

**University of Miami Graduate Programs in Public Health
Self-Study Document Table of Contents**

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Glossary

A

AARP- Association of American Retired Persons
 ABC for Health- Advocacy and Benefits Counseling for Health
 ACGME- Accreditation Council for Graduate Medical Education
 ACME- Accreditation Commission for Midwifery Education
 ADA – Americans with Disabilities Act
 AHA- American Heart Association
 AMA- American Medical Association
 AMA-MSS- American Medical Association Medical Student Section
 AMC- American Medical Contribution
 AMSA- American Medical Student Association
 ANOVA- Analysis of Variance
 APHA- American Public Health Association
 APT- Appointments, Promotion and Tenure
 ARNP- Advanced Registered Nurse Practitioner
 ASPH- Association of Schools of Public Health
 AYUDA- American Youth Understanding Diabetes Abroad

B

BCCC- Biostatistics Collaboration and Consulting Core
 BIOSIS- Basic Input-Output System
 BRIDGES- Bringing Research in Diabetes to Global Environments and Systems
 BSFT- Brief Strategic Family Therapy
 BSPH- Bachelor's of Science in Public Health
 BST- Biostatistics

C

CABs- Community Advisory Boards
 CBPR- Community-Based Participatory Research
 CDC- Centers for Disease Control
 CDC-NPCR- Center for Disease Control and Prevention National Program for Cancer Registries
 CEO- Chief Executive officer
 CEPH- Council on Education for Public Health
 CFAR- Center for AIDS Research
 CFO- Chief Financial officer
 CFS- Center of Family Studies Building
 Florida CHAIN- Florida Community Health Action Information Network
 CINHAL- Cumulative Index to Nursing and Allied Health Literature
 CITI- Collaborative Institutional Training Initiative
 CMA- Christian Medical Association
 COI- Conflict of Interest
 CPH- Certified in Public Health
 CRA- Clinical Research Associate
 CRB- Clinical Research Building
 CTSI- Clinical and Translational Science Institute

CV- Curriculum Vitae

D

DCO- Disparities and Community Outreach Core
DDS- Doctor of Dental Surgery
DO- Doctor of Osteopathic Medicine
DOCS- Department of Community Service
DPP- Diabetes Prevention Program
DrPH- Doctor of Public Health
DVR- Division of Veterinary Resources

E

EdD- Doctor of Education
ELAM- Executive Leadership in Academic Medicine
EO/AA- Equal opportunity/affirmative action
EPA- Environmental Protection Agency
EPH- Epidemiology and Public Health
EPI- Epidemiology
ETS- Educational Testing Service

F

FAVACA- Florida Association for Volunteers Action in the Caribbean and Central America
FCDS- Florida Cancer Data System
FIU- Florida International University
Florida SAFE Inc. - Florida Stay Alive From Education Inc.
FMII- Family Motivational Interviewing Intervention
FPHI- Florida Public Health Institute
FTE- Full Time Equivalent
FY- Fiscal Year

G

GEPC- Graduate Executive Policy Committee
GMAT- Graduate Management Admissions Test
GPA- Grade Point Average
GRE- Graduate Record Examination
GRECC- Geriatrics, Research, Education and Clinical Center

H

HARC- Healthy Aging Regional Collaborative
HBCUs- Historically Black Colleges and Universities
HC- Head count
HCHS/SOL- Hispanic Community Health Study/ Study of Latinos
HIP- Health Information Project, Inc.
HIPAA- Health Insurance Portability and Accountability Act
HIV- Human Immunodeficiency Virus
HPV- Human Papilloma Virus
HR- Human Resources
HRSA- Health Resources and Services Administration

I

ICD-O-3- International Classification of Diseases Oncology 3rd edition
 ICEMR- International Centers for Excellence for Malaria Research
 ICMR- Indian Council of Medical Research
 ICR- Indirect Cost revenue
 IDC- Indirect Cost
 IDF- International Diabetes Federation
 IELTS- International English Testing System
 IES- Institute of Education Sciences
 IMAG- Integrative Medical Advisory Group
 IRB- Institutional Review Board
 ISS- International Student and Scholar Services
 IT- Information Technologies

J

JD- Juris Doctorate
 JMH- Jackson Memorial Hospital
 JWI- Jay Weiss Institute for Health Equity

K

KSU- King Saud University

L

LCME- Liaison Committee on Medical Education
 LDN- Licensed Dietician/Nutritionist
 LDTC- Learning Disabilities Teacher Consultant
 LGBT- Lesbian Gay Bisexual Transgender
 LMHC- Licensed Mental Health Counselor
 LNHI- Latinos for National Health Insurance
 LSAT- Law School Admissions Test

M

M.Arch- Master of Architecture
 MA- Master of Arts
 MAIA- Master of Arts in International Administration
 MBA- Master of Business Administration
 MBBS- *Medicinae Baccalaureus, Baccalaureus Chirurgiae* (Bachelor of Medicine, Bachelor of Surgery)
 MCAT- Medical College Admissions Test
 MD/MPH- Medical Degree/Master of Public Health
 MDCHD- Miami-Dade County Health Department
 MDFT- Multidimensional Family Therapy
 MPA- Master of Public Administration
 MPH- Master of Public Health
 MS- Master of Science
 MSFC- Medical Students for Choice
 MEd- Master of Science in Education

MSN- Master of Science in Nursing
 MSOM- Miller School of Medicine
 MSPH- Master of Science in Public Health
 MSW- Master of Social Work
 MTH- Mathematics
 MUJER- Men and Women United in Justice Education and Reform

N

NAACCR- North American Association of Central Cancer Registries
 NAGPS- National Association of Graduate Professional Students
 NBPHE- National Board of Public Health Examiners
 NCI- National Cancer Institute
 NCSS/PASS- Number Cruncher Statistical System/Power Analysis and Sample Size
 NEI- National Eye Institute
 NGOs- Non-Governmental Organizations
 NHLBI- National Heart, Lung and Blood Institute
 NIA- National Institute on Aging
 NIAAA- National Institute of Alcohol Abuse and Alcoholism
 NIAID- National Institute of Allergy and Infectious Disease
 NIAMS- National Institute of Arthritis and Musculoskeletal and Skin Diseases
 NIDA- National Institute of Drug Abuse
 NIEH- National Institute of Environmental Health
 NIEHS- National Institute of Environmental Health Sciences
 NIGMS- National Institute of General Medical Sciences
 NIH- National Institutes of Health
 NIMH- National Institute of Mental Health
 NIOSH ERC- National Institute of Occupational Safety and Health Education and Research Centers

O

OEG- Ocular Epidemiology Group
 OFAS- Office of Financial Services
 OGPS – Office of Graduate and Postdoctoral Studies

P

PAH- Polycyclic aromatic hydrocarbons
 PAHO- Pan American Health Organization
 PAP- Papanicolau Building
 PhD- Doctor of Philosophy
 PHR- Physicians for Human Rights
 PHSA- Public Health Student Association
 PI – Principal Investigator
 Prenatal C.A.R.E. program- Prenatal Collaboration Allows Real Empowerment Program
 Project SHARE- Sharing HIV/AIDS Research Efforts
 PsyD- Doctor of Psychology

Q

R

RCR- Responsible Conduct of Research

RMC-WO- Recovery Management Checkups for Women Offenders

RN- Registered Nurse

S

SACM- Saudi Arabian Cultural Mission

SACS- Southeaster Association of Colleges and Schools

SAFE- Stay Alive from Education

SAS- Statistical Analysis System

SEEDS- Scientists and Engineers Expanding Diversity and Success

SFR- Student/faculty ratio

SMS- Science Made Sensible

SOPHAS- Schools of Public Health Application Service

SPARK- Students Promoting Action, Responsibility, and Knowledge

SPSS- Statistical Package for the Social Sciences

T

TEAC- Teacher Accreditation Council

TEPINET- Training Programs in Epidemiology and Public Health Intervention Network

TOEFL- Test of English as a Foreign Language

U

UM- University of Miami

UMHC- University of Miami Hospital and Clinics

UMMSOM- University of Miami Miller School of Medicine

UMORG- University of Miami Occupational Research Group

USAID- United States Agency for International Development

V

VA- Veterans Administration Hospital

W

WHO- World Health Organization

WIAM- Women in Academic Medicine

WIC- Women, Infant and Children

X**Y****Z**

Criterion 4.0

Faculty, Staff and Students

4.1. Faculty Qualifications. The program 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 program's mission, goals and objectives.

a. A table showing primary faculty who support the degree programs offered by the program. 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 and include at least the following: a) name, b), title/academic rank, c) FTE or % time, d) tenure status or classification, e) gender, f) race, 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.

The Graduate Programs in Public Health require a highly qualified and diverse faculty to achieve its mission. Primary faculty members are defined as full-time faculty employed by the University of Miami with primary appointments in the Miller School of Medicine, who spend a majority of time/effort (.50 FTE or greater) on activities supporting the degree offerings of the Graduate Programs with regular responsibility for a public health class or classes. In November 2013, there were a total of 26 primary faculty members, as outlined in Table 4.1.a.

Of these 26 primary faculty members, 31% are at the rank of Assistant Professor, 46% are at the rank of Associate Professor, and 23% are at the rank of full Professor. These include research, educator, and tenure tracks. A total of 46% of the primary faculty are tenured, 15% are tenure-earning, and 39% are non-tenure earning tracks.

Table 4.1.a. in the resource files under faculty lists all primary faculty members supporting the Graduate Programs as of November 1, 2013.

b. Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.). Data should be provided in table format and include at least the following: a) name, b), title/academic rank, c) title and current employment, d) FTE or % time allocated to the program, e) gender, f) race, g) highest degree earned, h) discipline in which degrees were earned and i) contributions to the program. See CEPH Data Template 4.1.2.

Through instruction of courses, serving as guest lecturers, offering seminars, advising and mentoring master's and doctoral students, and serving as community partners for capstone practices, voluntary faculty and faculty members with secondary appointments contribute to the Graduate Program's degree offerings.

Secondary faculty members hold a primary appointment outside of the Department of Public Health Sciences, but within the University of Miami. Voluntary faculty members are affiliated with other academic institutions, or have relevant public health experience, or are employed (or previously employed/retired) with other public health relevant agencies and organizations. Table 4.1.b, in the resource files under faculty, lists all other faculty members supporting the Graduate Programs as of November 1, 2013.

c. 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 program. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

In their coursework, students must be exposed to the knowledge base and practical aspects of public health. This can only be accomplished if the faculty integrates the practice of public health and real-life examples into their lectures and seminars. The educational background of the Graduate Programs in Public Health program faculty is diverse and of considerable quality. They are fully qualified and able to integrate perspectives from the field of practice into the graduate education programs.

Students benefit from the extensive group of professional practitioners who participate and lead public health courses and facilitate student research activities. Since the last accreditation report, the Graduate Programs has established collaborations with several newly appointed voluntary faculty and other-department University faculty, which has resulted in several new courses for the epidemiology, biostatistics and public health students. Teaching faculty members include:

- Dr. Norman Altman, from the University of Miami Department of Pathology, leads the Basic Pathology course for the epidemiology doctoral students
- Dr. Nelson Arboleda, the Director, Central American Region, Centers for Disease Control and Prevention (CDC), has established a course in Global Outbreak Investigations
- Dr. Alberto Caban-Martinez, a Chief Research Fellow, Department of Environmental Health, Harvard University, has established a course in Occupational Health
- Dr. Andrew Dean, former Epidemiology Program Office, Epi Info Development Team, Centers for Disease Control and Prevention (CDC), instructs courses in Global Health and Infectious Disease Epidemiology
- Dr. Lanetta Jordan, the Chief Medical Officer for the Sickle Cell Disease Association of America, has established an introductory course in public health
- Dr. Roderick King, former New England Regional Director HRSA/US Department of Health and Human Services, established a new course in leading change in public

health for the MD/MPH students

- Dr. Eleni Sfakianaki previously served as the Medical Executive Director of the Miami-Dade County Department of Health, and continues to instruct two courses within the Graduate Programs each year in public health administration and maternal and child health.
- Dr. Yonette Thomas, former Chief of the Epidemiology Research Branch, National Institute on Drug Abuse/NIH, established a course in Social Epidemiology

As guest lecturers and invited speakers, faculty from numerous departments and schools across the University contribute time and expertise to the Graduate Programs' classroom experience. These instructors bring a wealth of experience to the classroom, including community based practice and research, health policy expertise and the interface between clinical practice and minority health:

- Dr. Olveen Carrasquillo, MD, MPH, a practicing physician, a community-based participatory researcher focusing on the use of community health workers in minority communities, health services research and health policy, and the co-founder and acting president of Latinos for National Health Insurance (LNHI); Chief of the Division of General Internal Medicine and Associate Professor, Department of Medicine
- Dr. Rosa Gonzalez-Guarda, PhD, MSN, MPH, RN, a community-based participatory researcher focusing on Hispanic health disparities; Assistant Professor, School of Nursing and Health Studies
- Professor Joanna Lombard, M.Arch., a registered architect and Professor at the University of Miami School of Architecture
- Dr. Sarah Messiah, MPH, PhD, a leading researcher in childhood obesity and nutrition and the 2011 recipient of the Micah Batchelor Award for Excellence in Children's Health Research; Associate Professor, Department of Pediatrics
- Dr. Shirin Shafazand, MD, MS, a clinical researcher specializing in health related quality of life research and health policy and economics; Assistant Professor, Department of Medicine
- Dr. Donna Shalala, former Secretary of Health and Human Services; President, University of Miami.
- Dr. Joan St. Onge, MD, Assistant Regional Dean for Clinical Curriculum, Miller School of Medicine Regional Campus (Palm Beach County)

In addition to primary and voluntary faculty teaching, perspectives from the field of public health practice are incorporated in coursework through the invitation of community guest lecturers. Community guest lecturers have included:

- Philippe A. Bilger, DDS, MPH, Chief of Dentistry for Palm Beach County

- Linda Collins, PhD, Professor and Director, The Methodology Center, Penn State University
- Mr. Douglas Cook, Executive Vice President, Prestige Health Choice
- Mr. Manuel Fermin, MPA, Chief Executive Officer, Healthy Start Coalition of Miami-Dade County
- Ms. Laura Goodhue, Executive Director Florida CHAIN
- Reynald Jean, MD, MPH, Director/TB Program, Miami-Dade County Health Department
- Sheppard Kellam, MD, Professor Emeritus, John Hopkins Bloomberg School of Public Health
- Ms. Yolanda Rodriguez, Manager State Operations, AARP Florida
- Mr. Alan Sivek, MBA, Healthcare Management and Information Technologies
- Mr. Douglas B. Stewart, Executive Director, Max M. and Marjorie S. Fisher Foundation
- Mr. Peter Wood, MPA, Vice President of Programs and Community Investments, Health Foundation of South Florida

Through consulting services outside of the classroom, our faculty share their knowledge and expertise. Organizations include:

- American College of Sports Medicine (M Stoutenberg)
- American Diabetes Association (H Florez)
- Broward County Health Department (G Prado)
- Centers for Disease Control and Prevention (K McCollister)
- Chestnut Health Services (K McCollister)
- Elsevier (J Beier)
- Health Science Foundation of South Florida (G Prado)
- Miami Dade County Public Health Department (G Prado)
- Miami Dade County Public Schools (G Prado)
- The Biometric Society (S Rao)
- The National Institutes of Health (D Feaster)
- The Treatment Research Institute (M Byrne)

Consulting services with other universities include:

- Arizona State University (G Prado)
- Catholic University of Santiago de Guayaquil (V Horigian, J Szapocznik)
- Central Queensland University (S Schwartz)
- Columbia University (L Metsch)
- Northeastern University (G Prado)
- Nova Southeastern University (L Metsch)
- University of Alabama Birmingham (S Rao)
- University of Arizona (K McCollister)
- University of California, Los Angeles (K McCollister)

- University of Exeter (L Fleming)
- University of Pennsylvania (K McCollister)
- University of South Carolina (D Feaster)
- University of Connecticut (D Feaster)
- University of Texas (K Arheart)

Technical assistance and consulting services from voluntary faculty include work in the Training Programs in Epidemiology and Public Health Intervention Network (TEPINET), the Global Network for Neglected Tropical Diseases, the USAID, the Florida Association for Volunteers Action in the Caribbean and Central America (FAVACA), Men and Women United in Justice Education and Reform (MUJER) and Stay Alive From Education (S.A.F.E).

Both primary and other faculty members are active in professional organizations related to their field, including, but not limited to, the American Public Health Association, the American College of Epidemiology, the Society for Prevention Research, the American Statistical Society, the International Biometric Society, the National Hispanic Science Network, American Association of Marriage and Family Therapy, American Association for the Advancement of Science, the American Family Therapy Academy, the Society for Research on Adolescence, the National Alliance for Hispanic Health, the American Psychological Association, the American Economic Association, the American Society of Health Economists, the International Health Economics Association, and the American Sociological Association. Participation in professional organizations allows faculty to incorporate the most current developments in their field into the classroom setting.

d. Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years.

Table 4.1.d, below, summarizes the measures of faculty qualifications.

Table 4.1.d. Measures of Faculty Qualifications				
OUTCOME	TARGET	2010 - 11	2011 - 12	2012 - 13
% of program faculty with doctoral degree	95%	97%	97%	98%
% of program faculty with public health degree	50%	44%	44%	45%
Ratio of primary tenure and tenure track to term faculty	2:1	2.4:1	2.4:1	2.2:1

Primary faculty with joint appointments	30%	47%	43%	50%
% primary junior faculty with mentors	100%	100%	100%	100%
% of primary faculty who are Principal Investigators	60%	53%	74%	63%
Student satisfaction with courses	4.0	4.3	4.1	4.2

e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

- Vast majority of program faculty (primary and other) have doctoral degrees.
- University environment that supports faculty collaboration across the Miller School of Medicine and the University.
- All junior faculty members in the department are matched to a senior mentor.
- Diverse group of public health practitioners who participate as guest lecturers and facilitate student research activities.

Challenge

- Limited number of full-time public health practitioners who take regular responsibility for a public health class.

Plan

- Expand the number of full-time public health practitioners who direct courses in the Graduate Programs in Public Health beginning in 2014.

Criterion 4.0**Faculty, Staff and Students**

4.2. Faculty Policies and Procedures. The program 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.

a. A faculty handbook or other written document that outlines faculty rules and regulations.

An updated Faculty Manual is available on line on the Faculty Affairs / Faculty Senate web pages at <https://umshare.miami.edu/web/wda/facultysenate/FacultyManual.pdf>. This electronic version is updated regularly and outlines the mission of the faculty as well as the policies, procedures, rights and responsibilities that are part of being University of Miami faculty member.

b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

Developing Educators

We continually provide opportunities to enhance the instructional capabilities of faculty. An important resource for our teachers is the Miller School Department of Medical Education, including the Educational Development Office headed by Dr. Richard Tiberius. Dr. Tiberius collaborates with faculty in course design and conducting research in faculty developmental activities. The Graduate Programs has worked with this office to improve our instruction and faculty classroom skills.

The University of Miami Miller School of Medicine launched the Academy of Medical Educators on campus to foster excellence in teaching, improve curriculum, advance educational scholarship, and facilitate appropriate reward, recognition and academic promotion for faculty educators. Our faculty are examining the program and how best to utilize its offerings.

Faculty peer evaluations are conducted throughout the academic year under the guidance of the Curriculum Committee. Curriculum Committee members and/or selected department faculty are asked to observe a minimum of one hour of lecture and complete an evaluation form. Peer evaluations are conducted for new courses and new instructors during the first offering of a course. Courses with an existing instructor and previously determined course content are peer-evaluated on an as needed basis. A copy of the faculty peer evaluation form is available in the resource files under faculty evaluation materials.

All teaching faculty, regardless of track or rank, receive training in classroom enhancing technologies. "Blackboard" is the application used at the University of Miami to improve educator efficiency, promote social and mobile learning, and offer integrated digital content. At the beginning of each semester, the Instructional Advancement Center holds training that focuses on the following: Introduction to Blackboard, Blackboard Grade Center and Blackboard Assignments. Also during regularly scheduled faculty meetings, periodic special trainings take place. To ensure that all faculty members are comfortable with this technology, a staff member is assigned as a local expert to supplement the on-line training and Help Desk.

In 2012, the Graduate Programs introduced classroom capture to the MD/MPH Program. Students are able to download files after class that contain the lecture, any materials that were presented as well as the questions and comments made by their colleagues during class. Faculty members teaching in the MD/MPH program were trained by local experts as well as the vendor specialists. We plan to expand this important technological tool throughout our graduate program.

Given the diverse backgrounds of our student body, the biostatistics core classes (EPH 501 and EPH 502) can be challenging to some of our students. To support our biostatistics instructors, regardless of track or rank, we have a special provision in our teaching assistant policy that allows extra assistance in the classroom and subsequent lab sessions. In addition, our Biostatistics Core also provides numerous learning opportunities that are open to all faculty, students and staff.

Developing Researchers

The most important aspect of developing researchers is embedding junior faculty into successful, productive research teams. In our department, well-funded researchers lead these research teams, developing new investigators by engaging them in research meetings, grant writing, publication teams and one-on-one mentoring. These junior investigators take on increasing responsibility until they secure funding for their own program of research. This aligns closely with our well-established formal mentoring program, which pairs senior investigators with more junior faculty.

Each incoming junior faculty is assigned a mentor in his/her field in their offer letter. This mentor is required to submit an annual report on the progress of their mentee. The mentor is evaluated, in part, on how well their mentee performs and the mentee evaluates the mentor annually. There is also a financial incentive for the mentor, should the mentee obtain an NIH R01 grant.

The five academic divisions of the Department of Public Health Sciences sponsor divisional seminars to target specific areas of interest of the division faculty and students. Local experts are invited to

lead the discussions of topics key to the further development of our science. In addition, through our mentoring process, faculty members are encouraged to become engaged in NIH research review panels and other advisory panels. As a result, more than half of our faculty members are on study sections.

The Departmental Grand Rounds brings world-renowned experts to campus for a lunchtime seminar. Invitations are extended to colleagues across UM to attend once a month as we explore public health topics that have a broad influence on science. These well-attended seminars are also part of our doctoral curriculum in epidemiology. In addition to our academic colleagues, community partners are invited to share in the discussions and presentations.

The Biostatistics Division assists departmental and University researchers by holding open sessions including the Division of Biostatistics Seminar Series, Clinic/Lunch and Learn Speaker Series and the Biostatistics Roundtable as described in Criterion 3.2.a.

While attendance at most professional meetings is covered by grant funds, departmental travel funds are also available, and departmental startup funds are provided for new faculty recruits. Interaction with colleagues from across the globe enhances our faculty's research, often igniting novel approaches to existing public health issues.

At an institutional level, the UMMSOM Office of Research offers programs that provide pilot funding for faculty. These highly competitive programs have assisted our faculty in starting their research. Other pilot funds and career development funds exist across campus that have helped our faculty develop as scientists including funds from the Sylvester Comprehensive Cancer Center, the Center for AIDS Research (CFAR) and the Miami CTSI. In addition to pilot funds, bridge funds exist to ensure that gaps in funding do not result in disruptions in research. Also, interdisciplinary team science awards exist to foster collaborations that lead to collaborative research grants.

Faculty members are expected to be successful in obtaining grant funding. The Department provides faculty with 5% salary coverage as protected grant writing time. In addition, to assist faculty in honing their grant writing ability, there are grant-writing workshops offered by the UMMSOM. In addition, a number of Department junior faculty members have been nominated and accepted into a pre-award enhancement program sponsored by the Miller School. A veteran NIH insider guides the individual junior faculty members through the grant submission process from an idea to a submission. On a department level, funds are provided to each Division to pay consultants to review and comment on drafts of specific grant proposals. This small investment has paid large dividends, as evidenced by our faculty's success in obtaining external funding for their research.

To ensure that incoming tenure-earning faculty members have adequate time to establish their research, the department provides partial salary support, typically for the first three years. Teaching expectations are reduced and committee work is discouraged during the first year to help focus junior faculty on establishing their research.

Developing Service Orientation

Our faculty members have ample service opportunities through their research and community involvement as members of our department and the larger university community. Our junior faculty members, in all tracks, are invited to work with more senior faculty on established community-based research projects in our local schools and communities. These opportunities introduce junior faculty to community leaders and assist them in forming new partnerships for their own service-oriented research and community involvement.

Our public health faculty members lead campus-wide community service development opportunities. Erin Kobetz-Kerman, Ph.D., MPH is the Director of both the Jay Weiss Institute for Health Equity and The Disparities and Community Outreach (DCO) Core of the Sylvester Cancer Center. The Jay Weiss Center is committed to improving the lives of the sickest and poorest both in our local community and in communities around the world. The Center offers opportunities to all faculty members to develop their skills by working directly with these communities.

The Disparities and Community Outreach (DCO) Core is a shared resource that provides services to support disparities-focused cancer prevention and control research. The DCO Core offers expertise and resources throughout the research continuum, from conceptualization and implementation to dissemination and developing community based participatory skills in our faculty. Specific training is offered to researchers through the Disparities and Community Outreach (DCO) Core. Dr. Kobetz-Kerman and her colleagues plan, conduct and evaluate training for faculty, staff and community workers related to community-based participatory research, cancer and health disparities, cultural competency, and related topics.

Drs. Olveen Carrasquillo and Erin Kobetz-Kerman co-direct the CTSI Community Engagement and Cultural Diversity Component. They collaborate with community partners, train community health workers, provide guidance and support in community research methods and facilitate the introduction of faculty members to individuals in the community.

c. Description of formal procedures for evaluating faculty competence and performance.

Faculty members are formally evaluated at specific times in their academic career beginning with their initial appointment into the Department. Procedures vary depending on track and rank.

Department Evaluation Upon Initial Appointment

Faculty members hired with tenure, hired onto the tenure-earning track or the research, and clinical educator tracks are fully evaluated at the time of their initial appointment. Following a search and presentation by the final candidates, department faculty members vote on whether to recommend an appointment. The department's recommendation, reflected in a letter from the chair, accompanies the dossier that is sent to the University of Miami Miller School of Medicine's Appointments, Promotion and Tenure (APT) Committee.

University Evaluation Upon Initial Appointment

The APT Committee reviews the dossier and makes its recommendation to the Senior Vice President for Medical Affairs and Dean. In the case of appointments with a recommendation of tenure, the dossier is sent to the Executive Vice President and Provost along with the Senior Vice President for Medical Affairs and Dean's recommendations. The faculty member's record is then reviewed by a university-wide faculty group, which makes its recommendation to the Executive Vice President and Provost. If the Executive Vice President and Provost, by the authority of the President, accept a recommendation to approve the appointment, a recommendation is made to the University of Miami Board of Trustees.

Faculty appointments in non-tenure earning positions (clinical educator and research tracks) generally follow the same procedures as tenure-earning appointments and promotions except the process ends with a decision by the Senior Vice President for Medical Affairs and Dean.

Evaluation for Visiting and Voluntary Initial Appointments

Visiting and voluntary appointments receive an expedited review. Though there is no formal search involved for these appointments, the initial review is tailored to the responsibilities the visiting or voluntary faculty will have on campus. The executive committee votes on voluntary and secondary appointments, and this process has proven to be adequate.

Evaluation for Tenure-earning Appointments

Beginning with the second year, all individuals holding tenure-earning appointments are evaluated annually by the head of the division with final evaluation approval given by the chair. In addition, faculty members are reviewed annually by the voting faculty for the purpose of assessment of progress toward tenure. Copies of these summaries and of a statement of the chair's views are placed in the faculty member's file, given to the faculty member, and a designated senior faculty member gives verbal feedback. All evaluated faculty members may prepare a written response for the file.

In addition to annual evaluations, assistant professors in the tenure-earning track receive a formal evaluation at the end of their 4-year term. These faculty members submit a dossier to the

department chair, reflecting their work for their years of service. Senior faculty members review the dossier during the Department's annual Promotion and Tenure Committee meeting. A memorandum summarizing the faculty's achievements and the outcome of the assessment is written by the chair and submitted with the dossier to the university's APT Committee. A letter from the Office of Faculty Affairs includes the university committee's assessment of progress and recommendations to improve the faculty's performance.

Evaluation for Tenure

Promotion or appointment to tenure requires that the candidate has continued to grow in stature in teaching, research and service and has exhibited further excellence and continued productivity in at least two of three areas since initial appointment or promotion to Associate Professor. Professors must have attained widespread recognition in their major areas of success (teaching, research, service). The candidate's contribution to his/her field should include continued scholarly publications, and continued funding of peer-reviewed research.

Criterion 1 – Teaching: The first major portion of a candidate's application is typically teaching, and evidence is presented that the candidate has developed and/or conducted teaching programs of high quality.

- a. Classroom teaching that includes lectures, seminars, laboratories, discussion sections, workshops, etc.
- b. Graduate student teaching, including mentoring, workshops, seminars and other graduate program duties (e.g. directing a journal club, serving as capstone advisor, student mentoring).

Documentation of teaching activities must include:

- a. A synopsis of teaching assignments including conferences, student teaching, laboratories, etc.
- b. Evidence of contributions to educational administration, curriculum planning and development, or analysis
- c. Department or other peer evaluation of teaching abilities. Examples of instructional materials such as handouts used in the candidate's teaching, authored textbooks, software, or audiovisual aides may be provided. A description of the application of new or improved teaching methods should be provided, if appropriate
- d. Evaluations of teaching by medical and/or graduate students, and postdoctoral fellows, or evidence of teaching awards

Criterion 2 – Research: Research is the second major component of the candidate's application, and evidence is presented that the candidate has demonstrated major involvement in a research program that is of high quality, significance and extramurally funded.

Documentation of research activity must include:

- a. A bibliography and statement that describes the research program, accomplishments to date, and future goals
- b. A record of independent funding as a principal investigator or co-investigator. This should be submitted as a chronology of research support listing its source, principal investigator, candidate's role, and annual and total direct costs
- c. Five letters of evaluation of the research programs from recognized authorities in the candidate's field. These letters should assess the quality of the candidate's research
- d. An evaluation of the quality of the journals in which the candidate has published, and the number of citations by others in the field

Criterion 3 – Service: The final major component of the candidate's application is service, and evidence is presented describing the candidate's accomplishments in this criterion and related activities, including public health and community service.

Evidence of excellence in performing service responsibilities may include:

- a. Committee work, including leadership roles, within the Department, Miller School of Medicine and the University
- b. Work on study sections and other peer review committees beyond campus
- c. Work, including leadership roles, in national and international professional organizations
- d. Editorial responsibilities
- e. Serving as members of community based organizations and advisory boards
- f. Providing public health assistance to public and private organizations.

Tenured faculty are reviewed and evaluated annually by the department chair.

Evaluations for Non-Tenure earning Appointments

Members of the clinical, research, and educator tracks are not in the tenure-earning track. Since non-tenure earning appointments are annually renewable, there is an annual review process by the division head and chair and the school must annually reappoint non-tenure earning faculty members for a one-year term.

Evaluation of the Chair

At four-year intervals the voting members of the department are afforded an opportunity to express their opinions as to whether the interests of the department would be best served by replacement or retention of the chair.

d. Description of the process used for student course evaluation and evaluation of instructional effectiveness.

At the conclusion of each semester, students are asked to complete an online evaluation of each structured course. Independent study credit and research/thesis/dissertation credits do not go through this formal course evaluation process. The Graduate Programs Office works with the UM Testing and Evaluation Services Office to conduct all course evaluations online using CoursEval™. The Testing and Evaluation Services Office, along with UM Information Technology, provides central support, including survey form design, personalized email invitations and reminders, and summary report access at no cost to the program. Periodic email reminders are sent to each student by the Testing Services Office during the evaluation time period. Additional reminders are provided by the Graduate Programs and individual course instructors as needed. Survey responses are anonymous. Student names or email addresses cannot be connected to any survey data. Survey results are released to faculty after final grades have been posted.

The course evaluation survey includes questions on the course and the instructor; each question is scored on a 5 point Likert scale. There are a total of 8 course questions and 5 instructor questions using the Likert scale, with two additional open response questions for comments on the strengths and weaknesses of the course and additional comments or suggestions. Response rates are monitored for each course by the Graduate Programs and the Testing and Evaluation Services Office. Select program administrators receive response rate reports during the evaluation period on days 5, 9, 15, 18 and 22 (final day) during the fall and spring semesters. During the summer semesters, response rate reports are received on day 3, 6 and 7 (final day).

Once the evaluation period has closed, the Testing and Evaluation Services Offices sends a final response rate report to program administration on the final day of evaluation and course evaluation summary reports are available to both faculty and the leadership of the department and graduate programs online 6-8 business days after the evaluation period closes. Faculty instructors are only provided access to their own course evaluations.

Program administrators are provided online access to all semester evaluations. Faculty instructors are expected to review their evaluations and make adjustments to remedy any problems. Faculty instructors with prior Graduate Programs teaching experience are expected to maintain a 4.0 mean course evaluation score or higher for each class. Faculty instructors without prior Graduate Programs experience or in courses offered for the first time are expected to reach a minimum mean course evaluation score of 3.6.

The Curriculum Committee reviews all course evaluations once available each semester and provides a written assessment to the Graduate Executive Policy Committee (and appropriate

Division Directors) indicating any areas, courses, or instructor issues of concern. The Graduate Programs Director is responsible for meeting with instructors who require remediation. Remediation (based on suggestions from the Curriculum Committee) may include assisting the faculty instructor to improve certain skills, a redesign of the course format or requirements, further discussion of specific comments related to the strengths and weaknesses of the course, and assisting the faculty instructor with other teaching options.

Copies of all course evaluations for 2010-11, 2011-12, and 2012-13 are available for review in the resource files under course evaluations. Tables 4.2.d.i-ii, below, provide the mean scores and response rates on course evaluations for the academic years 2010 – 11, 2011 – 12 and 2012 – 13.

Table 4.2.d.i: Average Response Rate Per Semester on Student Course Evaluations (%)			
Semester	2010 - 2011	2011 - 2012	2012 - 2013
Fall	86.0%	93.4%	80.0%
Spring	78.3%	84.0%	84.0%
Summer	53.6%	63.4%	83.0%

Table 4.2.d.ii: Mean Scale Scores on Student Course Evaluations *			
Semester	2010 - 2011	2011 - 2012	2012 - 2013
Fall	4.26	4.50	4.27
Spring	4.28	4.42	4.24
Summer	4.50	4.31	4.60

*On a scale of 1 – 5 where 1 = a poor rating (strongly disagree) and 5 = an excellent rating (strongly agree)

e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

- A clear and equitable faculty evaluation process for all faculty ranks, including the faculty evaluation of the Department Chair.
- A comprehensive online course evaluation system used by students in all structured courses, and technical support from the Testing and Evaluation Services Offices.

Challenge

- Providing resources for professional development related to teaching, mentoring and advising.

Plans

- Conduct a one-day faculty retreat on emerging strategies for effective teaching, mentoring and advising in academic year 2015.
- Increase the number of faculty who join the Academy of Medical Educators, with membership promotion initially focused on faculty directors within the Graduate Programs beginning in 2014.

Criterion 4.0**Faculty, Staff and Students**

4.3. Student Recruitment and Admissions. The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

a. Description of the program's recruitment policies and procedures. If these differ by degree (eg, bachelors vs. graduate degrees), a description should be provided for each.

The Graduate Programs in Public Health seeks students who have the academic ability for graduate study, and the interest and motivation for undertaking and advancing in public health careers, consonant with the programs' stated mission, goals and objectives. The Graduate Programs in Public Health adhere to the University of Miami's Affirmative Action and Equal Opportunity policies in all its recruitment activities; recruiting and admitting qualified students regardless of race, ethnicity, religion, gender, sexual orientation, national origin, age, veteran or disability status.

Recruitment activities are centered within the Graduate Programs in Public Health, with additional activities and benefits drawn from other university partners, such as the dual degree programs with the Schools of Medicine, Law and the College of Arts and Sciences. The primary administrative position responsible for recruitment efforts to the Public Health programs is the Director of Admissions.

Recruitment for the doctoral program in Epidemiology is the responsibility of the Program Director with the support of the Director of Admissions. Recruitment for the Biostatistics programs is handled by the Program Director and Division Head. Enrollment goals/targets are set each academic year by the Department Chair, in consultation with the Graduate Programs Directors and key administrators. In the Graduate Executive Policy Committee and the Department's Executive Committee, enrollment targets are discussed and finalized based on considerations, such as the expertise and size of the program faculty.

Since the recruitment of a Director of Admissions in 2011, recruitment efforts have been elevated and targeted to focus on key strategies to meet enrollment goals to build a strong, diverse student body. This position afforded the opportunity to strategically grow the student body, expanding our geographic catchment area, reaching out to undergraduate institutions both within and outside the State of Florida.

The Graduate Programs in Public Health recruitment activities include, but are not limited to,

formal representation at:

- The American Public Health Association annual conference (exhibition booth)
- The Idealist Graduate School Fairs (national)
- The National Association of Advisors for the Health Professions (national/ regional conferences)
- The Latino Student Medical Association conferences
- The American Medical Student Association conferences
- Graduate Health Fairs at nationally recognized universities
- Graduate Health Fairs at historically black colleges and universities (HBCUs) and other predominantly minority institutions
- Site visits to select international universities (ex. King Saud University in Riyadh, Saudi Arabia; Sichuan University (Chengdu) and Shandong University (Jinan) in China; and Seoul National University in Korea)
- University of Miami Information Sessions (Toppel Career Center)

In addition to an active recruitment travel calendar, the Director of Admissions sends targeted mailing efforts that include:

- Distribution of mailed posters to advisor contacts advertising the Graduate Programs in Public Health to undergraduate institutions with pre-health programs nationwide
- Distribution of mailed brochures to prospective students, inquiries and engaged prospects
- Distribution of mailed brochures to prospective student names/contact information through list purchases with the Educational Testing Service (ETS)

Mailings and list purchases are coordinated with the recruitment travel calendar to advertise opportunities for prospective students to meet with the Director of Admissions and other Graduate Programs in Public Health representatives. The Graduate Programs recruitment/travel calendar is available online at <http://publichealth.med.miami.edu/graduate/future-students/recruitment-calendar>, and details upcoming events where prospective students can meet with program representatives.

Prospective applicants are encouraged to visit the Graduate Programs in Public Health office whenever possible. For prospective students, on-campus meetings and tours are available throughout the academic year. Appointments can be scheduled with the Director of Admissions and/or the appropriate Program Director. On-campus visits also allow prospective students to meet with current students, who serve as student ambassadors, to discuss student life in the program. When possible, visits can also include an opportunity to sit in an ongoing class. During the fall and spring semester typically in the evening hours, Open House events are scheduled to allow prospective students the opportunity to meet and speak with faculty, staff and students from the Graduate Programs in a social group setting. Open House events are advertised on the program website, and electronic invitations are circulated to area colleges, universities and

inquiring students who have previously requested program/application information.

The Graduate Programs in Public Health maintains an active social media presence with online advertising targeting undergraduate public health and pre-health students through Google AdWords and established social media sites. The establishment of the Department of Public Health Sciences Facebook page in Spring 2012 provides an online presence to engage prospective students, as well as current students, faculty and alumni.

The Graduate Programs policy for non-degree enrollment (post-baccalaureate status) allows qualified individuals to sample the public health curriculum by enrolling in up to 12 credits without formal degree matriculation. In many cases, these non-degree individuals later apply to the public health programs. Credits successfully completed in the post-baccalaureate status may be used to fulfill degree requirements.

Public Health

As highlighted previously, recruitment for the public health degree programs has expanded with dedicated staff and resources to promote public health education at the University of Miami locally, nationally and abroad. Recruitment resources and efforts are targeted locally through undergraduate information sessions on the University of Miami Coral Gables campus, hosted at the Toppel Career Center, and through open information sessions with the Graduate Programs in Public Health, led by the Director of Public Health Programs. In addition, faculty members from the Department of Public Health Sciences instruct undergraduate courses across several departments and programs at the University.

Relationships with these programs allow for targeted recruitment opportunities. The University of Miami School of Nursing and Health Studies began offering a Bachelor of Science in Public Health degree in 2012, which will serve in the future as a valuable local recruitment resource for all degree programs in the Graduate Programs in Public Health. In addition, the BSPH/MPH 4+1 program will serve to encourage undergraduate BSPH students to continue this education at the graduate level.

Epidemiology

In addition to recruitment efforts within the US and abroad highlighted previously, the Miller School of Medicine and the in-house MPH and MSPH degree programs (and alumni) serve as an additional applicant pool for the epidemiology doctoral program. The epidemiology program has enrolled faculty from targeted departments across the Miller School of Medicine seeking to broaden their research to include population-based approaches. These students typically enter the program with valuable scientific and medical experience. The epidemiology program mentors highly qualified MPH and MSPH students who have the potential to succeed in the doctoral program. Current epidemiology doctoral students also serve as valuable informal

recruitment representatives at professional meetings and conferences, such as the American Public Health Association.

Biostatistics

Recruitment efforts from the Division of Biostatistics include a local, national and international scope. Representatives from the Division of Biostatistics, supported by the Director of Admissions, participate in local and state graduate fairs held at the University of Miami, the University of Florida, Florida State University, Florida Atlantic University, Florida International University and Nova Southeastern University. The Biostatistics degree programs (MS and PhD) are also promoted within the University of Miami through undergraduate programs in mathematics, engineering, and computer science. Faculty members from the Division of Biostatistics promote the degree programs at professional meetings, including the Eastern North American Region/International Biometrics Society, the Joint Statistical Meetings, and the Society for Clinical Trials. In addition, through recruitment efforts of the Director of Admissions and the Graduate Programs in Public Health, there is representation at the American Public Health Association annual meetings. The Division of Biostatistics has established international academic relationships with several universities for recruitment of highly qualified doctoral degree in biostatistics candidates. The Division Director, Dr. Sunil Rao, and Dr. Huiling Xie, former Assistant Professor, Division of Biostatistics, have traveled abroad to China visiting Sichuan University in Chengdu and Shandong University in Jinan to promote the Biostatistics Doctoral Program. International recruitment efforts (led by the Division Director) also include a focus in Korea with Seoul National University.

b. Statement of admissions policies and procedures. If these differ by degree (e.g., bachelors vs. graduate degrees), a description should be provided for each.

The Director of Admissions is responsible for coordinating the admissions process for applicants to the Public Health and Epidemiology Programs. This Director serves as the application information source for these programs. Applicants to our Biostatistics Programs interact with that Program's Director and Division Director. All prospective students must complete an online application with the Miller School Office of Graduate and Postdoctoral Studies (OGPS). Applicants can access the online application system through the Graduate Programs in Public Health website. Applicants are charged a \$65.00 application fee, which is paid by credit card. Fee waivers are available to University of Miami employees and to eligible applicants demonstrating financial need. All application materials are submitted to the OGPS for electronic organization, processing and additional evaluation, if required. Materials submitted in support of an application are confidential and are not released for other purposes, nor are they returned to the applicant.

The public health programs (MPH and MSPH) admit students twice per year (Fall and Spring), with

a Fall priority application deadline of May 1 and a Spring application deadline of November 1. Application deadlines are posted on the Graduate Programs website. Deadlines may be extended at the discretion of the Graduate Programs in Public Health. The epidemiology doctoral program accepts applications once per year (Fall), with an application deadline of January 15. The Biostatistics programs (MS and PhD) accept applications throughout the academic year, with admission twice per year (Fall and Spring) for the MS program and admission once per year (Fall) for the PhD program.

Admission Criteria

Required application components include an application form, personal statement, official transcripts from all undergraduate and graduate institutions previously attended, three letters of recommendation, a resume/ Curriculum Vitae and a Graduate Record Examination (GRE) score report (or equivalent, depending on program). Additional international requirements include an official TOEFL or IELTS score report for applicants from non-English speaking countries where the applicant has not completed 30 or more college level credits at an English teaching institution.

Admission Requirements

Grade Point Average (GPA): All applicants are required to demonstrate a minimum undergraduate grade point average of 3.0 or higher (on a 4.0 scale). Applicants recommended for admission with a GPA below this mark require a justification, which results in a waiver from the Office of Graduate and Postdoctoral Studies (OGPS).

Standardized Test Score Requirement: Applicants are required to submit the Graduate Record Examination (GRE) administered by the Educational Testing Service except as noted below. Applicants to the public health masters programs with an earned advanced degree (MD, MBBS, JD, PhD, DDS) are exempt from the GRE requirement. Applicants to the MD/MPH dual degree program are required to submit an MCAT score and are exempt from the GRE requirement. Applicants to the JD/MPH dual degree program may submit an LSAT score as a substitute for the GRE. Applicants to the MPA/MPH dual degree program may submit a GMAT score as a substitute for the GRE requirement. Standardized test score waivers/substitutions are not granted for PhD applicants in epidemiology and biostatistics.

English Proficiency: Applicants from countries where English is not the language of instruction must submit an official score report for the Test of English as a Foreign Language (TOEFL) exam. The minimum required TOEFL score is 550 paper-based, 213 computer-based, or 80 iBT. The International English Testing System (IELTS) may be accepted in lieu of the TOEFL examination, with a required minimum score of 6.5.

Statement of Purpose: The statement should clearly explain the applicant's reasons for pursuing their graduate degree. For public health degrees, applicants are encouraged to describe their public health experience and interests including goals for using their degree for improving

public health practice. Doctoral applicants for epidemiology are encouraged to highlight previous research experience and their publication record. Doctoral candidates for biostatistics are encouraged to highlight previous statistics experience and submit a sample of their most advanced statistical work with their application.

Letters of Recommendation: The three (3) required letters of recommendation should provide details about the applicant's strengths and demonstrate familiarity with the applicant's academic record and their potential for public health practice or research. Well-reviewed applications typically have at least three strong letters from academic professors and public health related employment supervisors/mentors.

CV/Resume: The CV/resume should be clear and organized, documenting previous education, professional experience, public health orientation, research involvement, community service, publication/presentation and funding information, as applicable.

Admission Procedures

There are four admissions committees within the Graduate Programs in Public Health. There is one faculty committee, composed of 7 – 9 members from the Department of Public Health Sciences, responsible for reviewing all MPH, MSPH and related dual degrees with the School of Law, and the College of Arts and Sciences. For the Epidemiology doctoral degree, there is one faculty committee, composed of 5-7 members, which reviews all PhD in Epidemiology applications. For Biostatistics, there are two faculty committees, composed of 2-3 members each, which review applications for the MS and PhD Biostatistics programs. Each committee is led by a faculty chair. Applicants to the MD/MPH dual degree program are reviewed by the Miller School of Medicine Admissions Committee. Faculty from the Department of Public Health Sciences serves on the Medical School admissions committee to assist in evaluating applicants with excellent potential for the MD/MPH program.

Through the OGPS application portal, application files for all graduate degree programs within the Graduate Programs in Public Health are monitored by the Director of Admissions. Once an application is complete, the appropriate admissions committee chair is notified. Faculty committee members have electronic access to each application coded for scoring, and the committee chair and designated program administrator have access to view all applications once processed in the portal. The Director of Admissions works with each admissions committee and committee chair to distribute information in batches for review with appropriate deadlines per application batch. Committee members login to the secure portal and electronically review and score each designated file. Application scores are ranked on a scale of 1-5, based on the following definitions: 1 = Excellent, 2 = Good, 3 = Average, 4 = Poor and 5 = Very Poor. Committee members must record text comments and a numeric score to formally submit a score for each file. Once scoring per application batch is complete, the Director of Admissions prepares summary spreadsheets for the full batch of applications and results/recommendations are shared

with the full committee through email distribution. The summary spreadsheets provide an opportunity for all committee members to request further discussion of any applicant. The Director of Graduate Programs and the Director of Public Health Programs may be asked to review applications that require further review or special consideration. Applicants may be accepted, rejected or wait-listed.

For the PhD in Epidemiology program, the first round of reviews and scoring is used to determine which applicants will be rejected and which will be invited for an on-campus interview day. The on-campus visit consists of formal interviews with admissions committee members, the Department Chair and select faculty members with research interests that align with the applicant's interests. Once the interview day is complete, the admissions committee votes a second time on all interviewed candidates, and ranks applicants in order of preference. Recommendations for admission in the PhD programs (epidemiology and biostatistics) are provided to the Graduate Executive Policy Committee (GEPC) to address any financial support issues with doctoral stipends for the upcoming fiscal year. Stipend awards are approved by the Department Chair. Based on the number of available slots, applicants are offered admission in the order of ranked preference.

The Director of Admissions is responsible for communicating the final recommendation from each admissions committee to the Office of Graduate and Postdoctoral Studies for final processing. Formal letters of acceptance are generated by the OGPS to be distributed to the applicant by the Director of Admissions (via email) with a custom email message. Letters of rejection are also sent by the Director of Admissions (via email) to applications who are not recommended for admission.

c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the program. If the program does not have a printed bulletin/catalog, it must provide a printed web page that indicates that degree requirements as the official representation of the program. In addition, references to website addresses may be included.

The Graduate Programs in Public Health has a variety of recruitment tools that describe degree offerings, requirements and other educational opportunities. The program website is the primary mechanism to communicate admissions and academic information to potential and current students. In 2012, the website was redesigned in conjunction with the redesign of the larger departmental website. Web links are provided below for recruitment materials and student services materials. All materials indicated below are available in hard copy.

Recruitment Materials

- *Department of Public Health Sciences (formerly Department of Epidemiology and Public Health) Booklet:* available on site
- *Graduate Programs in Public Health Recruitment Folder:* available in the resource files under student recruitment

- Recruitment Calendar: <http://publichealth.med.miami.edu/graduate/future-students/recruitment-calendar>
- Application Instructions: <http://publichealth.med.miami.edu/graduate/sophas>
- Contact Information for Prospective Students: <http://publichealth.med.miami.edu/graduate/contact-information>

Student Services Materials

- Program Curricula: <http://publichealth.med.miami.edu/graduate/academic-programs>
- Course Descriptions: <http://publichealth.med.miami.edu/graduate/academic-programs/course-descriptions>
- Advising Sheets: available in the resource files under career advising and student advisement
- Grading: <http://publichealth.med.miami.edu/graduate/current-students/handbooks>
- Academic Calendars: <http://www.miami.edu/index.php/registrar/calendar/>
- Student Handbooks: <http://publichealth.med.miami.edu/graduate/current-students/handbooks>
- Public Health Student Association: <http://publichealth.med.miami.edu/graduate/current-students/public-health-student-association>
- Student Resources: <http://publichealth.med.miami.edu/graduate/current-students>
- Career Resources: <http://publichealth.med.miami.edu/graduate/career-services>
- Financial Information: <http://publichealth.med.miami.edu/graduate/future-students/financing>

d. Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for the each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.

Table 4.3.d, below, provides detailed admissions data for the academic years 2010 – 2013. The number of public health applications continues to increase each year. The total number of public health applications increased 72% from 2010 – 2013. The total number of new public health enrollments has substantially increased for the same period (129%). The MD/MPH (four year) degree program began enrollment in 2011-12 and applications to the program have remained consistent.

Applications and enrollment to the epidemiology program have remained relatively stable since the last accreditation and during the current reporting years of 2010 – 2013. The programs in biostatistics began enrollment in 2011-12. Applications are expected to steadily increase.

Specialty Area		2010 - 2011	2011 - 2012	2012 - 2013
Public Health (MPH/MSPH)*	Applied	132	166	228
	Accepted	46	102	159
	Enrolled	34	62	78
MD/MPH**	Applied		328	309
	Accepted		99	107
	Enrolled		52	48
Biostatistics (MS)***	Applied		8	6
	Accepted		5	2
	Enrolled		2	0
Biostatistics (PhD)***	Applied		3	22
	Accepted		3	9
	Enrolled		2	6
Epidemiology (PhD)	Applied	13	24	33
	Accepted	4	6	8
	Enrolled	4	5	6

*Includes joint degree programs, except MD/MPH

**Admissions for the four year joint degree MD/MPH program began in Summer 2011

***Admissions for the Biostatistics MS and PhD began in 2011- 2012

e. Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full-and part-time students and an FTE conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.

Table 4.3.e, below, provides detailed enrollment data for the academic years 2010 – 2013 including a student head count and full time equivalent conversion. The Graduate Programs in Public Health continues to attract students to all its degree programs, with significant enrollment increases in public health, biostatistics (PhD), and the MD/MPH degree program.

	2010 - 2011		2011 - 2012		2012 - 2013	
	HC	FTE	HC	FTE	HC	FTE
Public Health (MPH/MSPH)	60	43.0	110	82.0	139	114.5
MD/MPH			52	52.0	98	98.0
Biostatistics (MS)			2	1.0	1	1.0
Biostatistics (PhD)			2	2.0	7	6.5
Epidemiology (PhD)	20	20.0	20	20.0	18	18.0

NOTE: HC = Head Count

Full time students defined as 9 credits or more in a Fall or Spring semester

Part time students are computed at 50% FTE

FTE = Full time equivalent

f. Identification of measurable objectives by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years.

Tables 4.3.f.i-v, below, summarize the measurable objectives.

Table 4.3.f.i: Average Undergraduate Grade Point Average (GPA)[^], AY 2010 – 2013				
Specialty Area	Target	2010 - 2011	2011 - 2012	2012 - 2013
Public Health (MPH/MSPH)	3.25	3.46	3.23	3.20
MD/MPH	3.50		3.62	3.66
Biostatistics (MS and PhD)	3.25		3.16	3.16
Epidemiology (PhD)	3.25	3.43	3.50	3.41

[^]Data does not include foreign medical translated GPA

Table 4.3.f.ii: Mean Graduate Record Examination Scores (GRE), AY 2010 - 2013												
Specialty Area	Target			2010 - 2011			2011 - 2012			2012 - 2013		
	V	Q	AW	V	Q	AW	V	Q	AW	V	Q	AW
Public Health (MPH/MSPH)	150	150	3.5	156	150	4.1	152	150	4.2	152	151	3.8
MD/MPH*												
Biostatistics (MS and PhD)	150	150	3.5				139	155	2.8	157	161	3.5
Epidemiology (PhD)	150	150	3.5	158	165	4.5	157	153	4.3	156	158	4.0

*GRE is not required, MCAT scores average 30.5 for 2010-11 and 30.7 for 2011 – 12

Table 4.3.f.iii: Percent of Students Entering with Previous Public Health Experience, AY 2010 – 2013				
Specialty Area	Target	2010 - 2011	2011 - 2012	2012 - 2013
Public Health (MPH/MSPH)	50%	41%	50%	48%
MD/MPH*	80%		85%	90%
Biostatistics (MS and PhD)**	33%		25%	50%
Epidemiology (PhD)	50%	75%	60%	66%

*Admissions for the four year joint degree MD/MPH program began in Summer 2011

**Admissions for the Biostatistics MS and PhD began in 2011- 2012

Table 4.3.f.iv: Percent of Students Entering with a Doctoral Degree[^], AY 2010 - 2013				
Specialty Area	Target	2010 - 2011	2011 - 2012	2012 - 2013
Public Health (MPH/MSPH)	<33%	38%	32%	30%
MD/MPH	n/a		0%	0%
Biostatistics (MS and PhD)	<33%		50%	0%
Epidemiology (PhD)	<33%	50%	40%	17%

[^] Doctoral Degree (MD, PhD, JD, DDS, MBBS, other doctoral degrees)

Table 4.3.f.v: Mean Grade Point Average per Specialty Area, AY 2010 – 2013

Public Health

Course Title	2010 - 11	2011 - 12	2012 - 13
EPH 500 Introduction to Public Health	n/a	n/a	4.00
EPH 501 Medical Biostatistics I	3.88	3.47	3.22
EPH 502 Medical Biostatistics II	3.94	3.70	3.57
EPH 520 Health Education and Behavior	3.86	3.88	3.73
EPH 614 Introduction to Disease Prevention/Health Promotion	n/a	3.99	3.81
EPH 521 Fundamentals of Epidemiology	3.59	3.25	3.46
EPH 541 Environmental Health	3.87	3.87	3.84
EPH 631 Public Health Administration	3.96	3.84	3.85
EPH 632 US Health Systems	n/a	n/a	3.41

Biostatistics

Course Title	2010 - 11	2011 - 12	2012 - 13
MTH 524 Introduction to Probability Theory	n/a	n/a	3.41
MTH 525 Introduction to Mathematical Statistics	n/a	n/a	3.52
MTH 542 Statistical Analysis	n/a	*	3.88
BST 525 Statistical Computing	3.91	3.74	4.00
BST 575 Generalized Linear Models	3.80	3.72	3.80
BST 640 Modern Numeric Multivariate Methods	n/a	4.00	*
BST 510 Statistical Consulting	n/a	3.85	4.00
BST 630 Longitudinal Data Analysis	n/a	n/a	3.62

*BST student enrollment too small to calculate

Epidemiology

Course Title	2010 - 11	2011 - 12	2012 - 13
EPH 603 Advanced Statistical Methods I	3.85	n/a	4.00
EPH 605 Advanced Statistical Methods II	3.96	n/a	4.00
EPH 651 Survival Analysis	3.90	3.88	3.90
BST 525 Statistical Computing	3.91	3.74	4.00
EPH 640 Basic Pathology	3.94	n/a	3.57
EPH 525 Ethics in Public Health	3.90	3.57	3.94
EPH 674 Advanced Epidemiology Methods I	3.40	3.44	3.17
EPH 676 Advanced Epidemiology Methods II	3.67	3.67	3.43

MD/MPH

Course Title	Class of 2015	Class of 2016
	2011 - 2012	2012 - 2013
EPH 521 Fundamentals of Epidemiology	4.00	4.00
EPH 501 Medical Biostatistics I	4.00	4.00
EPH 512 Global Health	3.93	3.94
EPH 631 Public Health Administration	3.87	3.84
EPH 541 Environmental Health	3.96	3.88
EPH 614 Introduction to Disease Prevention/Health Promotion	3.80	TBA
EPH 652 Public Health Policy	3.79	TBA
EPH 621 Chronic Disease Epidemiology	3.80	TBA
EPH 653 Leading Change in Public Health	3.45	TBA

g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

- Dedicated staff and resources for recruitment and admissions, including the Director of Admissions position filled in Fall 2011 and a targeted and diversified recruitment calendar and recruitment events.
- Redesigned and improved recruitment materials, including the program website and online advertising and social media presence.
- On-campus visit opportunities for prospective students including open house and information sessions, individual visits/appointments with the Director of Admissions and current students, and campus tours.

Challenges

- Greater burden on public health admissions committee as student applications and enrollment has grown during the past three years.
- Increasing student financial aid, including merit scholarships and need-based scholarships.

Plans

- Restructure policies and procedures related to admissions as we migrate to the SOPHAS application system, beginning in Fall 2013.
- Continue and enhance efforts to seek philanthropic support for tuition scholarships as part of our development plan.
- Establish a goal of a fixed percent of tuition dollars to be earmarked for need-based and merit scholarships beginning with the fiscal year 2015 budget proposal.

Criterion 4.0**Faculty, Staff and Students**

4.4. Advising and Career Counseling. There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

a. Description of the program's advising services for students in all degrees and concentrations, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.

Prior to matriculation, throughout the degree program experience and into a graduate's career, the Graduate Programs in Public Health provide academic advising services. Services include appointments and campus visits for prospective students, group orientation sessions for incoming students at the start of each semester, orientation/student handbook materials and ongoing advising from faculty, staff and peers. Faculty advisors and program administration work closely with students to tailor their coursework, practicum/capstone experience and extracurricular activities to meet students' professional goals.

As a first point of contact, prospective students often seek advice and direction from the Director of Admissions. The Director of Admissions, in addition to faculty, staff and current students, is available at all recruitment events to provide general information and advising to prospective students. In addition, the Graduate Programs website provides opportunities to make general inquiries, request program information and schedule a campus visit. Visits to the campus can include additional meetings with faculty, Program Directors and current students to provide information on program curricula, financial resources and student life.

After admission to the program, entering students are contacted by the appropriate Graduate Programs staff for advising on initial course selections. For the Public Health programs, the Director of Admissions contacts all entering students prior to their first semester with a course schedule and recommended course selection list. For the doctoral programs, the Director of Accreditation and Doctoral Administration works closely with the Epidemiology and Biostatistics Program Directors, contacting all entering students to advise them on the first semester of course selection. Prior to orientation, all students are required to complete the course selection process.

Orientation

Prior to commencing their first semester of study, students in all degree programs are required to attend a one-day orientation. The orientation session provides students with an opportunity to meet their peers, the faculty, staff and School and Department leadership. The orientation session introduces students to their academic program, in addition to campus resources, student

health services and the Public Health Student Association (PHSA). At the conclusion of each orientation session, the PHSA holds a social event for incoming and current students. In addition, students are expected to attend two workshops at the University Writing Center to enhance their understanding of graduate level writing skills – including citations, resources, writing style techniques, and grammatical competency.

At orientation, each student receives the Graduate Programs Student Handbook, as well as a folder of information, including website links, directions for using student services (e.g., CaneLink), textbook information and waiver forms. Epidemiology students receive an additional handbook specific to their doctoral program requirements. During the orientation session, epidemiology and biostatistics students separate from the larger public health group for an advising session with their Program Director and the Doctoral Administrator. First semester course selections for each student are reviewed, and adjustments are made, if needed.

Students can also review or obtain information on all degree program requirements, support services and administrative policies through the Graduate Programs Student Handbook, available online at <http://publichealth.med.miami.edu/graduate/current-students/handbooks>, and on site. Other orientation materials are available as on-site resources.

Beyond the recruitment/admission and new student orientation stages, students in each degree program work with an assigned faculty advisor for general curriculum logistics, and then advance to capstone faculty advisors (or dissertation mentors) later in the program specific to their culminating experience. In addition, each degree program has at least one full-time staff person responsible for assisting students with curriculum and academic advising needs. A description of the advising process is provided below for each program area.

Public Health

Much of the curriculum advising is done through the Director of Public Health Programs, Dr. Julie Kornfeld. An initial advising appointment with the Public Health Program Coordinator includes a program plan that reflects the student's first semester registration and a curriculum map to guide future registration. The Director of Public Health Programs reviews all program plans, and then individual faculty advising appointments are scheduled for students that require individual appointments or request additional assistance. It is suggested that students complete a minimum of one faculty advising appointment per semester; however, additional appointments are available, depending on individual student need. Public health program plans for each student are maintained in a database, and, after each student advising meeting, plans are updated by Graduate Programs staff. A summary of revisions discussed at each advising meeting is provided to the student via email, and a copy of course recommendations is provided to the Public Health Program Coordinator.

As outlined previously in Criterion 2.4 and 2.5, at the time in their curriculum when they advance to completion of the field placement and public health project, the public health students (MPH

and MSPH) are assigned a faculty capstone advisor. One faculty capstone advisor represents each division for the MPH/MSPH, and there are additional faculty advisors for the MD/MPH students. Capstone Faculty Advisors are oriented to their roles and responsibilities by the Capstone Manager and the Director of Public Health Programs. The capstone faculty advisors attend an orientation and training session on the capstone process. Faculty capstone advisors meet with the Capstone Manager once per month. Monthly meetings ensure consistent application of regulations and consistent communication to the advisees.

Students first meet with the Capstone Manager to discuss their field experience and project plans, and, based on the public health topic, students are assigned a capstone faculty advisor. The capstone advisors are trained by the Graduate Programs and are responsible for guiding the student to stay aligned with all capstone requirements. They advise students on their proposed scope of work and are required to provide feedback on field placement and research project proposals, field placement reports, and public health project reports. During the field placement experience, students in the MPH program will meet with their assigned faculty advisor 3-5 times. During the capstone project phase, the student and faculty advisor may meet an additional 2-3 times depending on the amount of guidance needed. Students in the MSPH program will meet with their assigned capstone faculty advisor 2-3 times, with additional advising on the public health project provided by the designated first or second reader.

Epidemiology

The admissions process for the PhD in Epidemiology program includes a campus visit and interview day for highly qualified candidates. The interview day serves as a structured advising event for select prospective students, allowing ample opportunity to meet with faculty, staff and Admissions Committee members to discuss curriculum and program logistics.

At program entry, the assigned faculty advisor for all the epidemiology doctoral students is Dr. WayWay Hlaing, the Epidemiology Program Director. In addition, Dr. David Lee (Graduate Programs Director) and Dr. Hermes Florez (Epidemiology Division Director) serve as general faculty advisors to the program. At the start of each Fall semester, students are required to meet with the Epidemiology Program Director. Advising appointments for first and second year students consist of curriculum mapping and faculty mentor selection/stipend support. After successful completion of the epidemiology and biostatistics comprehensive examinations, students advance to candidacy, and primary advising shifts to the faculty dissertation committee. Candidacy students are still required to meet with the Epidemiology Program Director each fall semester to track dissertation progress. The Director of Accreditation and Doctoral Administration also serves as an advising resource for students throughout the length of their program.

Each spring semester while enrolled in the program, Epidemiology students receive additional structured advising through completion of EPH 600 Research Seminar. The course consists of weekly meetings focused on preparing students for both short-term graduate work and

longer-term career development. Students are categorized by their time in the program and, based on their current category, are required to participate at varying levels. The course is led by faculty instructors from the Department of Public Health Sciences.

Biostatistics

At program entry, the assigned faculty advisor for all the biostatistics doctoral students is Dr. Hemant Ishwaran, the Biostatistics Program Director. The Biostatistics Program Director meets with students a minimum of once per semester to discuss registration selections and student progress toward program milestones, such as the first year qualifying examination, comprehensive examinations and the culminating project (major paper, thesis or dissertation). For doctoral students, after successful completion of the qualifying and comprehensive examinations, students advance to candidacy, and primary advising shifts to the faculty dissertation committee. For the master's students, once they advance in the program to their major paper/thesis, a capstone faculty advisor is assigned. The Director of Accreditation and Doctoral Administration also serves as an advising resource for Biostatistics doctoral students throughout the length of their program.

Open Advising Sessions

There are additional advising opportunities available to students, including open advising sessions. Each fall and spring semester, the Graduate Programs schedules 2-3 open advising sessions. Faculty representatives from each degree program, as well as program staff and program directors, are available at each one-hour session to answer general curriculum questions.

Other Advising/Counseling Services

Faculty advisors, program directors and program staff may provide non-academic advising and referrals to students on topics such as mental health services and wellness, international student services and financial matters (aid and tuition assistance). The Graduate Student Handbook provided to all students at orientation includes information on numerous University wide resources available to all matriculated students. University counseling resources include:

- The Department of Psychiatry and Behavioral Sciences, partnered with the Office of Graduate and Postdoctoral Studies (OGPS), to provide confidential mental health services to medical campus graduate students, including up to five free visits with a mental health professional.
- The International Student and Scholar Services (ISS) Office, supporting international students with services regarding passports, visas, attaining a social security number, travel and employment regulations (<http://www.miami.edu/sa/index.php/iss/>)
- The Office of Financial Services (OFAS), providing financial aid information and advice and services on financial matters, including emergency/temporary aid and tuition payment plans (http://www.miami.edu/index.php/office_of_financial_assistance/)

b. Description of the programs' career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program's student population.

At the program level, career counseling and services are available to matriculated students through faculty, academic and capstone advisors, and through the Graduate Programs Associate Director of Career Services.

As a small program with many enrolled students already employed by the University of Miami, career services was previously not a priority for the program. However, with the recent expansion and change in the student body, the Program recognized the need to hire a Career Services Director in May 2013. In the past, career advising was provided informally through faculty and program administration with referrals to University wide resources.

Career advising still occurs informally through faculty advisors, department faculty, and alumni. Voluntary faculty members also serve a career advising role. Many voluntary faculty members are active in the public health workforce and provide career counseling and employment referrals. Additionally, public health students often seek career advising from their community partner (field placement supervisor) and other colleagues at their field practice site. Community partners are a valuable resource in public health employment and often serve as contacts for future employment opportunities.

With the addition of the Associate Director of Career Services position to the Graduate Programs staff, a structure for providing career services has been established. The Associate Director is a resource for graduate students in epidemiology, public health, and biostatistics. Students and alumni also have access to resources at the University of Miami Toppel Career Center. Services are detailed below and include individual career counseling, events, career symposia, career fairs and online resources.

Individual Career Counseling

The Associate Director of Career Services meets individually with students by appointment to discuss their career development. These advising sessions focus on the student's career goals and how to formulate a plan to achieve their goals. Advising is provided on searching for internships, fellowships and employment, salary negotiation, and networking in-person and online. The Associate Director conducts mock interviews with students and provides positive and constructive feedback. These interviews can be recorded so students can review their body language and performance.

Students are provided with assistance in developing resumes, CV's and cover letters. Sample documents are available to students on the career services website, and they can also receive individual document critiques by appointment, walk-in hours and email.

Events

The Associate Director of Career Services presents an overview of career services at each new student orientation. A more detailed information session about career services including resume and CV development, interviewing skills, networking and job search strategies, and using LinkedIn effectively is offered later in the semester. The Associate Director of Career Services attends and speaks at Public Health Student Association (PHSA) meetings to inform students on career services and obtain their feedback.

Panel discussions featuring various public health professionals are offered throughout the year, and are open to all students. A career panel discussion is included in the EPH 500 Introduction to Public Health course that is required for all public health students. The professional panel selected for the Fall 2013 offering of EPH 500 featured six local public health professionals, all with Master of Public Health degrees. The panelists included:

- Cheryl Clark, MPH, Medical Student, University of Miami Miller School of Medicine
- Hudelaine Deus, MPH, Contract Manager, The Children's Trust
- Edison Sabala, MPH, MBA, Director of Research Administration and Operations, University of Miami Department of Neurology
- Gabrielle Solomon, MPH, Research and Program Associate, Health Foundation of South Florida
- Islara Souto, MPH, Regional Director, American Heart Association
- Wendy Stephan, MPH, Health Education Coordinator, Florida Poison Information Center

Three additional panel discussions, a Public Health Physician Panel and two Public Health Career Panels, were planned for the Fall 2013 semester. The guest speakers included professionals with varying academic and professional public health experience, such as research support managers, CEOs, lawyers and executive managers of different governmental, private and non-profit organizations. A list of upcoming career services events is available on the career services website, <http://publichealth.med.miami.edu/graduate/career-services/career-events>.

A significant number of public health students are interested in attending medical school after completion of their MPH or MSPH degree program. The Director of Public Health Programs also provides a career services presentation for applying to medical school, first held in September 2013.

Representatives from the Centers for Disease Control and Prevention visited the University of Miami and conducted two information sessions for UM students on how to find and apply for positions in the CDC and in other U.S. governmental agencies. One of the two sessions was held specifically for public health graduate students at the Miller School of Medicine, with twenty-two students and alumni attending.

Career Symposia

Each spring semester, the University of Miami Toppel Career Center hosts an annual Student and Alumni Career Symposium. This one-day conference provides students with career development experiences and networking opportunities with successful University alumni, local recruiters and University faculty and staff. Students learn from alumni and gain insight into how they are utilizing their UM degrees and carrying on the "U" tradition of excellence. Additional information is available online at

<http://www.sa.miami.edu/toppel/mainsite/Employers/CareerFairsandEvents/CareerSymposium.aspx>.

Career Fairs

As a new member of ASPPH, the University of Miami will begin to collaborate with other ASPPH members and participate in ASPPH Virtual Career Fairs, <http://publichealth.careereco.net/>.

The University of Miami Toppel Career Center hosts two Career Expos annually in February and September. The Associate Director of Career Services emails students information about the Career Expos and publicizes the public health related employers who will attend. The Toppel Career Center also hosts employer information sessions, and the Associate Director advertises any employer who may be of interest to MPH students, particularly government agencies such as the Centers for Disease Control, the Department of State, and the Peace Corps. NGOs and private sector health care industry opportunities are also highlighted. Approximately ten students and alumni attended the Fall Career Expo on September 19, 2013. Additional information is available online at

<http://www.sa.miami.edu/toppel/mainsite/Students/CareerFairsandEvents/CareerExpo.aspx>.

Online Resources

Career Services information is available to students on the career services page of the Graduate Programs in Public Health website, <http://publichealth.med.miami.edu/graduate/career-services>. This site includes pages with information on resumes and cover letters, networking, internships, fellowships, job search, interviewing, additional resources and career events. Additionally, students and alumni have access to the University of Miami Toppel Career Center resources, job postings, career fairs and networking events through www.HireACane.com. Career Services information is shared with students on the website, through a quarterly newsletter and through email. A LinkedIn group for the Department of Public Health Sciences was created to enhance networking and information sharing among students, alumni, faculty, staff and public health advocates and practitioners.

c. Information about student satisfaction with advising and career counseling services.

Student satisfaction with advising and career counseling services was assessed during the 2012-13 academic year through a student exit survey. Graduating students are asked to complete the exit

survey at the conclusion of their last semester in their degree program. The survey is completed online and takes approximately 10 minutes to complete. The online survey allows students an opportunity to rate their level of satisfaction in several areas of the Graduate Programs, including education/instruction, advising, career counseling, administration and resources. Open response questions are also included which allows students to provide more focused and detailed suggestions. Students are also asked to provide a brief description of their employment or education plans post-graduation and provide a personal email address for future contact (alumni information).

For the 2012-13 graduates across all degree programs (epidemiology and public health), the response rate was 71% for the exit survey (n = 27 of 38 total graduates). This includes 24 public health student responses (20 MPH and 4 MSPH) and three epidemiology doctoral student responses.

The student exit survey includes four statements on academic advising. Students are asked to rate their level of agreement with each statement. Overall, students were satisfied with the academic advising available to them in the Graduate Programs. Detailed data on program advising is provided in Table 4.4.c.i, below.

Table 4.4.c.i: Student Exit Survey Results 2012-13, Advising						
Advising Statements	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)	TOTAL*
Academic advising for my degree program and culminating experience was clearly explained to me.	50.0% (13)	38.5% (10)	0.0% (0)	3.9% (1)	7.7% (2)	n = 26
Academic advising was readily accessible to me.	53.9% (14)	34.6% (9)	0.0% (0)	3.9% (1)	7.7% (2)	n = 26
I was treated with respect by my academic advisors.	68.0% (17)	32.0% (8)	0.0% (0)	0.0% (0)	0.0% (0)	n = 25
My advisors understood my academic and career goals.	56.0% (14)	36.0% (9)	0.0% (0)	4.0% (1)	4.0% (1)	n = 25

*1-2 students did not answer these questions in the survey

The student exit survey implemented in 2012 included one statement specific to career counseling and career services. This survey was developed and implemented prior to the hiring of the Associate Director of Career Services. While the majority of student responses indicated satisfaction with career counseling and career services (76% rated excellent or good), the Graduate Programs recognized this is an area that required improvement. Future exit surveys

will include additional questions/statements on career counseling and career services. With the dedicated staff resources for career services now available in the Graduate Programs, it is fully expected that improvements will be seen in this area.

Detailed data on program advising are provided in Table 4.4.c.ii, below.

Table 4.4.c.ii: Student Exit Survey Results 2012-13, Career Counseling					
Career Counseling Services Statement	Excellent	Good	Fair	Poor	TOTAL*
Career counseling and career services.	44.0% (11)	32.0% (8)	12.0% (3)	12.0% (3)	n = 25

*2 students did not answer these questions in the survey

A copy of the student exit survey questions is provided in the resource files under surveys.

In Fall 2013, students in the EPH 500 Introduction to Public Health course (n = 71) were asked to complete a brief survey after listening to a panel of public health professionals discuss their careers. A total of 44 students responded to the survey, and 93% of students who responded indicated the career panel was extremely beneficial or very beneficial to them. Students were also asked to indicate what they learned by attending the panel, asked for suggestions to improve the event, what programs or events they would like to see offered in the future, and what types of guest speakers they would like to see invited. As a result of the survey, additional panel discussions were planned featuring public health physicians.

d. Description of the procedures by which students may communicate their concerns to program 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.

Students are provided multiple platforms for communicating with the Graduate Programs faculty, staff and Department administration, including the student government association, student representation on program committees, meetings with department leadership and Graduate Programs administration, course evaluations and exit interviews, surveys and focus groups. The Graduate Programs encourage students to voice concerns to faculty and staff at any time. Faculty and staff are expected to be responsive to student concerns.

Public Health Student Association (PHSA)

The Public Health Student Association (PHSA) represents the interests of the students and, as appropriate, acts on behalf of the student body. Objectives of the PHSA include facilitating an interactive relationship between faculty, staff, alumni and students; promoting student

involvement in the program, University and community; and presenting suggestions and concerns of the student body to Graduate Programs administration.

Representation on Graduate Programs Committees

Students have representation on the Graduate Programs Curriculum Committee (1 masters and 1 doctoral student representative) and the Graduate Executive Policy Committee (1 doctoral student representative). Student representatives provide input on the development of policies and procedures and present student concerns for discussion. Students typically serve for one academic year. When necessary, the faculty committee chair or Graduate Programs Director electronically solicits new student representation from all degree-seeking students in epidemiology, public health and biostatistics, and each committee is responsible for considering all students who volunteered for the position and selecting/voting on new student representation.

Meetings with Department Leadership and Graduate Programs Administration

The Department Chair annually hosts a *Chair's Hour* meeting for all Graduate Programs students. The meetings allow students to ask questions and voice concerns directly to the Department Chair and Graduate Programs administration. The agenda is determined by those in attendance. The Graduate Programs staff promotes each Chair's Hour extensively.

Course Evaluations

As described more fully in Criterion 4.2.d, students are provided with an opportunity to complete an online course evaluation using a metric to rate the instructor and the course, and open response questions to provide suggestions and feedback for course improvement. Course evaluations are reviewed by the individual instructor, Graduate Programs administration and the Curriculum Committee each semester. If student evaluation commentary warrants additional focused discussion, additional follow-up may be conducted with students in the form of a focus group or additional surveys.

Exit Survey

At the conclusion of their last semester in their degree program, students are asked to complete an exit survey. The online survey allows students an opportunity to rate their level of satisfaction in several areas of the Graduate Programs, including education/instruction, advising, administration and resources. Open response questions are also included which allows students to provide more focused and detailed suggestions.

Student Grievances and Complaints

The Graduate Programs Handbook (provided at orientation and available online) details the procedures for student grievances and student appeals within the Graduate Programs. Formal complaints regarding administrative decisions or complaints pertaining to individual students are first reviewed by the appropriate Program Director. If the resolution is not satisfactory to the student, the student has the option of appealing to the Graduate Programs Director. Complaints

and appeals in reference to curriculum changes or admission decisions are forwarded to the appropriate committee for further review and recommendation. The Graduate Executive Policy Committee is required to review all appeals and recommendations related to program committees (e.g., Admissions Committee, Curriculum Committee). Student appeals for admissions decisions, curriculum changes and credit waivers are examples of such items that the Graduate Executive Policy Committee would review for a decision. Further appeals within the Graduate Programs, beyond the Graduate Executive Policy Committee, are submitted to the Department Chair for a final decision.

Student complaints and grievances regarding course grades are first presented to the course instructor or project advisor, then, if the response is not satisfactory, students may appeal to their Program Director. The next step of appeal, if necessary, is the Graduate Programs Director, followed by the Graduate Executive Policy Committee.

If further appeals are necessary outside of the Graduate Programs, students may contact the Office of the University Ombudsperson. This office is an impartial, informal and confidential resource available to incoming students, currently enrolled students and alumni. Additional information is available online at

http://www.miami.edu/sa/index.php/ombudsperson/case_submission/.

The University of Miami Academic Bulletin details the procedures for students to file a formal appeal with the University. Students are encouraged to seek the assistance of the University Ombudsperson for possible resolution before initiating the formal graduate grievance process. The formal graduate grievance process is not intended for cases involving grades or matters covered by the University Honor Code. Details regarding Honor Code violations and procedures/appeals are available to students online at

<https://umshare.miami.edu/web/wda/deanstudents/pdf/GraduateStudentHonorCode.pdf>.

Under the Graduate School Grievance process, the following types of grievances are considered: grievances alleging improper dismissal or suspension from a graduate program, grievances alleging the improper withholding or termination of financial support of any kind and grievances alleging any other improper treatment, either substantive or procedural, of a graduate student by a faculty member, department or program or university agency or administrator. The University of Miami Academic Bulletin is available to students online at

<http://www.miami.edu/index.php/academicbulletin/>.

Aggregate Complaints

Student grievances brought to the attention of Graduate Programs administration can be grouped into four categories: dissatisfaction with specific courses/grades/instructors, discontent with resources/services, difficulties with course scheduling and concerns/complaints about specific students (disruptive behavior). Individual Program Directors, the Graduate Programs Director and administrative staff have addressed and resolved all student grievances internally

within the Graduate Programs. In the past three years, no students from the Graduate Programs in Public Health have filed Honor Code appeals or formal Graduate School Grievances with the University.

e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

- Enhanced student orientation session for all incoming students.
- Addition of program staff to include the Associate Director of Career Services and the establishment of comprehensive career counseling services.
- Well-defined and supported student grievance procedures and multiple platforms for students to communicate concerns.

Challenges

- Limited number of faculty involved in formal student advising.
- Increasing response rates for student surveys.

Plans

- Explore innovative techniques to improve student survey response rates including format delivery and response incentives beginning in 2014.
- Offer training and protected faculty time to engage more faculty members in formal student advising activities beginning in 2014.