "nurse navigators" trained to use the registry and to communicate with patients and medical professionals about ways to improve achievement of optimal standards of care, use of "physician champions" and patient engagement.
Strengthening Public Health Infrastructure in North Carolina and the U.S.	
Dorothy Cilenti, DrPH, MSW, MPH Clinical Associate Professor (MCH)	Dr. Cilenti has worked in local and state public health agencies in North Carolina for more than 20 years. She directs the National Maternal and Child Health Workforce Development Center, a cooperative agreement with the Health Resources Services Administration, Maternal and Child Health Bureau, Division of MCH Workforce Development. She has served as PI for more than 25 contracts and grants totaling more than \$10 million, ranging from training grants to public health systems research awards.
Carolyn Crump, PhD Research Associate Professor (HB)	For 30+ years, Dr. Crump has worked with federal, state and local organizations and community-based groups to address health promotion and injury prevention-related concerns. Most recently, her team developed a five-course curriculum for public health professionals and non-profit partners that is now a nationwide program administered by directors of health promotion and education. For many years, Dr. Crump and her team have worked closely with the N.C. Division of Public Health, Chronic Disease and Injury Prevention Section, serving as facilitators, evaluation specialists and consultants. She and her team have also designed a curriculum to enhance skills and knowledge of local injury and violence prevention practitioners in Wake County, NC. She is currently directing a project for the Bureau of Reclamation, Pacific Northwest Region to assess and make recommendations to improve the safety culture of the bureau's workplace.
Laura Linnan, ScD Professor (HB); Associate Dean for Academic and Student Affairs	Dr. Linnan conducts applied intervention research aimed at preventing and controlling chronic diseases (cancer, cardiovascular disease/stroke, diabetes and arthritis). She and her team work with an extensive network of public health practitioners and communities across the state; using community-based participatory research principles, she has planned, delivered, evaluated effective multi-level interventions in worksites, colleges and universities, beauty and barbershops, public libraries and other settings across North Carolina. She is Founding Director of the Carolina Collaborative for Research on Work and Health [ERF].

Table 4.1.c.3 Gillings School Faculty Community-Based Participatory Research Efforts (cont'd)	
Faculty Member	Focus Area
Anna Schenck, PhD Professor of the Practice and Director, (PHLP); Associate Dean for Practice; and, Director, North Carolina Institute for Public Health	As director of the N.C. Institute for Public Health, Dr. Schenck oversaw the N.C. Local Health Department Accreditation Program, which assures that all 100 NC counties are served by accredited health departments. North Carolina was the first state in the U.S. to achieve universal accreditation of its health departments. Dr. Schenck chairs the Scientific Advisory Committee for America's Health Rankings [ERF]. This tool provides an analysis of national health on a state-by-state basis by evaluating a historical and comprehensive set of health, environmental and socioeconomic data to determine national health benchmarks and state rankings. Local, state and federal public health departments, as well as local, state and national governing bodies, use this tool to identify public health priorities.
Strengthening Health Systems in North Carolina	
Mark Holmes, PhD Professor (HPM) George Pink, PhD Humana Distinguished Professor (HPM)	Together, Drs. Holmes and Pink have strengthened rural hospitals, first in North Carolina and now across the U.S., through interventions designed to improve their financial health. Their work has been codified into best practices by the HRSA.
Wayne Rosamond, PhD Professor (EPID)	Dr. Rosamond led development of the N.C. Stroke Care Collaborative (NCSCC) with the aim of measuring, tracking and improving the quality of acute stroke care in North Carolina. Starting in 2002, Dr. Rosamond worked with hospitals across the state until, by 2014, more than 80 percent of residents in North Carolina lived in counties with a NCSCC participating hospital (n=51). Standards for stroke care in the state increased significantly as a direct result of these efforts. Beginning in 2015, and with a \$10 million, five-year grant from the Patient-Centered Outcomes Research Institute, Dr. Rosamond and his team began extending his work in improving stroke care throughout the state by partnering with collaborative hospitals to determine whether longer-term, post-stroke care could improve daily function once patients are discharged back into their communities.
Strengthening Public Health at UNC-Chapel Hill	
Kurt Ribisl, PhD Professor (HB)	Dr. Ribisl has been a prime mover in efforts to document the impact of underage and binge drinking among UNC-Chapel Hill students, resulting in a new alcohol policy [ERF] for the campus.

Professor of the Practice. The University, including the Gillings School, has a fixed-term category called professor of the practice of public health. Faculty with **professor of the practice** appointments may serve in teaching, research, mentoring, practice and advising roles appropriate to their experience and interest areas. The professor of the practice designation is appropriate for professionals with distinguished careers in non-academic settings. Typically, professors of the practice have served with distinction in government, private sector, or not-for-profit organizations; have contributed significantly to the field of public health; and have demonstrated the ability to bridge academic and practice communities to help faculty and students translate their work more effectively into practice.

Seven Gillings School faculty are professors of the practice of public health (one is recently deceased). They are listed below:

- **Sonia M. Davis, DrPH**, professor of the practice (BIOS); former senior director, Quintiles (2008–2012)
- **Leah Devlin, DDS, MPH**, professor of the practice (HPM); former North Carolina State Health Director and director of the North Carolina Department of Health and Human Services (2001–2009)
- **Jim Herrington, PhD**, director of the Gillings Global Gateway™ and professor of the practice (HB); former director of Division of International Relations, Fogarty International Center (2005–2014)
- **Sandra B. Greene, DrPH**, professor of the practice (HPM); former vice president, Blue Cross Blue Shield of North Carolina (1996–2001)
- **Peter Kolsky, PhD**, professor of the practice (ESE); former senior water and sanitation specialist, World Bank (2004–2012)
- **Miriam Labbok, MD, MPH**, professor of the practice (MCH) and former director of the Carolina Global Breastfeeding Institute (deceased in 2016); former Senior Advisor, Infant and Young Child Feeding and Care, UNICEF (2001–2005), and Chief, Nutrition and Maternal/Infant Health Division, Office of Health and Nutrition, Global Bureau, Agency for International Development (USAID) (1996–2001) (deceased)
- **Diane L. Rowley, MD, MPH**, professor of the practice (MCH); former associate director for science, National Center for Chronic Disease Prevention and Health Promotion, CDC (1997–2001)
- **Anna P. Schenck, PhD, MSPH**, professor of the practice (PHLP); former director of research, The Carolinas Center for Medical Excellence (2007–2009)
- **Vaughn M. Upshaw, DrPH, EdD**, nominated professor of the practice (PHLP); former lecturer in UNC School of Government (2004–2017); led in establishing and directing the Association for North Carolina Boards of Health and the National Association of Local Boards of Health

As indicated by the senior-level positions they held prior to their faculty appointments within the Gillings School, all professors of the practice bring strong practice connections, helping us strengthen our focus on real-world, solutions-focused research and creating strong service and employment avenues for our students. **Miriam Labbok, MD, MPH**, professor of the practice (MCH) and former director of the [Carolina Global Breastfeeding Institute](#) [ERF] (deceased in 2016), for example, conducted engaged scholarship that impacted breastfeeding practices globally. With her expertise in implementation science, she also improved breastfeeding practices in North Carolina, working with hospitals across the state to adopt the [10 Steps for Successful Breastfeeding Program](#) [ERF], an evidence-based set of hospital practices proven to increase breastfeeding rates in healthcare settings and beyond. As a faculty member at the Gillings School, she employed and mentored many students, some of whom have gone on to be leaders in this field.

As specified in the Gillings School's [APT Manual](#) [ERF], professors of the practice are evaluated based on their contributions to our teaching, research and outreach missions. The precise mix of teaching, research, mentoring, advising and faculty engagement activities pursued by a professor of the practice must be defined at the time of initial appointment and differs based on the individual and his/her experience. In part, evaluations of these professors are based on evidence of continued engagement and achievement in their professions at a state, national and international level outside of their University responsibilities.

Adjunct faculty. Many adjunct faculty at the Gillings School are appointed based specifically on their experience as practitioners, both in North Carolina and around the globe. They frequently teach courses, offer guest lectures and mentor our students as practicum preceptors and internship directors. They also lead or collaborate on research led by other Gillings School primary faculty.

Strategic plans for practice. In fall, 2016, the Gillings School created a new Practice Advisory Committee composed of several faculty from the Gillings School and 15 influential North Carolina practitioners. This group was convened to continue our intentional, ongoing dialogue between Gillings School leaders and North Carolina practice and policy leaders. Members of this new advisory committee help us:

- Identify research (especially practice-based research) and service contributions aimed at strengthening public health practice in North Carolina,
- Create pathways for rapid improvements in North Carolina public health policy and practice,
- Create opportunities for us to respond to community-identified needs in the state,
- Address educational needs of those in North Carolina's public health workforce,
- Ensure that students are prepared to improve practice,
- Ensure that the practice opportunities afforded to Gillings students are aligned with evolving CEPH guidelines. The March 7, 2017 meeting of this committee focused in part on practicum opportunities for our students and strategies for strengthening them. See [ERF](#) for agendas and minutes.

4.1.d Outcome Measures

Required Documentation: Identification of measurable objectives by which the School assesses the qualifications of its faculty complement, along with data regarding the performance of the School against those measures for each of the last three years.

Faculty Qualifications

University regulations. Appointments, promotions and tenure decisions in the Gillings School are governed by University regulations in the Faculty Code of University Government and the [Trustee Policies and Regulations Governing Academic Tenure](#) [ERF] and by other, specific guidelines, including the following standards from the Southern Association of Colleges and Schools (SACS):

- **Baccalaureate Degree Courses:** A doctoral or a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline) is required. At least 25 percent of the discipline course hours in each undergraduate major must be taught by faculty holding the terminal degree—usually the earned doctorate—in the discipline.
- **Graduate and Post-Baccalaureate Courses:** An earned doctorate/terminal degree in the teaching discipline or a related discipline is required.

Departments make exceptions to this policy under exceptional circumstances based on a professional's significant practice experience related to the subject matter.

Gillings School standards and guidelines. In addition to following the above regulations and guidelines, the Gillings School ensures the quality of its faculty through a thorough appointment and promotion process. That process emphasizes excellence and public health impact in research, teaching, practice and service, with varying weights given to each of these factors depending on whether an individual is a member of the tenure-track/tenure line or on the clinical, research or professor of the practice tracks (see [APT Manual](#) [ERF]). In addition, each department has defined outcome measures across the teaching, research and practice/service categories that are suitable to the particular discipline, as defined in each department's tailored expectations/standards for appointment, promotion and tenure, summarized in a matrix in the APT Manual.

As part of the appointment process, and prior to hiring, the associate dean for academic and student affairs works with department chairs to review CVs of individuals recommended for initial faculty appointments. Together, the associate dean and the appointing chair review qualifications to ensure that

an individual's background and credentials are appropriate and that we are recommending the individual for the correct type of appointment. The associate dean also works with the chairs on all reappointments and promotions and advises on appropriateness and readiness for proposed actions.

The APT Committee, composed of tenured full professors from each department in the Gillings School, reviews all faculty appointment, reappointment and promotion actions within the Gillings School, assessing each candidate's packet according to the criteria delineated in departments' appointment/promotion expectations and in the Gillings School's APT Manual. A matrix of department expectations for promotion and tenure found in the APT Manual allows committee members to review at-a-glance across departments when assessing faculty performance. The APT Committee also ensures that any person recommended for appointment has had some public health experience and demonstrates evidence of being able to work effectively with students as an instructor and mentor. Teaching statements and/or portfolios are required. All tenure-track/tenure and fixed-term appointments require external review letters, a letter from the chair that records the vote of the department's tenured full professors, plus extensive additional documentation (see [APT Manual](#) [ERF]). Once the APT Committee approves an action, several additional bodies review and approve those decisions, depending on faculty rank and action under consideration, as specified in the APT Manual.

Academic unit measures for quality of faculty. To determine individual faculty performance, department chairs expect faculty to use the online Curvita system to update their documents (e.g., CVs, NIH biosketches) in preparation for annual reviews (see Criterion 4.2.c, Faculty Evaluation). Department chairs review these materials, together with course evaluations, annually. Some departments have developed highly quantitative metrics, as defined within each department's tailored expectations/standards, that specify such variables as numbers of articles published in a defined timeframe, dollars obtained for research activities and courses taught. In other cases, the assessment is more qualitative. At the time of salary reviews, chairs and the dean of the Gillings School review data for each faculty member. At the time of reappointment, promotion or post-tenure review, faculty are also expected to develop and submit career statements and teaching portfolios (APT Manual).

Measures for quality of faculty. In addition to diversity outcomes (addressed in Criterion 1.8, Diversity), measurable objectives used to assess faculty excellence are shown in Table 4.1.d.1.

Table 4.1.d.1 Outcome Measures for Assessing Gillings School Faculty							
Outcome Measure		Data Source	Year 1	Year 2	Year 3	3-Year Target	6-Year Target
N/A	At least 95% of primary faculty will have earned a doctoral degree. ¹	Connect Carolina	95	95	95	95	95
Metric 2.4	Percentage of faculty with breadth of public health-related experience as measured by participation in each of the ten categories of the Gebbie framework (see definition in Criterion 4.1.c. Integration of Practice Perspective). ²	Faculty data collection	100	100	100	100	100
Metric 3.2	Percentage of students who report satisfaction with their graduate academic adviser. ³	Grad School Exit Survey	N/A	79	79	> 75	> 78

Table 4.1.d.1 Outcome Measures for Assessing Gillings School Faculty (cont'd)

Outcome Measure		Data Source	Year 1	Year 2	Year 3	3-Year Target	6-Year Target
Metric 1.7	Mean number of publications by assistant, associate and full professors (stratified by these three ranks). ⁴	Curvita	Asst. Prof 7	Asst. Prof 7	Asst. Prof 5	Asst. Prof 6	Mean of Prior 3 Years
			Assoc. Prof 10	Assoc. Prof 9	Assoc. Prof 9	Assoc. Prof 9	
			Full Prof 12	Full Prof 12	Full Prof 10	Full Prof 11	
Metric 1.6	Percentage of Gillings School tenure-track (TT) and fixed-term (FT) assistant, associate and full professors who are PIs on awarded grants and/or contracts ¹	RAMSeS	Asst. TT 61%	Asst. TT 58%	Asst. TT 43%	Asst. TT 54%	Mean of Prior 3 Years
			Asst. FT 31%	Asst. FT 32%	Asst. FT 21%	Asst. FT 28%	
			Assoc. TT 73%	Assoc. TT 73%	Assoc. TT 74%	Assoc. TT 73%	
			Assoc. FT 63%	Assoc. FT 50%	Assoc. FT 50%	Assoc. FT 54%	
			Full TT 80%	Full TT 83%	Full TT 86%	Full TT 83%	
			Full FT 74%	Full FT 60%	Full FT 48%	Full FT 61%	

¹Spring 2016, Fall 2016, and Spring 2017²Calendar years 2014, 2015, and 2016³Aggregated 2011–16 window⁴Calendar years 2013, 2014 and 2015⁵FY2014, 2015 and 2016

4.1.e Assessment of Faculty Qualifications

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- The Gillings School has a highly qualified, productive faculty whose members excel in research, teaching and practice.
- Public health practice is woven deeply into the fabric of the Gillings School. The Gillings School's faculty has breadth and depth of practice experience across the 10 essential public health services. As well, many Gillings School faculty integrate practice regularly into their research, teaching and scholarly practice. This problem-solving, practice-based perspective means that faculty have robust connections with practitioners across North Carolina and around the globe.

Weaknesses

- None

Plans

- In 2016, we established a Practice Advisory Committee of external advisers to help identify specific strategies for maximizing the impact of practice in our curriculum, in our practice-based work, and in our research around the state.

This Criterion is met.

4.2 Faculty Policies and Procedures

CEPH Criterion

The School shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty and to support the professional development and advancement of faculty.

4.2.a Faculty Handbook

Required Documentation: A faculty handbook or other written documentation that outlines faculty rules and regulations.

University Faculty Handbook

University policies concerning faculty recruitment, promotion and tenure appear in [Trustee Policies and Regulations Governing Academic Tenure in the University of North Carolina at Chapel Hill](#) [ERF].

Gillings School Faculty Policies for Appointment, Promotion and Tenure

Gillings School policies are available in the [Appointments, Promotion and Tenure \(APT\) Manual](#) [ERF] and include guidelines, criteria and standards for all faculty appointments that are thoroughly reflective of the Gillings School's mission. All new faculty receive a copy of the manual, and the APT Committee, as well as department chairs and senior leaders, regularly review and update the manual's content. Chairs review relevant sections of the manual with faculty at key stages in their careers. Manual changes are initiated by changes in University guidelines, by the Gillings School leadership, Chairs' Committee or by the Gillings School's APT Committee. The APT Committee updates the manual regularly, and all updates are then reviewed and approved by the Gillings School Chairs' Committee which includes the dean and associate dean for academic and student affairs, with final approval by UNC-Chapel Hill Office of University Counsel. As described in Criterion 4.1, each department also has a set of promotion expectations, summarized in a matrix in the APT Manual, developed and approved by full professors in each department and tailored to the norms of each discipline. Faculty receive a copy of these expectations upon employment and have continuous access to these documents online.

Orientation Materials

All faculty must attend a University-sponsored [new employee orientation](#) [ERF], which provides an overview of the programs, services, policies and benefits offered by the University. In addition, the Gillings School's Office of Human Resources, in collaboration with the associate dean for academic and student affairs, sponsors at least two [faculty orientations](#) [ERF] each year that introduce new faculty to the Gillings School's governance and administrative structure, resources, academic programs, and other policies and related web links including the online [Gillings Faculty Handbook](#) [ERF]. All resources shared at orientation are also available online. All other documents relating to policies and procedures for faculty are available through the University's [Office of the Executive Vice Chancellor and Provost](#) [ERF] and [Office of Faculty Governance](#) [ERF]. The associate dean for academic and student affairs is currently assembling all employment-related resources, including materials and information included in orientation, into an online Gillings School Faculty Handbook.

4.2.b Faculty Development

Required Documentation: Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

Provisions for faculty development are available at the department, Gillings School and University levels, with department chairs holding primary accountability for working with faculty in their departments to identify and pursue various development opportunities.

Mentoring

As described in the [APT Manual](#) [ERF], mentoring is a fundamental activity within both the Gillings School and the University and comes with specific expectations and accountabilities (see APT Manual for a full description of mentoring expectations). Primary mentoring of a faculty member occurs in his or her department. Specifically, each department ensures that each new faculty member—both tenure-track/tenured *and* fixed-term faculty—is paired with at least one mentor. The mentor is expected to discuss career planning and personal goal-setting, offer performance feedback, and proactively help open doors and identify opportunities for the mentee. Depending on department policies, mentors may be assigned or self-selected. Department chairs determine mentoring requirements for associate professors and tailor them to the needs of individual faculty. Some departments have extended their mentoring program to all categories of faculty at all ranks, including part-time faculty.

Several departments have produced guidelines for mentoring that supplement guidance delineated in the APT Manual. In particular, the Health Behavior and Epidemiology departments have exceptionally strong mentoring programs that are now shared with faculty on the APT Committee via an internal website (Sakai). As well, the University offers mentor training through its [Center for Faculty Excellence](#) [ERF].

Research Funding

To pursue its objective of “cultivating the School of Public Health as an environment conducive to outstanding productivity and discovery within a collegial and collaborative context” (Faculty/Staff Objective 4 [ERF]), the Gillings School makes every effort to help its faculty acquire external funding. UNC-Chapel Hill and its many centers and institutes offer various kinds of research awards and grants, particularly for pilot projects. The University’s [Junior Faculty Development Awards](#) [ERF] are a particularly important source of professional development. These grants are open to any permanent, full-time salaried member of the faculty without tenure who holds the rank of assistant or associate professor. Funds of up to \$7,500 may be used for supplies, equipment, salaries of assistants, travel or any other dimension of faculty development. The University encourages use of these grants as a stepping-stone to extramural support.

Start-Up Packages

New tenured and tenure-track faculty usually receive start-up packages; the amount is determined on a case-by-case basis but may be greater than \$100,000 of one-time-only funding from the University, Gillings School and department to be used over three years. Typical start-up packages provide salary support for highly sought-after recruits, research support (lab renovation and upfit, equipment, research support positions, postdoctoral trainee positions), computing needs (programmers, software, data purchases), relocation expenses, professional development and professional travel to conferences and other meetings.

School-Based Faculty Development Opportunities

State of North Carolina budget allocations for faculty development are limited and, in times of budget cuts, funding for faculty development tends to be a lower priority. Fortunately, the Gillings gift makes other faculty development opportunities available. For example, the [Gillings Innovation Labs](#) (GILs) [ERF] support faculty in developing ideas with the potential to result in innovative solutions to public health problems. Several faculty obtained leaves to develop collaborations with other institutions. For example, **Wayne Rosamond**, PhD, professor (EPID), spent a semester at Cambridge University in England. **Michael Kosorok**, PhD, department chair and Kenan Distinguished Professor (BIOS), is currently on a one-year leave and one goal is to visit and understand what peer departments are doing.

Gillings School resources available to all faculty also include research funding announcements, training announcements, grant proposal content resources, grant application review, and resources for disseminating results. Several groups provide support for faculty research, including the following:

- [Research and Innovation Solutions](#) [ERF] promotes faculty and student research, manages programs funded by the Gillings gift and nurtures entrepreneurship.

- The [Research Council](#) [ERF] enhances the research environment at the Gillings School, conducts internal review processes such as limited-submission opportunities and pilots, and provides feedback on new research information systems and add-on modules, including those in REACH NC and Curvita.
- The [Gillings Global Gateway](#)® [ERF] provides information on general policies and procedures, explains international data security considerations and links researchers to international research resources around the University.

Gillings Visiting Professorships (GVPs), funded by the Gillings gift, bring entrepreneurial and public health leaders to the Gillings School from both the public and private sectors. Visiting professors provide Gillings School faculty with various opportunities for professional development through seminars, interactions with students and projects.

Development Opportunities for Enhancing Instructional Capabilities

In 2011, as part of its strategic plan, SPH2020 (see Criterion 3.1, Research), a teaching and learning task force recommended strategies to foster 21st-century teaching and learning approaches at the Gillings School. As a result, February was designated “Celebrate Teaching Month.” In 2016, the associate dean for academic and student affairs led a transition to “[Celebrate Teaching All Year!](#)” [ERF] events offered periodically throughout the academic year. This transition was implemented to further elevate the importance of teaching and learning at the Gillings School; it also allows us to provide “just in time” faculty training and development as needs arise. For example, faculty and students in fall 2016 requested additional training in facilitating sensitive dialogue on diversity, equity and inclusion topics in the classroom. In response, the Celebrate Teaching All Year! Program is sponsoring a series of professional development sessions on these topics. The first one, “Cultivating Inclusive Classrooms,” attracted 25 faculty and staff members. We also conducted the first-ever Faculty Interest in Teaching Survey (FITS) to clarify faculty training needs and interests (see [Executive Summary and Survey Instrument](#) [ERF]).

In tandem with “Celebrate Teaching” events, the Gillings School sponsors student-nominated [teaching innovation awards](#) [ERF]. These awards honor faculty, one from each academic unit, who “improve the learning environment by integrating new technologies, engaging students in interactive activities, employing creative assessment methods, and introducing and incorporating progressive curriculum ideas into the classroom.” A \$1,000 prize is offered to the chosen faculty member for professional educational development in teaching and learning. Faculty who win these coveted student-nominated awards are recognized at a special ceremony held each spring. Faculty can receive three other prestigious career teaching and mentoring awards—the [Larsh award](#) [ERF] for mentorship, the [McGavran award](#) [ERF] for achievement in teaching and the [Greenberg award](#) [ERF] for excellence in teaching, research and service. Winners of the Larsh and McGavran awards are recognized at graduation while the winner of the Greenberg award is recognized at our annual Foard lecture. These awards keep teaching and mentoring excellence in the forefront of our core mission at the Gillings School.

University-Based Faculty Development Opportunities

The University’s [Center for Faculty Excellence](#) [ERF] provides holistic support to individual faculty members of any level in teaching, leadership, research and mentoring. Many instructional resources are available through the center, such as publications, workshops and a seminar series for early career faculty development. Gillings School faculty regularly draw on these instructional resources.

As an example, a number of leaders from the Gillings School have participated in UNC-Chapel Hill’s [Academic Leadership Program](#) (ALP) [ERF]. This program is a University-sponsored faculty development opportunity for tenured faculty and fixed-term faculty with more than seven years of service. [The Institute for the Arts and Humanities](#) (IAH) [ERF] chooses eight faculty from across the University each year for the

ALP to help participants develop leadership skills, clarify career commitments, build a leadership network within the campus and extend contacts to other leaders beyond the University. In the past six years, the IAH has chosen four Gillings School faculty as ALP fellows:

- **Margaret Bentley**, PhD, Carla Smith Chamblee Distinguished Professor (NUTR) and Associate Dean for Global Health (2010)
- **Amy Herring**, ScD, Carol Remmer Angle Distinguished Professor of Children's Environmental Health and associate chair (BIOS) (2012)
- **Leslie Lytle**, PhD, professor and department chair (HB) (2014)
- **Elizabeth Mayer-Davis**, PhD, Cary C. Boshamer Distinguished Professor (NUTR and MED), and department chair (NUTR) (2015)

[BRIDGES](#) [ERF] is a University-based leadership program specifically for women in higher education who seek to gain or strengthen academic leadership capabilities. Clinical Associate Professor **Vijaya Hogan, DrPH (MCH)**, and Assistant Dean for Finance and Business **Katie Thornsvar, MAC, CPA**, are both graduates of the BRIDGES program.

The University does not have a sabbatical or other system of faculty leaves. [Internal University-wide competitive research and scholarly leaves](#) [ERF] pay the full salary of a full-time faculty member for one semester, or pay half the salary for two semesters, but there are only a limited number of these leaves available.

4.2.c Faculty Evaluation

Required Documentation: Description of formal procedures for evaluating faculty competence and performance.

Schoolwide guidelines for faculty expectations and standards of performance, including criteria for promotion and tenure, are in the [APT Manual](#) [ERF].

Annual Reviews and Promotion

As part of the Gillings School's commitment to timely review of faculty, department chairs meet at least annually with faculty on an individual basis to discuss progress from the preceding year in research, teaching, practice and service and to delineate goals for the next year. As part of this discussion, the department chair and faculty member also review course evaluations. Individuals who receive poor course evaluations are typically referred to the University's Center for Teaching and Learning to further develop their skills and/or to work with experienced faculty in their departments to enhance their classroom/online pedagogy. An online annual reporting system (Curvita) documents faculty achievements in research, teaching, practice and service, providing Schoolwide data for metrics that cut across all departments. All annual faculty progress reports and discussions are documented so that each department chair can refer to them when making judgments about salary increases.

As specified in the Gillings School APT Manual, faculty who are within 18 months of promotion receive a detailed schedule of expected steps and deliverables. As part of this process, chairs provide additional information and feedback to these individuals. Also, the dean of the Gillings School reviews department chairs and provides them with a memo that includes performance feedback.

At the time of consideration for promotion, the candidate must first receive approval for promotion within his/her department with a vote of the full professors. Each department provides faculty with a specific set of [promotion expectations](#) [ERF] (e.g., numbers of published papers expected, amount of grant support), which are posted publicly and updated regularly.

At the Gillings School level, the APT Committee reviews candidates for promotion. (See Criterion 1.5.a, School Standing and Ad Hoc Committees, for additional details on the APT Committee.) Required documentation includes a letter from the department chair that includes the vote of the tenured full

professors in that department, the individual's curriculum vitae, a teaching portfolio, a career focus statement and external review letters from experts in the candidate's area who have never collaborated with that individual. The APT Committee assigns each candidate to a primary and secondary reviewer. Each reviewer independently reviews and reports to the full APT Committee using a standardized protocol. The full committee then votes and makes a recommendation to the dean, who in turn makes a recommendation to the provost and to the University-wide APT Committee.

Post-Tenure Reviews

The UNC System has a robust process for [post-tenure reviews](#) (PTRs) [ERF] of tenured faculty. These reviews must occur every five years, unless the faculty member is reviewed under some other process, e.g., administrative reviews of senior leaders, such as chairs and deans. Post-tenure review processes are similar to a promotion and/or tenure application process. Most departments create tailored committees to review each faculty member due for PTR. The faculty member prepares a packet for review by the APT committee, the department chair and the Gillings School dean. The packet includes research and teaching statements, plus supporting documents with five years of relevant information concerning the faculty member's accomplishments. Also included are plans for teaching, research, practice and service (professional and faculty engagement) in relation to the mission of the department, the Gillings School and the University. After review by the departmental committee, the individual's department chair reviews this packet. Deans are then required to write letters and summarize findings that either affirm the outcomes of every PTR or provide explanations for why they disagree with outcomes. More information is available in the [APT Manual](#) [ERF].

4.2.d Course and Teaching Evaluation

Required Documentation: Description of the processes used for student course evaluation and evaluation of instructional effectiveness.

Student Course Evaluations

Students evaluate all courses using both informal and formal mechanisms. Informal mechanisms include regular feedback from students in classes and at brown bag lunch discussions, as well as regular meetings between students and program directors and chairs.

As of spring, 2012 students complete all formal course evaluations electronically. Course evaluation results are made available to the faculty member(s) teaching courses, as well as to teaching assistants supporting courses and to department chairs.

Professors use students' course evaluations and other forms of feedback to make improvements in courses on an ongoing basis. Teaching evaluations completed by Gillings School students also have an impact on the departmental quality evaluations made by the chair of each department. Chairs monitor teaching evaluations and provide feedback and assistance to faculty who receive low ratings. Faculty with poor teaching evaluations frequently consult with experienced faculty in the department and/or experts at the University's Center for Faculty Excellence (described in Criterion 4.2.b).

Student evaluations of teaching are also an important part of faculty assessment for promotion and tenure. The Gillings School expects faculty to receive favorable student evaluations, maintain teaching portfolios documenting the courses they have taught, and to describe how they have used course evaluation feedback to positively shape students' learning experiences.

The Dean's Council tracks data from course evaluations for a core subset of evaluation items, including:

- Percentage of students responding "strongly agree" or "agree" to questions asking whether course objectives had been met (85 percent, 84 percent and 81 percent in fall 2014, 2015 and 2016, respectively;

- Percentage of students who responded “strongly agree” or “agree” to a question assessing teaching performance (85 percent, 86 percent and 84 percent in fall 2014, 2015 and 2016, respectively); and
- Percentage of students responding “strongly agree” or “agree” to the question, “I believe I would be able to apply information/skills learned in this course” (88 percent in fall 2014 and 2015, and 86 percent in fall 2016).

Evaluation of Instructional Effectiveness

Excellence in teaching is a significant factor in faculty promotion decisions and is considered along with research productivity and service contributions. In addition to course evaluations, all faculty must submit at least two formal peer evaluations of their teaching for promotion and tenure purposes. Reviewers assess teaching excellence through evaluation of (a) currency and relevance of content, (b) effectiveness and efficiency of delivery and (c) the extent to which the course and quality of teaching are likely to develop students’ abilities to think critically and solve problems. Supporting measures for this assessment can include innovation, adoption of course materials by others and contributions to teaching methodology. The teaching portfolio is the primary source document employed by reviewers to assess teaching excellence. Typically, two faculty members also attend the promotion candidate’s class at least twice and document their appraisal of the candidate’s teaching in terms of course design and pedagogy. The faculty member uses this peer evaluation to improve teaching skills.

4.2.e Assessment of Faculty Policies and Procedures

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School’s strengths, weaknesses and plans relating to this criterion.

Strengths

- The Gillings School’s APT policies are aligned with those of the UNC System’s General Administration and the University. They are available on the Gillings School website. In addition, to establish transparency in both the process and expectations for success, department-specific expectations that reflect the differences in each discipline are established in the matrix of department promotion/tenure expectations and shared at the time faculty are recruited, hired, oriented, evaluated annually, and when up for promotion/tenure.
- Several departments’ mentoring programs serve as Schoolwide models of success.
- The Gillings School sets a high bar for quality and excellence in teaching, as delineated in the APT Manual and as recognized in various Gillings School–based teaching awards.

Weaknesses

- None

Plans

- Plans are underway to extend “Celebrate Teaching” events throughout the academic year. In future, we plan to link these events to strategic curriculum changes, faculty training and development opportunities, and to use them as ways of improving our teaching and learning environment for students, faculty and the larger community of scholars.
- We recently developed an online faculty handbook to supplement materials already available on the Gillings School’s Academic Affairs website. The handbook brings together Gillings School policies and resources that exist in specific departments and across the University into one central location. We will continue to evolve this handbook based on feedback on its utility.

This Criterion is met.

4.3 Student Recruitment and Admissions

CEPH Criterion

The School shall have 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.

4.3.a Recruitment Policies and Procedures

Required Documentation: Description of the School's recruitment policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.

Policies

All faculty, staff, students and alumni who support recruitment efforts adhere to the University's non-discrimination policies described in Criterion 4.3.b. In keeping with the Gillings School's commitment to "recruit a diverse and promising student body" (see Education Goal 1, Objective 1 in Table 1.1.d on page 3 of this report or individual Table 1.1.d in [ERF](#)), we make a concerted effort in all our recruitment efforts to engage students from underrepresented minorities.

Recruitment Procedures

We define recruitment as all endeavors aimed at attracting qualified applicants to our programs. Recruitment efforts at the Gillings School occur at both the central (through the Office of Student Affairs, or OSA) and department levels. Below, we discuss recruitment procedures (a) employed by OSA as they pertain first to graduate, and then to undergraduate programs; and (b) within departments, again as they pertain first to graduate, and then to undergraduate programs.

Overall approach. Within the OSA, two full-time positions lead recruitment and pipeline efforts on behalf of the Gillings School, with other OSA staff supporting these efforts as needed. All OSA staff are knowledgeable about the Gillings School's degree programs, as well as about best practices in admissions and recruitment. OSA staff often serve as an initial contact for prospective students and take the lead in arranging large, Schoolwide events.

Within departments, admissions directors, admissions committee members, program directors and student services staff help recruit students to their programs in coordination with OSA. Faculty and staff in departments handle both initial contacts (if and when prospective students contact them first) and more in-depth interchanges. Each department has at least one student services manager, part of whose duties involve pre-application recruitment. Their efforts include serving as an initial point of contact; connecting with prospective students at professional conferences such as APHA; and helping to plan on-campus visits, often in coordination with OSA.

Since 2012, OSA has taken a data-driven, systematic quality-improvement approach to strengthening its services. In response to needs identified through several sources (SPH2020 survey data, admitted student surveys and key informant interviews, together with the literature on best practices in recruitment), OSA expanded its recruitment efforts by creating the following two new positions (also referenced above):

- **Coordinator of diversity programs and recruitment.** This individual develops and implements student diversity pipeline initiatives and coordinates initiatives designed to create and sustain an inclusive environment.
- **Enrollment management coordinator.** This individual helps plan events; responds to general admissions questions; manages the [Gillings Program Search](#) (GPS) [ERF], an online, interactive database of all Gillings School programs; and, implements admissions-related improvement efforts.

Recruitment initiatives that began in 2012 (detailed below) reflect these quality improvement investments and our goal of increasing student diversity.

Recruitment Procedures for Graduate Programs, Office of Student Affairs

Initial contact. Central values of OSA’s recruitment efforts are responsiveness and accuracy of responses. Starting in 2015, OSA developed new strategies to improve response timeliness, and consistency of responses to prospective students’ inquiries. An [online form](#) [ERF] now generates about 25 inquiries per week. The enrollment management coordinator reviews inquiries, responds directly to questions, and knows when to triage in-depth questions to appropriate departmental contacts. The University’s Graduate School recently changed application systems. The new system, SLATE, includes customer relations management (CRM) components, such as inquiry forms, event management tools and prospective student tracking tools that feature automated responses. We will use the new application system to engage, advise and inform prospective students during the application process for more responsive and efficient communication.

OSA outreach services. To attract the most qualified students, staff in OSA organize and conduct a wide range of outreach efforts (see sidebar), including organizing a well-attended on-campus [Open House](#) [ERF] in the fall and (starting in fall, 2015) offering shorter, less formal monthly information sessions. Most Gillings School departments take advantage of these structured opportunities for prospective students to meet faculty, staff and students and learn about programs of interest. OSA also coordinates efforts across the Gillings School to participate in virtual fairs (four per year) hosted by the Schools of Public Health Application Service (SOPHAS). Additional efforts include participation by OSA staff in graduate school fairs and conferences (e.g., Idealist Graduate Schools fair, APHA Expo, *This is Public Health* fair, Annual Biomedical Research Conference for Minority Students, Emerging Researchers National Conference), information fairs hosted by colleges and universities, including HBCUs, and more. All events supported or attended by OSA staff provide participants with information about admissions requirements, funding and more. Prospective students learn about these events through SOPHAS advertisements and email campaigns from the Gillings School. See the [ERF](#) for a list of recruitment events in 2015–17, together with participation numbers, when available.

OSA Recruitment Efforts

- Sponsors open houses, informational events at Gillings School
- Connects with prospective students at conferences
- Participates in recruitment fairs, including online SOPHAS virtual fairs
- Attends undergraduate classes
- Visits other campuses, especially HBCUs
- Coordinates summer enrichment programs (Project Imhotep, Partners, High School Symposium)

Gillings Ambassadors Program. In 2014, OSA created the Gillings Ambassadors Program, a training program designed to give staff, students, faculty and alumni a package of recruitment skills with a special focus on recruiting students from diverse backgrounds. To date, 86 Gillings Ambassadors have gone through training, either in-person or online. Having faculty, staff, students and alumni trained in this area means that these individuals are better prepared to serve as initial contacts with prospective students. Staff in OSA are currently developing a “guide to best recruitment practices.” Roll-out of the guide to all departments will start in summer 2017.

Student involvement. Students from across the Gillings School help with OSA- and department-based recruiting efforts by participating in the Ambassadors Program, contacting prospective students, meeting with visitors and serving on panels at recruitment events and serving on some departments’ admissions committees. Students affiliated with the Minority Student Caucus and Student Government arrange a social at the end of Experience Gillings and the Graduate Programs Open House. Many of them provide lodging for visitors and are available to offer follow-up advice.

Pipeline initiatives. The diversity recruitment coordinator develops and implements [student diversity pipeline initiatives](#) [ERF] at the Gillings School (see Table 4.3.a.1, below), engaging with faculty, staff and student groups; university offices and external groups, such as university health advisers, high school

science/health teachers and career counselors, staff at HBCUs and minority-serving organizations and communities. In the summer, a research associate works with the diversity recruitment coordinator on both recruitment and pipeline efforts. Several Gillings School student organizations (e.g., the Minority Student Caucus and the ESE Student Organization) sponsor outreach activities to connect with local secondary school students interested in public health. In a one-year period, the recruitment coordinator typically interfaces with upwards of 50 groups or events. Two annual events sponsored within the Gillings School are particularly important venues for recruitment: (a) the annual student-run [Minority Health Conference](#) [ERF], which attracts more than 750 onsite participants, plus 1,350 webcast viewers (many of them high school and college students); and (b) the annual [National Health Equity Research Webcast](#) [ERF], which also attracts over a thousand online participants and group viewing, plus about 200 onsite participants, many of them high school and college students. Other events also are growing in importance regarding recruitment. These include the annual [Water and Health Conference](#) [ERF], which this year attracted more than 600 participants from around the world. In the summer months, a research assistant works with the coordinator on both recruitment and pipeline efforts.

Non-degree certificate programs sponsored by the Public Health Leadership Program are aimed at developing the public health workforce but also serve as an important pipeline tool, with eligible students in those programs encouraged to apply for degree programs.

Table 4.3.a.1 Pipeline Initiatives Sponsored by the Gillings School		
Pipeline Initiative	Eligible Participants	Purpose
Project IMHOTEP (in partnership with Morehouse College)	College juniors, seniors and recent graduates	Increase knowledge/skills in biostatistics, epidemiology, occupational safety and health.
Partners Program (funded by the National Cancer Institute)	Undergraduates from North Carolina Central University (an HBCU) and UNC-Chapel Hill	Increase participants' likelihood of pursuing careers devoted to finding causes, cures and prevention strategies for cancers that disproportionately affect minorities, especially African Americans.
Summer Symposium at Gillings	High school students	Expose participants to the field of public health while fostering leadership abilities. Special focus is placed on Gillings School areas of excellence: eliminating health disparities, accelerating global water solutions, overcoming obesity and conquering cancer. All Gillings School BSPH programs participate.

Additional recruitment resources include a suite of [student pages](#) [ERF], department webpages and the Gillings Programs Search (GPS) (mentioned above). The GPS was created in 2013, with active student involvement, to better handle the information needs of prospective and current students, as well as faculty and administrators. In developing this tool, we responded to numerous comments on surveys that indicated that applicants wanted an easier way to navigate our websites and get information on required and elective courses. In the process of developing the GPS, we brought consistent standards to information we communicated about our degree programs and courses.

Recruitment procedures for BSPH programs, Gillings School Office of Student Affairs (OSA).

UNC-Chapel Hill undergraduates typically apply to the BSPH degree programs in their sophomore years, and get admitted to begin taking classes in their junior years. In addition to the strategies aimed at recruiting graduate students, including pipeline initiatives, we also employ specific efforts to recruit undergraduate students into the BSPH degrees. Some of these are listed below:

- The director of student services for the Gillings School attends more than 18 undergraduate orientation sessions each summer. These orientations include incoming first-year and transfer students.
- OSA staff attend many cross-university events and classes with the aim of attracting undergraduates to our BSPH programs. Examples include:
 - ♦ Explore Carolina, an event for students who have been admitted to the University but who have not yet committed to enrollment;
 - ♦ Summer orientations geared towards first-year and transfer students and
 - ♦ Hardin Hub Academic and Career Advising, a joint venture for walk-in advising for first- and second-year students interested in public health.

Recruitment procedures for graduate and BSPH programs, by department. Each department has one or more admissions committees that, together with at least one full-time student services manager, engage in pre-application student recruitment efforts, as illustrated by Tables 4.3.a.2 and 4.3.a.3, below. Some variation in specific recruitment practices exists across departments and programs based on resources and other factors. For example, two departments (HPM and MCH) schedule on-campus visits, and then interview applicants, prior to determining whether to admit them. Some departments admit doctoral students only if they are formally matched with an individual faculty member who can mentor, and provide funding for, that student. Others admit students without requiring a formal match with a faculty mentor and/or wait to have one-on-one interviews and meetings with students only after those students have been admitted.

Activities	BIOS	EPID	ESE	HB	HPM	MCH	NUTR	PHLP
Schoolwide information fairs	X	X	X	X	X	X	X	X
SOPHAS virtual fairs	X	X	X	X	X	X	X	X
Identification of specific faculty to interact with prospective students regarding research		X	X	X		X	X	
Gillings School graduate program Open House	X	X	X	X	X	X	X	X
Departmental open house or information sessions (virtual or on-site) ¹			X	X	X		X	X
Emails to prospective applicants		X		X		X	X	X
Student involvement (e.g., email, phone, visits, panels)	X	X	X	X	X	X	X	X
Campus visits	X	X	X	X	X	X	X	X
Recruitment at conferences				X		X	X	X

¹Information sessions are informal, brief engagement opportunities focused on program/department overviews. An open house is more formal, structured and offers in-depth information and extensive opportunities for engagement (classroom visits, lab tours, meeting faculty, etc.) to prospective students.

Table 4.3.a.3 Bachelor's-Level Pre-Application Recruitment Activities, by Department				
Activities	BIOS	ESE	HPM	NUTR
Department-sponsored information sessions	X		X	X
Gillings School undergraduate Open House	X	X	X	X
Recruitment emails to potentially strong students	X ¹		X	
Participation in University-wide first-year orientation	X	X	X	X
Informal meeting with diverse undergraduate students on request	X	X	X	X
Drop-in and scheduled visits (student-initiated)	X	X	X	X
Engagement with students who have submitted inquiries via online inquiry system	X	X	X	X
Annual event for all first-year students who have not yet declared a major (a required event for all first-year students)	X	X	X	X

¹Focus on students from underrepresented minorities, undecided majors and math and science majors.

4.3.b Admissions Policies and Procedures

Required Documentation: Statement of admissions policies and procedures. If these differ by degree (e.g., bachelors vs. graduate degrees), a description should be provided for each.

Admissions Policies

The Gillings School leadership endorses, and our admissions committees operationalize, the University's [Policy on Non-Discrimination](#) [ERF], which affirms our commitment to equality of educational opportunity. "The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status." In addition, graduate admissions directors adhere to [guidelines for best admissions practices](#) [ERF] endorsed by the University's Graduate School.

Graduate Programs, Application and Admissions Procedures

Application procedures. The University's Graduate School is the admitting unit for graduate degree programs. The University uses a bifurcated admissions process for its graduate programs, with applicants simultaneously submitting application materials to the Graduate School, using the online "[Slate](#)" [ERF] application system, as well as to the appropriate department(s) within the Gillings School. All MPH (and most other) Gillings School programs *also* use the online SOPHAS system for the applications they submit to departments. Remaining programs have applicants use only the Slate system when submitting applications to both the Graduate School and the department of interest. Applicants, faculty and staff with admissions functions are able to use both Slate and SOPHAS to track submissions. All applicants must submit an application, transcripts from all colleges and universities attended, standardized test scores, a personal statement, letters of recommendation and a resume. Additionally, international students must submit acceptable, official TOEFL or IELTS scores. Although we have discussed the issue with the Graduate School on multiple occasions, graduate applicants are required to pay both the Graduate School application fee and the SOPHAS fee, unlike most other schools of public health.

Graduate admissions decisions. Within departments, the admissions process is multi-tiered. Each department has at least one committee responsible for reviewing applications and making recommendations. Membership generally consists of faculty, student services staff and sometimes students and alumni. Some departments require full faculty approval of recommended admits. The

department chair or the chair's delegate (e.g., associate chair or admissions director) must approve recommendations. Each department then submits their recommendations for admissions offers to the University's Graduate School, which extends formal offers to applicants. The formal offer is followed soon thereafter by congratulations letters and supporting materials from the Gillings School dean and respective department chairs.

Occasionally, admissions committee directors perceive that an applicant is better suited for another degree program within the School. In these cases, the director contacts the applicant and, with that individual's permission, facilitates processes to have the application considered by the alternative program. To do this, University policy stipulates that the student must formally reapply through the Slate system and pay an additional application fee.

Graduate selection criteria. Basic admissions criteria for graduate degree programs are promulgated by the University's Graduate School. Minimum requirements include an undergraduate degree from an accredited college or university or its international equivalent (based on a four-year curriculum) and a grade point average of "B" or better for the last two years of study. The Graduate School also requires a minimum level of competency on specific standardized tests, including the TOEFL for international students.

Each department imposes additional requirements specific to individual degree programs, often including prior coursework and work and/or volunteer experience. (See the [GPS \[ERF\]](#) for specific additional requirements.) All Gillings School departments also strive to provide opportunities to applicants who show potential for success but do not meet all minimum admissions requirements. In these cases, admissions directors will provide a rationale as to why the student should be admitted, and submits that to the Graduate School. In most cases, this recommendation will be approved by the Graduate School in favor of admission.

In 2011, 24 admissions directors, together with other Gillings School leaders, formed the SPH2020 Admissions Practices Committee (AdPC). This group examined admissions practices across the Gillings School and developed a set of recommended practices they believed could help boost diversity. Recommendations included providing formal recruitment training for those involved in admissions processes; adopting whole-portfolio review methods; including a diversity question in application essays and other efforts (see Table 4.3.b.1, Gillings School Admissions Practices by Department, below). Although different degree programs' admissions committees place differing emphases on quantitative measures (e.g., GRE scores, grades), all departmental admissions committees now review applications holistically—i.e., they consider a broad range of indicators (not simply quantitative measures) that could point to a candidate's future success in a given field. In 2014, the AdPC became a standing Schoolwide committee. It continued to focus on strategies for increasing diversity but also identified additional strategies for improving admissions processes as a whole. Beginning in summer 2017, the AdPC became a part of the Program Directors committee, to better ensure that recruitment strategies to increase diversity are integrated into broader departmental practices.

Admissions directors at the Gillings School continue to set admissions processes within their own departments, so there is some variation in approaches to recruitment. For example, some departments (HPM, for example) include students on admissions committees and have them review applications; other departments do not permit enrolled students to review applications but involve students in other ways, including reviewing admissions guidelines, actively engaging with applicants and more. At the same time, to help support alignment across departments, the enrollment management coordinator within OSA (position created in 2015) works closely with admissions directors and student services managers. As part of this effort, OSA has created a "best recruitment and admissions practices guide" for chairs, programs directors and student services managers. The guide, which is being rolled out in spring 2017, includes a focus on inclusiveness. As well, the Gillings School has received approval to recruit an assistant dean for inclusive excellence. We anticipate that this individual will identify and support additional strategies and plans for attracting and enrolling a diverse student body.

Table 4.3.b.1 Gillings School Admissions Practices, by Department								
Recommended Practices	BIOS	EPID	ESE	HB	HPM	MCH	NUTR	PHLP
1. Staff involved in recruitment activities receive formal training for these efforts.	X	X	X	X	X	X	X	X
2. Coordinate/collaborate across units in recruiting diverse students		X	X	X	X		X	X
3. Applications require submission of an essay question (included in personal statement section of application) that enables applicants to showcase ways in which their backgrounds/experiences help diversify our learning community and, eventually, the public health workforce.								
• BSPH programs	X	N/A	X	N/A	X	N/A	X	N/A
• Master's program(s)	X	X	X	X	X	X	X	X
• Doctoral program(s)	X	X	X	X	X	X	X	N/A
4. A system is in place for contacting all admitted applicants by phone shortly after they receive acceptance letters (contact can come from faculty, students, staff and/or alumni).								
• BSPH programs		N/A	X ⁵	N/A	X	N/A	X	N/A
• Master's program(s)		X ²	X ⁵	X	X		X	X
• Doctoral program(s)		X ²	X ⁵	X	X		X	N/A
5. Involve current students in the admissions process in significant ways.								
• Take part in recruitment efforts prior to application		X	X	X	X	X	X	X
• Serve on admissions committees, including reviewing applications	X				X	X ³		X ⁴
• Connect with admitted students through a buddy system approach	X	X	X	X	X	X	X	X ¹
6. Ensure adequate emphasis on a range of indicators of academic potential (e.g., GPA, internships/scholarships, experience, demonstration of leadership, references, student essay etc.) rather than focusing primarily on quantitative data points, such as the GRE.								
• BSPH programs	X	N/A	X	N/A	X	N/A	X	N/A
• Master's program(s)	X	X	X	X	X	X	X	X
• Doctoral program(s)	X	X	X	X	X	X	X	NA
7. At least two committee members review each application.	X	X	X	X	X	X	X	X

¹International students

²Encouraged, but not tracked

³PhD program only

⁴HC&P program only

⁵Students contacted via email

For an example of a complete set of departmental admissions guidelines, please see the [ERF](#).

Undergraduate Programs, Application and Admissions Procedures

BSPH application procedures. The Gillings School is the admitting unit for BSPH programs, with four Gillings School departments offering the BSPH degree (BIOS, ESE, HPM and NUTR). Undergraduate students submit applications directly to relevant departments prior to their sophomore year. Selection procedures for undergraduates are similar to those described above, with the exception that BSPH program directors submit the roster of recommended admits and denies to the director of student services for final admissions processing.

BSPH admissions procedures. To be eligible to apply to one of the four BSPH programs, current students in the University must complete BSPH [program prerequisites](#) [ERF] and have completed most of the University's general education requirements—typically 52–60 credit hours of course work. Interested students generally apply to the Gillings School in the second semester of their sophomore year for fall admission the following academic year. Transfer students who are eligible for admission to the University (as determined by the University's Office of Undergraduate Admissions) may also be considered.

Recruiting Admitted Students

The availability of scholarships and other awards from the Gillings School and the University, and/or research and teaching assistantships, help us meet our goal of having a diverse and highly qualified cohort of admitted students accept our offers of enrollment. Assistantships meeting the Graduate School's eligibility criteria include health insurance and may include tuition coverage. (See the [Graduate School's](#) [ERF] webpage for additional information.)

Gillings School deans, department chairs and others join the Gillings School's Advancement Office in fundraising efforts to increase the pool of competitive scholarships and have made it a priority to increase the funding amounts and the number of multi-year awards we offer to compete with peer schools. Yet, although we continue to fundraise, we have also worked to strengthen other aspects of our admissions process to help increase the likelihood that top recruits enroll in our programs. In 2015, a Student Funding Task Force assessed funding processes and notifications to help strengthen our approaches, including:

- Sending award notifications to admitted students earlier;
- Improving bundling and packaging of funding for students while also improving communications about funding; and
- Streamlining the selection processes.

The task force aimed to maximize strategic use of available funding to attract the strongest, most diverse student body possible. Departments and the OSA have implemented several recommendations for improvements in spring 2016, including adopting earlier (and far fewer) application deadlines, which, in turn, facilitated more applications and earlier funding notifications. Staff in OSA continue to work with departments to facilitate implementation of additional recommendations from the Student Funding Task Force.

In 2016, the dean of the Gillings School empaneled a Schoolwide Organizational Development Committee to identify strategies for strengthening our processes and infrastructure in four areas: student affairs, communications, information technology, and business and finance. This committee is analyzing processes and staffing for all student affairs efforts across the Gillings School, including those related to recruitment. Recommendations for strategies to increase efficiency and effectiveness across all student affairs processes are forthcoming in summer 2017.

4.3.c Recruitment and Admissions Materials

Required Documentation: Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the School. If the School does not have a printed bulletin/catalog, it must provide a printed web page that indicates degree requirements as the official representation of the School. In addition, references to website addresses may be included.

Recruitment Materials

Print materials. The Gillings School's Office of Student Affairs (OSA) and individual departments within the Gillings School use various recruitment tools that describe the School's degree programs and other educational opportunities. Schoolwide print materials include a bookmark and recruitment brochure. Examples of these materials, together with sample department print materials, are included in the [ERF](#). We have evolved to using web resources as our primary form of communication, including developing "print on demand" type materials.

Gillings School website. Based on survey and focus group data, we recognize that the University, Gillings School and department websites are the primary mechanisms for communicating admissions and academic information to prospective and current students. A substantial amount of audience-testing in 2012 through 2015 led to refined student components of the Gillings School website, including a redesigned [OSA site](#) [ERF] to create a responsive, service-oriented series of pages with defined sets of pages for prospective and current students. The Gillings School's Communications team used data and metrics to assess high-traffic areas (and areas where we wanted to increase traffic) to enhance accessibility. This site is organized according to eight distinct sets of pages housed under the student portal: (1) GPS, (2) prospective students, (3) admitted students, (4) current students, (5) international students, (6) Office of Student Affairs, (7) career services and (8) "visit us." Each of the eight sets of pages features in-depth and timely information related to the category indicated.

Each department also hosts a suite of webpages aimed at prospective and admitted students. All department home pages feature prominent buttons on the left rail tailored to student and prospective student needs ("Apply", "Students", "Degrees and Certificates", "Courses"). Department landing pages also frequently feature news and in-depth information about their programs, together with spotlights on current students and alumni. We make a concerted effort to keep all sites up-to-date with refreshed content.

The Gillings School's Communications team is also highly active on [social media](#) [ERF] (Facebook, Twitter, Instagram and more) and uses these mechanisms as recruiting tools. Some departments also maintain active Facebook and Twitter feeds for the same purposes.

Once students have been admitted, OSA manages a Facebook page to help answer just-in-time questions and to help keep admitted students up-to-the-minute with news and plans. The following resources can be found online:

- **Academic Calendar.** The Gillings School follows the University's [academic calendar](#) [ERF].
- **Grading.** The Gillings School follows the University's [grading policies and regulations](#) [ERF]. Gillings School students can find this and other important guidance, including information about course exemptions and course registration exam schedules, on [OSA's webpages](#) [ERF].
- **Academic offerings.** The Gillings Program Search ([GPS](#)) [ERF] website, an online interactive database of our academic offerings, allows prospective, admitted and enrolled students to search for programs and degrees based on a variety of criteria, with each click creating a more specific and customized experience. Using GPS, students can compare programs and access links to in-depth program descriptions. Prospective students may also use GPS for step-by-step guidance on application procedures. Since it was launched in 2013, GPS has consistently been one of the five most clicked pages on our entire site. Staff within the OSA are responsible updating GPS

with up-to-date program and course information once a semester to ensure that students receive accurate information. In addition to the student pages (including GPS), each department's home page prominently features two buttons on the left navigation rail related to academics: *degrees and certificates* (a department-specific subset of information featured in the GPS) and *courses* (a list of all courses offered in the department, together with syllabi).

- **Student handbooks.** OSA produces an online, "print-on-demand" [student handbook](#) [ERF] delineating University and Gillings School policies and resources. Departments are responsible for producing student handbooks that delineate policies, resources and specific program information relevant to the degree programs they sponsor. These are available on the GPS. All program handbooks must include information on course requirements and competencies.

4.3.d Admissions Data

Required Documentation: Quantitative information on the number of applicants, acceptances and enrollment, by program area, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.

Table 4.3.1 Gillings School Admissions Data					
Department	Degree	Label	Fall, 2014	Fall, 2015	Fall, 2016
Bachelor's Degrees					
Biostatistics	BSPH	Applied	29	22	29
		Accepted	19	15	23
		New enrollment	20	18	21
Environmental Sciences and Engineering	BSPH	Applied	29	31	36
		Accepted	27	29	33
		New enrollment	24	28	30
Health Policy and Management	BSPH	Applied	62	99	91
		Accepted	41	46	39
		New enrollment	39	45	40
Nutrition	BSPH	Applied	44	30	41
		Accepted	25	28	31
		New enrollment	25	27	32
Master's Degrees					
Health Policy and Management	MHA	Applied	207	210	191
		Accepted	109	96	84
		New enrollment	86	66	53
Biostatistics	MPH	Applied	8	14	6
		Accepted	1	4	3
		New enrollment	0	2	3
Epidemiology	MPH	Applied	35	44	33
		Accepted	11	9	10
		New enrollment	9	4	4

Table 4.3.1 Gillings School Admissions Data (cont'd)

Department	Degree	Label	Fall, 2014	Fall, 2015	Fall, 2016
Environmental Sciences and Engineering	MPH	Applied	6	3	10
		Accepted	3	1	0
		New enrollment	1	0	0
Health Behavior	MPH	Applied	238	204	252
		Accepted	123	118	125
		New enrollment	46	36	43
Health Policy and Management	MPH	Applied	58	42	56
		Accepted	40	24	29
		New enrollment	20	7	19
Maternal and Child Health	MPH	Applied	99	82	89
		Accepted	65	57	59
		New enrollment	27	30	30
Nutrition	MPH	Applied	121	120	136
		Accepted	35	39	39
		New enrollment	25	21	24
Public Health Leadership	MPH	Applied	71	78	111
		Accepted	58	74	103
		New enrollment	53	54	68
Biostatistics	MS	Applied	132	136	131
		Accepted	50	41	42
		New enrollment	20	13	14
Environmental Sciences and Engineering	MS	Applied	62	51	43
		Accepted	30	16	13
		New enrollment	11	16	6
Nutrition	MS	Applied	20	24	15
		Accepted	3	3	1
		New enrollment	0	3	1
Epidemiology	MSCR	Applied	12	14	4
		Accepted	11	12	4
		New enrollment	11	12	4
Environmental Sciences and Engineering	MSEE	Applied	32	28	26
		Accepted	22	19	18
		New enrollment	14	9	3
Environmental Sciences and Engineering	MSPH	Applied	23	28	18
		Accepted	13	13	7
		New enrollment	9	6	2

Table 4.3.1 Gillings School Admissions Data (cont'd)					
Department	Degree	Label	Fall, 2014	Fall, 2015	Fall, 2016
Health Policy and Management	MSPH	Applied	59	58	53
		Accepted	35	40	37
		New enrollment	13	17	23
Maternal and Child Health	MSPH	Applied	6	9	7
		Accepted	5	8	6
		New enrollment	4	3	3
Doctoral Degrees					
Biostatistics	PhD	Applied	184	152	166
		Accepted	46	33	52
		New enrollment	17	11	19
Epidemiology	PhD	Applied	212	220	222
		Accepted	52	51	66
		New enrollment	31	21	35
Environmental Sciences and Engineering	PhD	Applied	71	68	60
		Accepted	12	17	12
		New enrollment	5	8	9
Health Behavior	PhD	Applied	77	76	98
		Accepted	23	19	28
		New enrollment	17	8	12
Health Policy and Management	PhD	Applied	81	80	63
		Accepted	25	22	20
		New enrollment	15	13	13
Maternal and Child Health	PhD	Applied	47	26	39
		Accepted	12	7	11
		New enrollment	6	3	6
Nutrition	PhD	Applied	68	56	51
		Accepted	15	18	15
		New enrollment	11	14	10
Biostatistics	DrPH	Applied	9	4	9
		Accepted	4	3	6
		New enrollment	3	4	3
Health Policy and Management	DrPH	Applied	70	66	80
		Accepted	15	14	18
		New enrollment	12	13	16

4.3.e Enrollment Data

Required Documentation: Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts (HCs) of full- and part-time students and a full-time equivalent (FTE) conversion, for the last three years. Explain any important trends or patterns, including a persistent absence of students in any program or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.

Table 4.3.2 Gillings School Enrollment Data							
Department	Program	Fall, 2014		Fall, 2015		Fall, 2016	
		HC	FTE	HC	FTE	HC	FTE
Bachelor's Degrees							
Biostatistics	BSPH	32	32.00	31	31.00	41	41.00
Environmental Sciences and Engineering	BSPH	48	48.00	50	49.75	57	57.00
Health Policy and Management	BSPH	82	82.00	84	84.00	86	86.00
Nutrition	BSPH	47	47.00	49	49.00	57	57.00
Master's Degrees							
Health Policy and Management	MHA	166	162.75	158	153.00	118	112.75
Biostatistics	MPH	4	3.00	4	2.75	9	8.00
Epidemiology	MPH	19	17.75	14	11.75	10	8.50
Environmental Sciences and Engineering	MPH	2	2.00	1	1.00	0	0.00
Health Behavior	MPH	91	91.00	81	81.00	81	80.50
Health Policy and Management	MPH	33	30.25	21	18.25	24	23.25
Maternal and Child Health	MPH	68	67.00	61	60.00	57	57.00
Nutrition	MPH	79	79.00	70	58.25	68	57.00
Public Health Leadership	MPH	171	126.75	157	120.25	162	119.00
Biostatistics	MS	43	41.25	39	37.25	27	25.50
Environmental Sciences and Engineering	MS	19	18.00	28	27.25	22	21.50
Nutrition	MS	1	1.00	3	3.00	4	3.50
Epidemiology	MSCR	17	15.00	26	19.25	20	16.25
Environmental Sciences and Engineering	MSEE	14	14.00	13	11.00	4	4.00
Environmental Sciences and Engineering	MSPH	17	16.75	14	14.00	8	8.00
Health Policy and Management	MSPH	30	29.00	35	34.25	39	38.50
Maternal and Child Health	MSPH	5	5.00	6	5.50	6	5.50

Table 4.3.2 Gillings School Enrollment Data (cont'd)

Department	Program	Fall, 2014		Fall, 2015		Fall, 2016	
		HC	FTE	HC	FTE	HC	FTE
Doctoral Degrees							
Biostatistics	PHD	86	69.00	80	64.75	88	71.25
Epidemiology	PHD	180	126.50	172	121.00	174	123.75
Environmental Sciences and Engineering	PHD	60	51.00	56	44.50	56	47.25
Health Behavior	PHD	59	45.75	56	43.50	54	41.25
Health Policy and Management	PHD	63	47.25	67	47.50	68	48.75
Maternal and Child Health	PHD	25	20.00	23	18.00	20	15.50
Nutrition	PHD	53	49.50	52	50.25	45	38.00
Biostatistics	DRPH	23	14.75	23	17.75	23	16.00
Health Policy and Management	DRPH	50	33.00	50	32.50	43	29.50

Table 4.3.2 provides enrollment data for fall, 2014 through fall, 2016. Overall, enrollment in all but one MPH program has declined, and this may reflect the increased competition for MPH students given the increased number of schools offering these degrees. Specifically, enrollment has decreased slightly (down 7 percent) over the last three years, with MHA and MS programs accounting for the largest decline (down 29 and 26 percent, respectively). Variations by department may reflect differences in demand, increased competition as the number of programs and schools of public health has increased, and/or reflects the need for additional recruitment efforts or other factors. Demand for the BSPH and MSCR degrees grew modestly, with more than a 15 percent increase in each program between 2014 and 2016. While enrollment in the MSEE and MPH degree programs declined in ESE, the new department chair is working on a plan to increase enrollment. In addition, leaders in ESE recognize the need to attract more students to the MPH and MSEE and have taken steps to modify these degree programs to be more appealing to today's students. Demand for the DrPH has also decreased over the last three years. In addition to these approaches to enrollment management planning, we are also exploring new partnerships with other UNC System colleges (e.g. UNC-Asheville is interested in collaborating on an MPH program), and we now have an approved MOU to plan an MPH program with UNC-Asheville. Taken together, we have several plans to address observed declines in enrollment given the current highly competitive environment.

4.3.f Enrolling a Qualified Student Body

Required Documentation: Identification of outcome measures by which the School may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the School against those measures for each of the last three years.

Table 4.3.f.1 Outcome Measures to Assess Quality of Student Body							
Outcome Measure		Data Source	Fall, 2014	Fall, 2015	Fall, 2016	3-Year Target	6-Year Target
Objective 1: Recruit a diverse and promising student body.							
Metric 1.1	Percentage of under-represented minority student applications (App) (e.g., African-American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander), as well as acceptances (Acc) and new enrollments (new).	Apply Yourself	Hispanic—App. 4.5, Acc. 5.8, New 5.9	Hispanic—App. 5.2, Acc. 5.8, New 6.6	Hispanic—App. 5.6, Acc. 6.0, New 6.7	8 (all)	10 (all)
			African-American—App. 9.4, Acc. 7.0, New 8.2	African-American—App. 9.1, Acc. 8.0, New 7.8	African-American—App. 9.4, Acc. 7.8, New 8.7	9 (all)	12 (all)
			American Indian/Alaskan Native—App. 0.1, Acc. 0.2, New 0.2	American Indian/Alaskan Native—App. 0.1, Acc. 0.0, New 0.2	American Indian/Alaskan Native—App. 0.1, Acc. 0.1, New 0.0	0.5 (all)	0.5 (all)
			Native Hawaiian/Other Pacific Islander—App. 0.1, Acc. 0.0, New 0.0	Native Hawaiian/Other Pacific Islander—App. 0.1, Acc. 0.1, New 0.2	Native Hawaiian/Other Pacific Islander—App. 0.1, Acc. 0.0, New 0.0	0.1 (all)	0.1 (all)
Metric 1.2	Average verbal and quantitative (Quant.) percentiles of GRE scores for accepted students and average GRE writing scores.	Apply Yourself	Verbal—App. 67.4, Acc. 78.6, New 76.0	Verbal—App. 67.6, Acc. 77.4, New 74.8	Verbal—App. 67.6, Acc. 78.1, New 75.8	Verbal—App. 68.0, Acc. 79.0, New 76.0	Verbal—App. 69.0, Acc. 80.0, New 77.0
			Quant.—App. 67.4, Acc. 70.0, New 66.7	Quant.—App. 67.3, Acc. 68.9, New 64.8	Quant.—App. 65.5, Acc. 68.3, New 63.0	Quant.—App. 68.0, Acc. 70.0, New 65.0	Quant.—App. 69.0, Acc. 71.0, New 66.0
			Writing (Percent)—App. 54.9, Acc. 66.3, New 64.5	Writing (Percent)—App. 55.3, Acc. 66.7, New 62.6	Writing (Percent)—App. 56.6, Acc. 68.5, New 65.5	Writing (Percent)—App. 57.0, Acc. 68.0, New 65.0	Writing (Percent)—App. 58.0, Acc. 69.0, New 66.0

Table 4.3.f.1 Outcome Measures to Assess Quality of Student Body (cont'd)

Outcome Measure		Data Source	Fall, 2014	Fall, 2015	Fall, 2016	3-Year Target	6-Year Target
Metric 1.3	Average application GPA. ¹	Apply Yourself	3.47	3.47	3.51	3.53	3.55
Metric 1.4	Percentage of current under-represented minority students (e.g., African-American, Hispanic, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander). ¹	Connect Carolina	Hispanic—6.4	Hispanic—6.6	Hispanic—7.6	8 (all)	10 (all)
			African American—9.3	African American—9.1	African American—8.4	9 (all)	12 (all)
			American Indian/Alaskan Native—0.3	American Indian/Alaskan Native—0.3	American Indian/Alaskan Native—0.1	0.4 (all)	0.5 (all)
			Native Hawaiian/Other Pacific Islander—0.5	Native Hawaiian/Other Pacific Islander—0.2	Native Hawaiian/Other Pacific Islander—0.0	0.2 (all)	0.3 (all)

¹Fall census data for 2014, 2015, and 2016.

As illustrated in Table 4.3.f.1 (above), Gillings School programs regularly recruit and enroll a promising and diverse student body.

4.3.g Assessment of Student Recruitment and Admissions

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- A strong quality-improvement process within the Gillings School's Office of Student Affairs (OSA) has led to significant strengthening of recruitment and admissions practices within OSA and across departments.
- The Gillings School's Admissions Practices Committee (AdPC) has provided regular review and feedback for strategies that increase the diversity of the student body. We anticipate that the program directors' committee will continue such regular reviews and feedback and will, additionally, apply this lens to other aspects of academic programs.
- Increased investment in pipeline programs, together with expanded recruitment efforts such as information fairs, targeted visits and virtual sessions, have helped us reach a broader range of prospective students.

Weaknesses

- Enrollment has declined 7 percent overall; enrollment in MPH programs has decreased by 12 percent overall and is especially low in the ESE MPH and MSEE programs.

Plans

- The Schoolwide Organizational Development Committee is analyzing processes and staffing for all student affairs efforts across the Gillings School. Report, and recommendations, are forthcoming in summer 2017.
- The OSA enrollment manager and assistant dean are helping key people in each department develop targeted enrollment management plans. Based on information gathered from meetings with department faculty and staff, OSA staff has created a best recruitment and admissions practices guide for chairs, programs directors and student services managers, to be rolled out in summer 2017. The guide includes a focus on increasing enrollment of under-represented minorities.
- We have received approval to recruit an assistant dean for inclusive excellence. Once hired, this individual will consult with departments regarding ways to increase diversity and will communicate and facilitate best practices across the Gillings School.
- Gillings School leadership will continue to implement recommendations from the Student Funding Task Force to improve competitive student packages and notification of student funding.

This Criterion is met.

4.4 Advising and Career Counseling

CEPH Criterion

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

4.4.a Advising Services

Required Documentation: Description of the School's advising services for students in all degree programs, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.

We define *advising services* narrowly as all efforts on the part of Gillings School faculty, staff and, in some cases, fellow students, to help connect students with important institutional resources so that they can meet their educational goals. The terms “advising” and “mentoring” are sometimes used interchangeably; below we also define and describe *mentoring approaches* used across the Gillings School.

Advising

All academic programs in the Gillings School provide advising services that help ensure that students receive information they need to complete their programs successfully. Services vary by department and program but generally include:

- **Group orientation sessions** at the beginning of the academic year (see [sample agendas of orientations](#) [ERF] sponsored by the Gillings School, as well as by department and program);
- A [handbook](#) [ERF] that briefs students on the Gillings School, their home departments and their programs; and
- **One-on-one advising** from program directors, faculty, staff, peers and alumni.

Students can access advising services throughout their time at the Gillings School.

Faculty selection and orientation for student advising. The Gillings School does not have a formal procedure for selecting and orienting faculty for their student advising duties, but we address advising and mentoring responsibilities and expectations in the annual faculty orientation session. Departments articulate specific advising/mentoring expectations for students as well as faculty. Some departments do matching of student interests with faculty interests; others follow different procedures for assigning faculty advisers.

Orientation. All new students are oriented to the Gillings School and to their specific departments and degree programs at an on-campus orientation immediately prior to the beginning of the fall semester. On that day, every academic unit in the Gillings School hosts sessions that introduce incoming students to curricula, training and service opportunities; financial resources; faculty, students and student services staff; and an overview of organized student activities. Some department orientations also incorporate skill development, preliminary testing, team building and other exercises.

Many department/program orientations feature a walk-through of student handbooks, which both prospective and current students may access through the Gillings School's website (via GPS), as well as via other online document management tools (e.g., Sakai) accessed through their departments' webpages.

Additional orientation resources are listed below.

- A [New Student Orientation](#) page [ERF], maintained by the Office of Student Affairs (OSA), with Gillings School and University resources.
- A half-day [diversity orientation](#), [ERF] sponsored by OSA in August prior to the beginning of the fall semester. This event, open to all new Gillings School students, connects new students from diverse backgrounds and experiences with Gillings School and University resources. Faculty, staff and Gillings School leaders participate, along with leaders from across the UNC-Chapel Hill campus.
- A half-day international students' orientation, hosted by UNC Global. Many departments also invite a representative from the Gillings Global Gateway to their orientation sessions to connect students with resources for international students and students interested in global health.
- A half-day orientation hosted by the [University's Graduate School](#) [ERF] provides students with information about campus and community resources, as well as campus health services and health insurance. This orientation also includes a student resource fair.

One-on-one advising. Department faculty and student services managers are students' primary resources for advice on fulfilling degree program requirements and managing coursework successfully. (See Table 4.4.a.1, Gillings School Advising Activities, by Department, below, for specific types of advising services offered by department). All students are matched with a faculty adviser by the time they arrive on campus (or by the first semester for online programs). The matching process can happen as early as time of admission, as is the case for most doctoral programs at the Gillings School. One-on-one advising gives students support with academic program planning, including course selection and registration; identifying and getting linked with research, practice, internship and career opportunities; resolving academic problems and mentoring for career development. Typically, an academic unit's student services manager advises students on course requirements, handles drop/adds and helps students navigate logistical problems. Student services managers are also a critical resource for helping students learn about RA and TA opportunities. For their part, faculty advisers focus on understanding students' educational and career goals and then help match resources (courses, research or practice opportunities etc.) to student needs and interests. In some programs, the academic adviser is also the practicum, thesis or dissertation adviser. All programs have policies and procedures in place that inform students about the steps required to change advisers. All programs also feature a substantive roster of adjunct faculty (including many adjuncts who are also alumni) available to advise and mentor students.

As illustrated in Table 4.4.a.1, some departments have also adopted approaches such as cohort advising once per semester or year to create efficiencies in imparting basic information to all students in one cohort at the same time. This frees up one-on-one time with academic advisers for substantive career-related discussions and helps to reinforce messages about deadlines and requirements.

Doctoral student advising. In addition to the advising services described above, doctoral students who have passed their written exams convene a five-person committee comprised of the dissertation chair, at least two additional members of the graduate faculty from the student's home department and at least two additional members from inside or outside the home department of the student. The committee provides guidance on completion of a high-quality dissertation (in whatever format the department prescribes). Several departments' doctoral programs have adopted a practice, once students have passed comprehensive written exams, of requiring students to submit a formal plan at the beginning of the academic year, and then a progress report at the end of that academic year. This practice is intended to help students stay on track with defining and meeting goals.

Office of Student Affairs (OSA). The Office of Student Affairs provides a variety of substantive advising services, including:

- Support for students with concerns about a faculty member or for faculty or students who need advice about navigating challenging situations.
- Coaching and advising for heads of the various student groups across the Gillings School, including Student Government co-presidents, Minority Student Caucus co-presidents and many others. The assistant dean for student affairs hosts several meetings each semester for leaders of student groups and is available for consultation with these students on an as-needed basis.
- Numerous workshops and events aimed at connecting students with additional resources.
- Career counseling and job search support (see Criterion 4.4.b).
- The [SPH Academic Enrichment Program](#) [ERF]. Created in 2013, this program provides academic support in a group setting for students experiencing academic difficulties, especially in entry level Biostatistics and Epidemiology 600 courses. We envision this service to be an integral part of the new, integrated MPH Core as well.

Departments and programs also offer substantive advising and mentoring services tailored to students' interests and needs, as illustrated in Table 4.4.a.1, Gillings School Advising Activities, by Department, below. Prior to matriculation, graduate students are matched with a faculty adviser based on mutual areas of interest. All departments hold their own orientation sessions that walk students through the resources available within their home departments and at the Gillings School and University. At that time, many programs organize sessions that give students an opportunity to meet program directors and other faculty members; these sessions often include a review of the student handbook. Advisers are expected to meet with advisees at least once each semester, and students consult regularly with department student services managers for advice on logistics related to course registration, funding and more. Some departments also offer semester-by-semester group cohort advising.

Table 4.4.a.1 Gillings School Advising Activities, by Department								
Activities	BIOS	EPID	ESE	HB	HPM	MCH	NUTR	PHLP
All Programs								
1. Student is assigned a faculty adviser on admission or before semester opens	X	X	X	X	X	X	X	X
2. Student is matched with faculty adviser based on interest areas	X	X	X	X	X	X	X ^{7,13}	X ¹¹
3. Orientation features sessions with Gillings School leaders regarding resources available at Gillings School	X	X	X	X	X	X	X	X
4. Faculty adviser meets with student(s) at least once per semester or at student's request regarding types of courses, practica, internships etc. that fit with student interests and goals	X	X	X	X	X	X	X	X
5. Student services managers meet with student(s) at least once per semester, or as needed, regarding required courses, drop/add etc.	X	X	X	X	X ³	X	X	X
6. Checklists used to ensure students are progressing in a timely way	X	X	X	X	X	X	X	X
7. Program director meets with student(s) at least once a year, individually or as a cohort	X ¹⁵		X ¹³	X	X ⁸	X		X

Table 4.4.a.1 Gillings School Advising Activities, by Department (cont'd)								
Activities	BIOS	EPID	ESE	HB	HPM	MCH	NUTR	PHLP
8. Cohort advising at least once a year	X			X	X ^{2, 14}	X ⁹		X
9. Program director is adviser for all students in program	X ¹⁵				X ¹			X ¹²
10. Peer mentors matched with incoming students	X	X						
11. Individual development plans are developed by students and used by mentors to inform advising and mentoring	X		X	X ⁷			X ⁷	
12. Progress reports each semester or academic year after comprehensive exams (doctoral programs)	X		X	X				
Practicum/Internship Advising								
Professional staff or a faculty member provide advising/ coordination across all practica	X	X ⁶	X	X	X	X	X	X
Capstone Advising								
Capstone instructor	X ¹⁰	NA	X ¹⁰	X	X ⁴	NA	NA	NA
Faculty adviser	X	NA	NA	X		NA	NA	NA
BSPH and Master's Theses; Doctoral Dissertations								
Thesis/dissertation director	X	X	X ⁸	X ⁷	X ⁷	X ⁸	X ⁸	X
Committee members	X	X	X	X	X	X	X	X
Program director					X ⁵			

¹For Executive MPH students only

²For Executive MPH and MPH degrees only

³For Executive master's degrees only

⁴Residential MHA and Executive Master's Program

⁵MSPH, DrPH and PhD students

⁶For MPH and MSPH degrees

⁷For doctoral program

⁸Academic adviser is also usually the thesis or dissertation director.

⁹Cohort advising sometimes done by faculty member with group of advisees.

¹⁰For BSPH Capstones

¹¹For Occupational Health Nursing, Leadership and Global Online tracks of the MPH

¹²For HC&P program only; program director advises until student determines specific interest area

¹³Incoming PhD students are mentored by a three-person committee.

¹⁴For master's programs only

¹⁵For BIOS BSPH only

Mentoring. We define mentoring as a relationship that goes above and beyond advising and is based upon a trusting relationship in which the student can build a highly sophisticated skill set by working directly under the guidance of one or more mentors. Activities of mentors include working closely with students to define and build on the student's educational and career goals by working with them on research or practice projects, practica, grant proposals, presentations, publications and more.

No formal training program within the Gillings School guides faculty in how to mentor students, but many resources exist to help facilitate and encourage the process. For example, junior faculty learn strategies and approaches from their own more experienced faculty mentors (see Criterion 4.2.b, Faculty Development) and from master's and doctoral program directors who coach them in such methods. Junior faculty frequently take a graduated approach to mentoring by (1) including students as co-authors on papers (see Criterion 3.1.e for a description of how students engage with faculty in research), (2) serving as master's paper and capstone directors, (3) serving as committee members on dissertations and, eventually, (4) serving as dissertation chairs. All tenure-track and tenured faculty are expected to engage in mentorship of students, and this expectation is specified in the Gillings School's APT Manual.

A number of faculty seek formal training in mentoring by participating in professional development opportunities at the University's Center for Faculty Excellence, where they can receive one-on-one consultations and/or engage in seminars and lectures, review written materials or participate in webinars. At the Gillings School, high-quality, mentoring is also rewarded with the annual John E. Larsh, Jr. Award for Mentorship, which recognizes a current member of the Gillings School faculty for excellence in lifetime mentoring and commitment to students. The University also recognizes mentoring excellence with a number of awards. Several faculty from the Gillings School have been recipients of these prestigious University awards in the past five years, including:

- **Susan Ennett**, PhD, professor (HB): University Distinguished Teaching Award for Post-Baccalaureate Instruction, 2015.
- **Carmen Samuel Hodge**, PhD, research assistant professor (NUTR): University Award for the Advancement of Women, in recognition of mentoring women, particularly women of color, 2015.
- **Sandra Martin**, PhD, associate dean for research and professor, (MCH): Carolina Women's Leadership Council Mentoring Award (2011). And
- **Morris Weinberger**, PhD, chair and professor, (HPM): Class of 1996 Award for Advising Excellence, UNC-Chapel Hill College of Arts and Sciences, 2015.

One indicator of high-quality advising and mentoring at the Gillings School is observable based on the high graduation rates of our students from their respective programs, the large number of students included on grant applications and publications of our faculty, and the high levels of employment of our students after graduation. There are more qualitative measures as well, such as the numbers of students who come long distances to celebrate their faculty mentors long after they have graduated from the Gillings School. Retirement events for professors **Philip Singer**, PhD, ESE, and **JoAnne Earp**, PhD, HB, were notable in this regard.

4.4.b Counseling Services

Required Documentation: Description of the School's career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to specific needs in the School's student population.

Career Counseling Services at the Gillings School

Office of Student Affairs. Students in all academic programs across the Gillings School draw on the Office of Student Affairs (OSA) for a wide range of career counseling and job search support, including:

- **Individual career counseling** sessions cover topics ranging from career decision making and assessments to critiques of resumes and CVs, interviewing skills, salary negotiation, networking and job and internship search resources.
- **Professional development sessions and workshop series** cover a host of topics, including personal and professional values clarification, strengths assessment and development, interviewing skills, resumé critiques, federal resumé development, cover letter critiques, networking, salary negotiation and more.
- **Online career professional development sessions**; created in 2014 to be more inclusive for students enrolled in online programs, staff in OSA offer four of these sessions per year.
- **Online resources**, such as the Gillings School's [Public Health Careers website](#) [ERF] (this site includes first destination information) provide students with easily accessed information. UNC-Chapel Hill's Career Service's database, [Careerolina](#) [ERF], features job and internship postings, information about on-campus recruiting and career fairs, workshops and more. And a [widget](#) [ERF] allows students to zero in on Careerolina opportunities focused on public health job opportunities.
- A monthly [career services e-newsletter](#) [ERF].

Gillings School student attendance at OSA career service workshops in Academic Year 2015–16, plus part of Academic Year 2016–17, is illustrated in Table 4.4.b.1 [ERF].

Students have a multitude of [spring 2017 career events](#) [ERF] to choose from as well. Student services staff throughout the Gillings School also connect students with internship and job opportunities via department-managed listservs, e-newsletters and web pages.

Gillings Global Gateway®. The [Gillings Global Gateway®](#) [ERF] has compiled resources for students interested in global health careers. These resources include information on mentoring, getting involved in leadership roles, global internships and funding; a global travel toolkit and a webpage focused on career development and support materials for students who wish to pursue global health careers. The Global Alumni Mentors program offers current Gillings School students the opportunity to connect with alumni and receive one-on-one mentorship for those interested in global health careers in the academic, government, private and nonprofit sectors.

University-Level Career Counseling Services

University Career Services. Students also have access to career counseling and job search support services provided by [University Career Services](#) (UCS) [ERF], including help with searching for internships, part-time jobs and career opportunities. A total of 2,297 graduating students from the Gillings School completed the University's [Graduate Student Exit Survey](#) [ERF] between 2011–2016; 36 percent of these respondents reported participating in courses or workshops offered through UCS. Examples of UCS services include an annual internship and career fair, a master's and doctoral student fair (joint consortium), employer information sessions and a virtual job fair.

In 2011, UCS expanded on a shared services model, which resulted in having the Gillings School's senior assistant director for career services position folded into UCS. In 2014, UCS created "Carolina Career Community," a University-wide effort to create stronger networking and career opportunities for all career-related staff at the University while also providing professional development to strengthen their skills base. In 2017, UCS plans to provide full-time dedicated staff focused on career counseling services for graduate students.

Gillings School student attendance at UCS events in Academic Year 2015–16 is illustrated in Table 4.4.b.2, below.

Table 4.4.b.2 Student Attendance at University Career Services Events, AY15–16				
Department	Bachelor's	Master's	PhD	Total
Biostatistics	5	6	1	12
Environmental Sciences and Engineering	31	2		33
Epidemiology			6	6
Health Behavior		33		33
Health Policy and Management	28	17	3	48
Maternal and Child Health		7		7
Nutrition	18	5	31	54
Public Health Leadership		2		2
Totals	82	72	41	195

Data (from the UCS/Symplicity database) reflect counseling appointments, attendance at career fairs and attendance at workshops. Many students attended more than one event.

University Graduate School Professional Development Office. [The University Graduate School Professional Development Office](#) [ERF] offers a rich array of resources to all graduate students across the University, including resources for career development. Thirty-four percent of Gillings School students who completed the University's Graduate Student Exit Survey reported participating in courses or workshops offered through this office. Resources include:

- A [professional development guide](#) [ERF] that helps walk students through the competencies they should attain at various stages in their graduate training;
- Seminars and workshops on adjusting to graduate school (including workshops for first generation students), graduate funding in the sciences and health sciences, course design and pedagogy, creating teaching portfolios, developing grant-writing skills, dissertation boot camp, developing CVs and cover letters for both academic and non-academic careers and academic faculty job searches;
- A master's and doctoral student career fair;
- A [suite of professional development offerings](#) [ERF] for diverse graduate students, including those tailored to first generation students, international students, minority students, military-affiliated graduate students and LGBTQ graduate students.

Gillings School student attendance at Graduate School Professional Development Office events in Academic Year 2015–16 is illustrated in Table 4.4.b.3, below.

Table 4.4.b.3 Student Attendance at Graduate School Professional Development Office Events, AY15–16			
Department	Master's	PhD	Total
Biostatistics	3	5	8
Environmental Sciences and Engineering	9	13	22
Epidemiology	1	26	27
Health Behavior	23	15	38
Health Policy and Management	8	11	19
Maternal and Child Health	3	8	11
Nutrition	7	13	20
Public Health Leadership	6	0	6
Totals	60	91	151

Data from the University Graduate School's exit survey reflects attendance for all graduate and professional student development programs and includes students who attended multiple events.

Additional professional development resources provided by the University are shown in Table 4.4.b.4, below.

Table 4.4.b.4 Additional UNC-Chapel Hill Professional Development/Career Preparation Resources		
Campus Center or Resource	Purpose/Service Provided	Participation (Expressed in %)
Odum Institute for Research Sciences	Provides short courses and consulting on computing, Qualtrics, survey data collection and methods, qualitative analysis and mixed methods	40
Writing Center	Provides individualized coaching in writing	15
Graduate Funding Information Center	Supports students seeking funding for research, projects, fellowships and other scholarly activities	22
Center for Faculty Excellence	Supports the Future Faculty Fellowship Program, a competitive, semester-long seminar on evidence-based teaching practices	6
Office of Diversity and Multicultural Affairs	Provides resources, trainings and events supporting faculty, students and staff across the University	6

Additional Tailored Career Services: Departments

Several departments have structures in place to provide tailored career services to aid students with internship and practicum and job search support needs and to help them make employment contacts (see Table 4.4.b.5, below).

Table 4.4.b.5 Career Services Offered by Gillings School Departments								
Career Services Offered	BIOS	EPID	ESE	HB	HPM	MCH	NUTR	PHLP
1. Internship/practicum workshops or panels	X	X		X	X	X	X	X
2. Skills-building workshops (resumes/CVs, interviewing, cover letters, salary negotiation etc.)				X	X	X		X
3. Funding workshops		X		X				
4. Alumni panels	X	X	X	X	X	X	X	X
5. Jobs listservs, databases and/or websites	X	X	X	X	X		X	X
6. Career services office					X	X		
7. Professional development coordinator, manager or director				X	X	X		X
8. Dedicated course(s) in professional development		X		X	X		X	

4.4.c Student Satisfaction: Advising and Career Services

Required Documentation: Information about student satisfaction with advising and career counseling services.

The University's Graduate School requires all students to complete a **student satisfaction exit survey** and the results are shown in Table 4.4.c.1 below. This information is useful for improving academic degree program offerings, in documenting success in graduate training, and in recruiting prospective students to UNC-Chapel Hill. A total of 2,297 graduating students from the Gillings School completed this [exit survey](#) [ERF] between 2011–16. The last column provides the percent of total respondents (when N/A is removed) which indicates that thirty-four percent of graduate respondents report that their overall satisfaction with the quality of mentorship and guidance was “excellent”, 26 percent said it was “very good”, 20 percent rated it as “good”. Quality of mentorship and guidance is one of the Gillings School's metrics (Education metric 3.3).

Table 4.4.c.1 Student Responses to Exit Survey Question on Satisfaction with Mentorship and Guidance

Q: Rate your doctoral/ master's program— quality of mentorship and guidance	Gillings School			Total		
	Doctoral degree	Master's degree ¹	Master's to Doctoral	Total	Total % (All)	Total % (N/A removed)
1 = Poor	25	137	7	169	7	8
2 = Fair	44	218	8	270	12	12
3 = Good	74	361	19	454	20	20
4 = Very good	130	426	31	587	26	26
5 = Excellent	209	487	50	746	33	34
N/A	1	48	0	49	2	N/A
All	483	1,677	115	2,275	100	100

¹Leaving UNC-Chapel Hill or current major

With regard to other types of advising and career services offered, Table 4.4.c.2 shows quantitative feedback by Gillings School students on the exit survey.

Table 4.4.c.2 Student Responses to Exit Survey Questions on Satisfaction with Other Advising and Career Services (in percents)

Type of Service	% Who Accessed the Service	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
Had assistance in developing professional contacts outside your program	55	44	35	10	7	4
Had formal or informal training on interviewing skills	39	37	41	12	6	3
Received info or advice on career options outside academia	59	32	39	15	10	4

Gillings is continuously working to strengthen our advising and mentoring services by better orienting faculty to advising and mentoring responsibilities, and by working with students to help them understand the different roles and expectations for advisers, mentors, program directors, student services managers and staff in OSA. Plans will include efforts to help students learn how to seek out and obtain the advising and mentoring they need to have successful public health careers.

4.4.d Student Feedback and Grievances

Required Documentation: Description of the procedures by which students may communicate their concerns to School officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

Schoolwide Feedback Mechanisms

Gillings School students have several avenues for providing feedback to decision makers. New student orientations and program handbooks guide students to faculty advisers and student services staff as front-line recipients of feedback. Each term, students have an opportunity to meet in an open forum hosted by leaders of Student Government and to ask questions and share feedback directly with the Gillings School's deans as part of a once-a-semester *Chat with the Deans* session open to all students. Questions are solicited in advance, although additional comments and questions may be made at the in-person sessions. The actual session is open to all students and videotaped/archived, and a response to questions is summarized and returned to students and posted for review.

Students also serve as members on both departmental and critical Schoolwide committees, such as the Gillings MPH Core Implementation Committee, Academic Programs Committee, Diversity and Inclusion Working Group, Dean's Council and a host of department-specific leadership opportunities as described in Criterion 1.5.e, Student Roles in Governance. The student feedback section of the Office of Student Affairs (OSA) website also reminds students of [feedback mechanisms](#) [ERF] (see "Concerns" tab on webpage) and reports summary results of this feedback. In addition, students have ready access to the Gillings School's leadership and others. If students have issues, we meet with them.

Within the student body, student leaders collect feedback from students through formal and informal interactions and surveys. As one example of how this information gets translated to action, in spring, 2016, a number of Gillings School students shared with the president of the Minority Student Caucus (MSC) their desire for a space within our buildings both to organize MSC efforts and to have a dedicated space for diverse students of color to meet, study and collaborate. The MSC president shared this information with the Dean's Council at the April 2016 meeting. The Gillings School's leadership prioritized creation of a dedicated space for the MSC; that space came into service one month later. Similarly, when Muslim students asked for a prayer room, we first attempted to establish one in the Global FedEx Education Center building for all the schools on our side of campus. When it became clear that the process was taking too long, we created one within the Gillings School. We responded to expressed student needs even in the face of serious space limitations within the Gillings School.

In 2012 OSA created a reporting structure ("Addressing Student Concerns") for students to raise issues in a fair, timely and professional manner. OSA followed this effort in 2013 by also creating procedures for students to *address* their concerns. Students and faculty use this mechanism to begin addressing students' advising issues, personal medical and mental health issues, and financial issues. Staff in OSA revised this process in 2016 to create a quick guide for [Addressing Student Concerns](#) [ERF].

To summarize, student feedback mechanisms at the Gillings School include:

- Student forums hosted by the Student Government once each semester;
- Availability of faculty advisers and student services staff, as delineated in the Gillings School student handbook and as shared verbally during orientation;
- Access to student representatives who participate in departmental and Gillings School governance;
- Once-a-semester "Chat with the Deans" sessions;
- Individual and group sessions with the assistant dean for students, on an as-needed basis;

- Presentations by student government representatives to the Dean's Council regarding student concerns;
- Schoolwide surveys;
- Graduate School exit surveys;
- Course evaluations; and
- Department exit interviews, surveys and focus groups.

University Feedback Mechanisms

The University provides several additional mechanisms for students to submit complaints or grievances. The University's [Office of the Dean of Students](#) [ERF] supports a student grievance process for issues related to discrimination, harassment and other unfair practices. In addition, policies and procedures for the adjudication of grade appeals are described in the 2016-17 [Gillings School's Student Handbook](#) [ERF].

Table 4.4.d.1, Gillings School Student Complaints/Concerns, below, displays the number of complaints or concerns raised by Gillings School students to the Office of Student Affairs over the past three academic years, by complaint mechanism. We have received no other formal complaints during this 3-year reporting period.

Table 4.4.d.1 Gillings School Student Complaints/Concerns, 2013–2016, by Complaint Mechanism				
Complaint Mechanism	Description of Mechanism	AY13–14	AY14–15	AY15–16
Addressing Student Concerns	Maintained by Office of Student Affairs (OSA), the <i>Addressing Student Concerns</i> flowchart [ERF] helps students and faculty access needed help in a timely way. Since developing and widely disseminating this flowchart among students, faculty and staff, we have been able to increase awareness of appropriate channels for helping to meet student needs. Data for this item represent Gillings students who consulted staff in the OSA with concerns or needs, both personal and academic. Publicized during orientation and at numerous junctures throughout the academic year, students and faculty use this mechanism to begin addressing students' advising issues, personal medical and mental health issues and financial issues. Staff in OSA work with the University's Office of the Dean of Students, UNC-Chapel Hill Counseling and Wellness, the University's Graduate School, UNC-Chapel Hill Accessibilities and Resource Services and other campus offices, as needed, to resolve problems.	30	34	45
Student Feedback Form	Students may submit anonymous forms to express personal opinions and comments on a range of topics, from facilities issues to interpersonal challenges.	10	4	5

Table 4.4.d.1 Gillings School Student Complaints/Concerns, 2013–2016, by Complaint Mechanism (cont'd)

Complaint Mechanism	Description of Mechanism	AY13–14	AY14–15	AY15–16
Formal Grade Appeals	<p>Grade appeals begin with the course instructor and, if not resolved at that level, move on to subsequent levels as prescribed by the relevant process (undergraduate or graduate). The Gillings School has not had any undergraduate grade appeals, and graduate grade appeals are relatively rare. When students at the Gillings School file formal grievances or grade appeals with the University, the resolution of each case follows University procedures for adjudication.</p> <p>In the case of the four formal grade appeals recorded, one was for a doctoral comprehensive exam in ESE. The original grade given was upheld. No subsequent action was requested by the student.</p> <p>The other three formal grade appeals were for a master's comprehensive exam in EPID in spring 2016. The original score was upheld for two of the exams. Five points were added to the third students' exam, but the exam still earned a failing grade. No subsequent actions were requested by these three students. See ERF for the logs recording these grade appeals.</p>	0	0	4
Chat with the Deans	This forum allows students to meet personally with Gillings School deans and ask about any/all topics of concern to them. In 2016 we added a mechanism for the deans to solicit questions in advance. This mechanism resulted in inquiries about what students perceived as trouble areas, such as needed improvements vis-à-vis cultural competency in our curricula, better facilities and other issues.	N/A	N/A	Approximately 50 students; also offer online option

4.4.e Assessment of Advising and Career Counseling

Required Documentation: Assessment of the extent to which this Criterion is met and an analysis of the School's strengths, weaknesses and plans relating to this Criterion.

Strengths

- Student interests are typically matched with faculty advisers who have similar interests; the wide variety of faculty expertise at the Gillings School means that we can meet the educational needs of students with wide-ranging interests.
- Department listservs and the weekly OSA Career Services e-newsletter inform students of assistantships and career opportunities tailored to their interests.
- Students have many avenues to provide feedback and to interact with the Gillings School's leaders.
- Gillings School students have access to many resources for support, advising and mentoring. We have created a number of resources available to all students, with a special focus on resources for under-represented minorities.

Weaknesses

- Student surveys indicate that faculty advising, as well as career development and counseling, can be improved.

Plans

- The Schoolwide Organizational Development Committee is analyzing processes and staffing for all student affairs efforts across the School. Recommendations should be forthcoming in late spring 2017.
- We aim to strengthen advising and mentoring with the following efforts: (a) distribute a Schoolwide Student Handbook that pairs with department handbooks and delineates a standard set of advising and mentoring guidelines so that faculty and students are clear about expectations and responsibilities for student advising/mentoring; (b) emphasize advising responsibilities and expectations for advising/mentoring in the new Faculty Handbook; and, (c) renew emphasis on advising/mentoring in faculty, student and faculty/staff orientation sessions.
- OSA will implement an annual student satisfaction survey to supplement findings from an annual exit survey conducted by the University's Graduate School. Data from these surveys may help identify further potential actions steps to strengthen advising.
- We aim to strengthen career development and counseling services by hiring a full-time career services specialist to work in the OSA, and to solicit best practices by departments and enhance school-wide career services.

This Criterion is met.