REVIEW FOR ACCREDITATION

OF THE

COLLEGE OF GLOBAL PUBLIC HEALTH

AT

NEW YORK UNIVERSITY

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INTRODUCTION

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the New York University College of Global Public Health. The report assesses the school's compliance with the *Criteria for Schools of Public Health and Public Health Programs, amended October 2016*. This accreditation review included the conduct of a self-study process by school constituents, the preparation of a document describing the school and its features in relation to the criteria for accreditation, the submission of an electronic resource file with additional documentation, and a visit in November 2018 by a team of external peer reviewers. During the visit, the team had an opportunity to interview school and university officials, administrators, instructional faculty, students, alumni, and community representatives. The team was afforded full cooperation in its efforts to assess the school and verify the self-study document.

New York University is a private, nonprofit university founded in 1831 and located in New York City. The university has two other degree-granting campuses in Abu Dhabi and Shanghai, as well as 11 global academic centers and research programs in more than 25 countries in Africa, Asia, Europe, North America, and South America. The university is regionally accredited by the Middle States Commission on Higher Education and holds specialized accreditation in areas such as dentistry, law, medicine, nursing, engineering, social work, nutrition, psychology, urban planning, and health policy and management, among many others.

NYU encompasses 18 schools and colleges, each offering a variety of degree programs to fit students of all types and levels. The university offers six bachelor's degree types through 408 corresponding programs, 20 different master's degree types with 832 corresponding programs, 14 doctoral degree types with 285 programs, and an array of associates degrees, certificates, and diploma levels. The university's schools and colleges are as follows: arts and science, dentistry, global public health, mathematical sciences, individualized study, fine arts, ancient world, business, public service, nursing, professional studies, law, medicine, social work, culture, education, and human development, engineering, and arts. The College of Global Public Health was approved by the NYU Board of Trustees in June of 2015. Prior to that, NYU offered a CEPH accredited program of public health in the Global Institute of Public Health.

The college offers the professional MPH degree in ten concentrations: biostatistics, epidemiology, community health science and practice, environmental public health sciences, global health, public health management, public health policy, public health nutrition, social and behavioral sciences, and sustainable development goals. The college offers these degrees in a campus-based format with the addition of an online format for the sustainable development goals concentration. Additionally, students in the epidemiology concentration may take advantage of the cross-continental MPH program, during which they complete portions of the program at NYU's global academic centers and campuses. The college also offers an academic MA degree in bioethics. Additionally, the college offers the academic PhD degree in three concentrations: epidemiology, public health policy and management, and social and behavioral sciences.

The university has offered a CEPH-accredited MPH program since 1971 and recently undertook the process to transition to accreditation for its college of public health. This is the college's initial accreditation review. Current enrollment for the school is 505 students in the MPH, 45 students in the MA, and 27 students in the PhD programs.

Instructional Matrix - Degrees and Concentrations				Categorized as public health	Campus based	Executive	Distance based
Master's Degrees		**Academic**	**Professional**				
Bioethics		MA			X		
Biostatistics			MPH	X	X		
Community Health Science and Practice			MPH	X	X		
Environmental Public Health Sciences			MPH	X	X		
Epidemiology			MPH	X	X		
Global Health			MPH	X	X		
Public Health Management			MPH	X	X		
Public Health Nutrition			MPH	X	X		
Public Health Policy			MPH	X	X		
Social and Behavioral Sciences			MPH	X	X		
Sustainable Development Goals			MPH	X			X
Doctoral Degrees		**Academic**	**Professional**				
Epidemiology		PhD		X	X		
Public Health Policy and Management		PhD		X	X		
Social and Behavioral Sciences		PhD		X	X		
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		**Academic**	**Professional**				
2nd Degree Area	**Public Health Concentration**						
Medicine	Global Health		MD/MPH	X	X		
Dentistry	Global Health		DDS/MPH	X	X		
Public Administration	Global Health		MPA/MPH	X	X		
Nursing	Global Health		MS/MPH	X	X		
Social Work	Global Health		MSW/MPH	X	X		

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The college is led by the dean, who supervises the academic, financial, and administrative activities of the college. The dean also oversees a management team of six associate deans who direct the administrative functions of the college, including academic and faculty affairs, student and alumni affairs, research and program development, finance and administration, public health innovation, communications, promotions, and public affairs.	Click here to enter text.	Click here to enter text.
Faculty have opportunities for input in all of the following: • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities		The academic organization consists of four departments, two programs, and the Center for Bioethics. The departments, programs, and center are each led by a chair or director who reports to the dean. The chair or director of each department or academic program is responsible, through consensus building among the faculty, for developing and overseeing academic programs, setting general strategic goals for the unit's research and practice programs, mentoring faculty, and providing the managerial expertise needed to achieve those aims.		
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		The Dean's Policy Committee is composed of the associate and assistant deans and permanent chair of the academic departments. This group provides cross-college counsel to the dean and promotes a multidisciplinary approach to administration. The group participates in monthly faculty meetings and is the liaison from the administration to the standing committees.		

The school has ten standing committees and three Ad Hoc committees:

- Academic Affairs Committee (AAC)
- Admissions Committee
- Culture of Collegiality Committee (COC)
- Diversity, Equity, and Inclusion Committee (DEI)
- Doctoral Advisory Committee (DAC)
- Faculty Appointments and Promotion—Clinical (FAP-C)
- Faculty Appointments and Promotion—Tenure (FAP-T)
- Grievance Committee
- Practice Committee
- Research Committee
- Accreditation Committee (Ad Hoc)
- Chair Search Committee (Ad Hoc)
- GPH New Space Committee (Ad Hoc)

The Academic Affairs Committee (AAC) is responsible for decisions affecting program degree requirements and relevant courses. After consultation with the senior associate dean for academic and faculty affairs, the AAC reviews new course proposals as well as programs and concentrations. After approval by the AAC, the proposed programs are presented to the university-level Graduate Program Committee.

The AAC and the Doctoral Advisory Committee provide, evaluate, and plan the MPH and PhD curricula. The respective committees review new courses for college-wide criteria for quality and to avoid redundancy. Faculty in each department/program determine curriculum planning for their MPH and PhD concentrations.

| | | Substantial changes are voted on by the concentration faculty and go on to the AAC for review, discussion, vote, and final approval. The chair of the AAC provides an update of all activities at monthly faculty meetings.

Student assessment policies and processes are dispersed. Individual committees, such as the Practice Committee, make recommendations to the dean when issues are identified. The dean and associate dean described a number of cases where issues were identified and steps taken to remedy – e.g., hiring of a practice coordinator.

The Admissions Committee develops and provides oversight of the admissions policies and procedures. The Admissions Committee, in consultation with the dean and the Dean's Policy Committee, works with the departments and programs to establish and evaluate admissions criteria and processes. The Admissions Committee has representatives from each department. The associate dean for admissions and enrollment is a non-voting member.

The dean, Dean's Policy Committee, and department chairs and program directors have primary responsibility for directing faculty recruitment. Two standing committees—Faculty Appointments and Promotions-Tenure (FAP-T) and Faculty Appointments and Promotions-Clinical (FAP-C)—are responsible for making recommendations regarding the appointment and promotion of faculty.

The Research Committee and the senior associate dean for research and program development have the primary | | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
		responsibility of setting the goals, policies, and procedures of the college as they relate to research.

Full-time faculty have opportunities to interact and collaborate with other full-time faculty in faculty meetings, standing and ad-hoc committees, and faculty retreats. Communications are maintained through listservs and newsletter. Part-time faculty are invited to faculty meetings and events and receive communications. | | |

A2. MULTI-PARTNER SCHOOLS & PROGRAMS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		The Student Governing Council (SGC) is the umbrella student organization for all student groups at the college. Students participate in the decision-making processes of the college by active participation in the SGC and through appointment to standing college committees. The	Click here to enter text.	Click here to enter text.

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| Students engaged as members on decision-making bodies, where appropriate | | members of the SGC are elected by the college student body. The co-presidents report SGC activities at faculty meetings and the SGC Executive Board members review college proposals and new initiatives at the request of GPH faculty and administration. SGC members also serve on the university-wide Student Governing Assembly and the President's Council. SGC co-presidents and members of the student affairs team have weekly meetings to discuss upcoming events, changes that impact the student body, and other issues.

Students also serve on the Doctoral Advisory, Accreditation Committee, and Space Committee. Starting in AY 2018–19 student representatives serve on three standing committees of the college: Academic Affairs, Collegiality, and Practice. The SGC Executive Board has identified members from the 2018–19 Council to serve on each of these committees.

Students have mechanisms for participating in decision-making processes and take advantage of this opportunity by serving on standing and ad hoc committees. | | |

A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		The college has the same status as other schools and colleges in New York University. The dean reports directly to the provost (as other schools) who then reports to the president.	Click here to enter text.	Click here to enter text.

	 	At the site visit, the dean confirmed that the college has the same autonomy and reporting lines to the top administration as other schools in NYU.		

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Offers professional public health master's degree in at least three distinct concentrations	 	The college offers an MPH degree in 10 distinct concentrations and a PhD degree in three distinct concentrations.	Click here to enter text.	The Council reviewed information in the site visit team's report and self-study document and determined that this criterion should be changed from met to partially met.
Offers public health doctoral degree programs in at least two distinct concentrations	 			The concern relates to the fact that at the time of the site visit, the college had graduated students from only one PhD concentration. The college's application for transition from program to school accreditation was filed prior to a procedural change that requires graduates from two doctoral programs. While the college was eligible for a site visit and is eligible for a positive accreditation decision, the college must submit reports to the Council annually until it

				produces graduates from a second doctoral program of study in order to demonstrate compliance with the requirements of the 2016 Accreditation Criteria.

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The college engaged in a collaborative process to develop and approve a vision, mission, and goals with faculty, administrators, students, alumni, and staff. The college has defined the vision as "to significantly improve the health of populations by pioneering solutions that advance health equity around the world today and tomorrow." The college has chosen a mission statement that states, "to reinvent the public health paradigm by inspiring innovative scholarship, practice, and leadership across boundaries."

The college has adopted guiding statements that address instruction, scholarship, service, diversity, and academic community. The college has three goals that guide the area of instruction, three goals that guide the area of service, and one goal in each of the other three areas. Examples of the goals are as follows:

Instruction: G*oal 1.1:* Prepare students for the public health workforce through appropriate practice-oriented curricula | Click here to enter text. | Click here to enter text. |
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				
Guiding statements reflect aspirations & respond to needs of intended service area(s)				
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes				

		Scholarship: *Goal 2.1:* Strengthen our research presence by advancing a relevant and responsive research program		
		Service: *Goal 3:* Develop a culture and system that promote faculty and student participation in service		
		Diversity: *Goal 4:* Develop a culture and system that promote diversity and inclusion in instruction, research, and service		
		Academic Community: *Goal 5:* Support excellence in all endeavors of the College of Global Public Health		

B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The college reports graduation rates for both MPH and PhD degree levels since the inception of the College of Global Public Health in 2015. The college allows four years to graduate for the MPH degree and seven years to graduate for the PhD degree. The college reports MPH graduation rates of 87%, 85%, 83%, and 5% for students entering in academic years 2014-15, 2015-16, 2016-17, and 2017-18, respectively. Since the college's inception, the MPH graduation rates have exceeded the CEPH required threshold.	Click here to enter text.	Click here to enter text.
Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees				
		The college reports PhD graduation rates of 100%, 0%, 0%, 25% 0%, 0%, and 0% for students entering in academic years 2011-12, 2012-13, 2013-14, 2014-2015, 2015-2016, 2016-2017, and 2017-2018, respectively. Only the first of		

| | | these cohorts have reached the maximum time to graduation. The college did not enroll any PhD students in academic year 2013-14. Students enrolled in years prior to 2014-15 reflect students who began the PhD program at NYU Steinhardt School and later transferred to the CGPH. Since 2014-15, 23 students have enrolled in the PhD program, only one has graduated, and two students have withdrawn. Due to the low attrition rates, the college's subsequent PhD cohorts are on track to meet the threshold set by CEPH. | | |

B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The college uses a one-year post-graduation survey, disseminated through Survey Monkey, to gather information on post-graduate outcomes for MPH students. The college reports known outcomes for 53%, 57%, and 50% of graduates for academic years 2014-15, 2015-16, and 2016-17, respectively. Of the graduates who responded to the survey, the program reports positive outcomes (i.e., employment or enrollment in additional education) of 85%, 81%, and 89% for the three covered years.

The concern relates to the need to implement data collection methods that are designed to minimize the number of students with unknown outcomes. The college reports unknown outcomes for 47%, 43%, and 50% of graduates for the last three reporting years. During the site visit, faculty noted that they believe that response rates | The concern relates to the need to implement data collection methods that are designed to minimize the number of students with unknown outcomes.

The plan outlined below addresses the concern.

The Office for Student and Alumni Affairs will increase networking with our alumni base in order to reduce the number of alumni with unknown outcomes. In Academic Year 2019-20 we will increase social networking activities in order to reach alumni directly and via their | Click here to enter text. |
| Chooses methods explicitly designed to minimize number of students with unknown outcomes | | | | |
| Achieves rates of at least 80% employment or enrollment in further education for each public health degree | | | | |

will increase once an alumni base is built out of the new college, however they did not identify a specific plan to improve the rate of known outcomes.

In 2017-2018, the college had its first two graduates from the PhD programs. Being that the graduates have not yet reached one year from graduation, the college has no data on these students' post-graduation placements.

former classmates. Upon each incoming students' acceptance into GPH they are added to a Facebook page. We have started to use these pages to invite alumni to join a GPH LinkedIn page. We will urge alumni who are active members of the Facebook and/or LinkedIn pages to encourage their former classmates to join.

The Office of Student and Alumni Affairs recently formed an Alumni Task Force charged with the development of the overarching foundation, including goals, mission, vision and constitution, for the future GPH Alumni Network. One component of their duties is to develop alumni communications and membership strategies.

Following this task force's work and ratification of the constitution, we will hold elections for our first Alumni Network e-board. The e-board will include a position for a communications liaison and a membership liaison. The Office of Student and Alumni Affairs will work in tandem the GPH alumni network to engage as many of our alumni as possible, with the aim of increasing

		response rates to our alumni surveys.	

B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions	🟩	In fall of 2017 the Office of Student and Alumni Affairs administered a survey to 405 MPH alumni who graduated between 2012-2015. The survey assessed the degree to which alumni felt confident they had achieved each of the new MPH foundational competencies and how well they can apply them. Of the 405 students who received the survey, 124 responded, for a 31% response rate. The survey asked alumni to assess all 22 foundational competencies in terms of graduates' confidence in having achieved them and how well they can apply them, as needed, in their current work. This was done through a Likert scale from one-to-five, with five being the most prepared. For all competencies, the average score was between a 3.12 and a 4.02. The college summarized the data using the eight foundational competency domains and provided a percentage of students who responded with a four or five rating. These scores range from 43% in the leadership domain to 72% in the interprofessional practice domain.

The Accreditation Committee was charged with reviewing these data and concluded that the outcomes were acceptable, given that the alumni who were surveyed had | As noted in our response to B3 above, the Office of Student and Alumni Affairs is amplifying outreach strategies to improve alumni survey response rates.

In Academic Year 2019-20, the Offices of Student and Alumni Affairs and Academic Affairs will conduct focus groups with alumni to gather more detailed qualitative information regarding perceptions of curricular effectiveness, including success in achieving competencies. | Click here to enter text. |
Documents & regularly examines its methodology & outcomes to ensure useful data	🟨			
Data address alumni perceptions of success in achieving competencies	🟩			
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements	🟩			

| | | not experienced the current curriculum. The curriculum that respondents completed was not explicitly designed to meet the 22 competencies covered in the survey.

The commentary relates to the opportunity to examine the methods used to ensure that the college is gathering meaningful data. Currently, a survey is the only method for collecting data on alumni perceptions, and the survey received a 31% response rate in its initial deployment. Due to the college's infancy, many of the assessment methods and methodologies used are also in their infancy and have not yet undergone revisions. Faculty and college leaders noted that they are aware that higher response rates would be beneficial, however they attribute the lower response rates to the fact that many of the alumni surveyed were not part of the college and were alumni from a different NYU college. Faculty and staff project that once they are able to build the alumni base and create a sense of community within the college, alumni will be more likely to respond to the surveys.

For academic year 2018-19, the committee defined a new protocol. The Office of Academic Affairs will identify all foundational competencies for which fewer than 20% of alumni gave the top score of five and will sharing this information with department chairs and MPH core course instructors so they can review syllabi and develop plans for addressing specific competencies that may need more emphasis in the core curriculum. The analysis will also compare findings across student cohorts to see if responses improve over time, particularly among those who have been exposed to the new curriculum. Finally, the committee is considering offering a small financial | | |

		incentive for completing the survey and including an alumni newsletter with the survey.		

B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		The Dean's Policy Committee monitors the college's evaluation processes and addresses its findings. There is a systematic and comprehensive method for data collection and evaluation that allows the college to continuously review its performance in the areas of instruction, scholarship, service, diversity, and academic community.	We expect to achieve full implementation of data collection for the evaluation in Academic Year 2019-20. The Dean's Policy Committee is charged with overseeing implementation and assuring that data are disseminated to relevant committees.	Click here to enter text.
Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review		The goals and objectives align with the college's mission and provide measures for achieving student success. For example, the plan includes measures that ensure a supportive educational environment that fosters personal and professional development, implementation of a system that promotes quality instruction, and preparation of students for the public health workforce through practice-oriented curricula. The plan also includes measures that advance the field of public health through relevant and responsive research and an impact on policy and practice. Evaluation data are obtained through sources such as committee reports and surveys of students, alumni, and employers.

Responsibility for monitoring the data rests with the college's standing committees: Academic Affairs; | | |

| | | Research; Practice; Admissions; and Diversity, Equity, and Inclusion; the Student Governing Council; and ultimately the Dean's Policy Committee. During the site visit, faculty confirmed that the college's standing committees make their recommendations to the Dean's Policy Committee. The dean confirmed that the college's committee structure provides opportunities for strong faculty governance and open communication. It was also evident that the dean is very receptive to the recommendations provided by the committees.

Faculty comments during the site visit indicated that, prior to becoming a college, governance and committee structures were unclear, however, since becoming a college, processes have become much clearer. The evaluation plan is now established and provides objectives and targets that are reviewed during designated committee meetings.

The commentary relates to the fact that during the site visit, faculty members expressed that the evaluation plan is fairly new and is not fully implemented. Some data are still being collected to determine outcome trends. | | |

B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The college has plans to regularly review its evaluation findings and use data to guide future decisions and directions. During the site visit, faculty members	Click here to enter text.	Click here to enter text.

Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		confirmed that committee meetings are used to review and discuss evaluation data and make recommendations based on these data. For example, in the area of instruction, the Academic Affairs Committee discussed ways in which to improve course evaluation response rates so the college can obtain valid and meaningful assessments of students' perceptions of instructional quality. Plans to develop additional methods for assessing instructional effectiveness are underway for the coming year. In the area of scholarship, the Research Committee discussed the need to enhance the college's research infrastructure to support scholarly activity. They plan to provide additional research support and identify ways to increase collaboration between academic researchers and public health practitioners. Based on evaluation findings in the area of service, the Practice Committee recommended that the college allocate a section of the college's weekly e-newsletter to service activities, allow time for faculty to present their service projects during faculty meetings, host a day of service, feature service activities on the website, and sponsor an annual Faculty Service Award. Site visitors met with members of the Practice Committee, including representatives from state and local governmental public health, who confirmed that the committee is responsive to community service needs. In May of 2016, the college formed a Diversity, Equity, and Inclusion Committee to monitor the strategies, initiatives, and steps developed to address the goals in this strategic area. In November of 2016, the dean endorsed the		

		recommendations submitted by the committee to address identified areas of improvement. During the site visit, members of the Diversity, Equity, and Inclusion Committee provided concrete examples of initiatives that are underway to address the committee's recommendations. For the final goal area, relating to the academic community, the Dean's Policy Committee is responsible for monitoring outcomes. The committee has begun monitoring measures such as students' perception of class size and faculty availability through annual reports produced by the Office of Communication and the Office of Academic Affairs.		

C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The college has adequate resources to fulfill its stated mission and goals. Each year, the budget is developed based on personnel changes, enrollment predictions, financial aid goals, faculty and student needs, research goals, and income from tuition and fees. The associate dean for finance and administration and the director of fiscal affairs work with the dean to establish the college's budget and financial plan, which are presented annually to the university for review and approval. The director of fiscal affairs is responsible for operationalizing the college's budget and is the liaison to the university's Office of Budget and Financial Planning (OBFP).	Click here to enter text.	Click here to enter text.
Financial support appears sufficiently stable at time of site visit				

Reviewers noted the increase in the college's revenue from tuition and fees, which rose from $6,169,096 in FY 2015 to $10,308,427 in FY 2016 to $19,329,969 in FY 2017. This represents a 213% increase over two years. During the site visit, college leaders attributed this rise in tuition to the development of the new college.

The college retains 100% of its tuition revenue and indirect cost recovery from grants and contracts. On-site discussions with the dean indicated that the college also receives substantial reprieve from profit sharing with the institution. In turn, the college is responsible for covering its own operational costs, which are defined as non-capital and non-personnel costs, such as furniture, office supplies, travel, IT, printing, and copying services. The college is also responsible for funding student support and faculty development expenses. Student support is funded through tuition revenue generated by the college. Faculty development includes an annual individual development account (IDA) of $2,500 to support attendance at conferences and other professional development activities.

Requests to hire additional faculty and staff are submitted to the Provost's Office for review and approval, and if approved, are included in the annual budget planning. Faculty salaries are fully funded. Although not required, faculty are encouraged to obtain salary savings through external funding.

Student support continues to be among budgetary priorities. The college is able to provide generous scholarships (90% of tuition costs) to students from sub-Saharan Africa in the MPH in sustainable development

		goals and provides five years of full funding for doctoral students. The recent recruitment of a full-time director of development will help secure additional resources.		

C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The college employs 52 primary instructional faculty (PIF) and 54 non-primary instructional faculty who are regularly involved in instruction. All non-primary instructional faculty are allocated 0.2 FTE for each class taught, producing a current total of 14.0 FTE for non-PIF.	Click here to enter text.	Click here to enter text.
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable		The college offers ten concentrations, three of which have two degree levels (master's and doctoral). For each of the seven concentrations offered only at the master's level, the college has identified at least three primary instructional faculty totaling 3.0 FTE. The remaining three concentrations offered at the master's and doctoral level have at least four primary instructional faculty totaling 4.0 FTE.		
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment		General advising and career counseling at the master's level ranges from a minimum of three students per faculty member to 62, with an average of 10.3. Forty-nine faculty members, (46 of whom are PIF) have MPH general advising responsibilities. Ratios for advising in the MPH integrative learning experience (ILE) ranges from one to nine students per faculty with an average of three. Both primary and non-primary faculty members serve as ILE advisors.		
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A			

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable		At the doctoral level, advising ratios range from 0.5 to 4.5 with an average of 1.5. Nineteen faculty members currently mentor doctoral students, including two non-PIFs, and these individuals serve as both general/career advisors as well as dissertation mentors.		
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		Using a student exit survey (spring 2018), the college gathered information on student perceptions of class size and faculty availability. Eighty-two percent of students rated class size as conducive or very conducive to their quality of learning, and 100% (n=2) of PhD students rated class size as conducive or very conducive to their quality of learning. MPH students reported mixed satisfaction with faculty availability, with 73% reporting being satisfied or very satisfied, 14% being neither satisfied nor dissatisfied, 7% being dissatisfied, and 6% being very dissatisfied. The two PhD students reported being satisfied or very satisfied with faculty availability. During the site visit, students described extensive interactions with faculty members and that they felt comfortable approaching faculty. Students noted that faculty members are valuable resources for service, research, mentoring, and advising.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The college has adequate staff and personnel to fulfill its stated mission and goals and to operate all aspects of the college. The Office of the Dean has four full-time staff. The	Click here to enter text.	Click here to enter text.

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding		
Staff & other personnel resources appear sufficiently stable		Academic and Faculty Affairs Department has 17 staff, which includes seven administrative aides and five program administrators. The Communications, Promotions, and Public Affairs Department has three staff. The Department of Finance and Administration has 10 staff, which currently includes two directors and two admissions officers. The Department of Research and Program Development has seven staff, and the Department of Student and Alumni Affairs has four staff. Additionally, the college employs other part-time personnel such as graduate assistants and temporary employees as needed on a semester-by-semester basis.		

C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The college's full-time faculty members have private offices that include a small meeting area, computer, telephone, filing space, and where requested, a local printer. Part-time and adjunct faculty are provided swing spaces, which are equipped with a desktop computer and phone. Swing spaces are primarily used to hold office hours with students and can be booked in advance on a semester-by-semester basis through a shared calendar. In the event that space is not available, faculty members can also use one of many conference rooms available in the college.	Click here to enter text.	Click here to enter text.
Physical resources appear sufficiently stable		Full-time staff are provided with either a workstation, shared office, or a private office. These workspaces are		

		fully equipped with a computer, telephone, filing space, and where requested, a local printer.

Two hundred classrooms were recently upgraded during a $9.7 million university-wide investment project. A majority of the classrooms now meet the "smart classroom" standard and include wireless internet access, a computer with standard software and specialized software (where appropriate), inputs for additional computing devices, installed audiovisual equipment, and an A/V media control system.

NYU has a centralized allocation system for classrooms, and scheduling is dependent on availability. The college plans in advance and uses projected enrollment figures to request space annually. The associate dean of finance and administration mentioned the college has never failed to secure a needed classroom space.

All college conference rooms are fully equipped to be training centers for local and distance learning. Also, the college has plans for a new building that will include project rooms and multi-purpose rooms with cutting-edge audiovisual equipment.

The university has an array of computer and instructional labs that offer high-tech equipment.

In addition to other student centers available on NYU's campus, students have access to a 3,500 square foot shared space in the college's Student Affairs and Admissions suite for activities such as group and individual study, meetings with tutors and course assistants, guest | | |

		lectures, course information sessions, and student organizations and club meetings. There are no specific laboratory requirements for the college's degree programs. However, the college has collaborative and interdisciplinary relationships with other colleges at NYU that have sophisticated science and wet laboratories that would afford full access if the need should ever arise. A new 100,000 square foot building for has been secured by the NYU President and Board of Trustees, in which 50,000 square feet will be available to NYC GPH and some space available for classes. The new building is expected to be ready in two years. In the meantime, the college has factored future growth needs into its current space planning strategies to ensure that sufficient space and resources are available to support degree programs. During the site visit, stakeholders noted that the college's current space is split between three buildings, but students did not view this as a challenge. Instead, they attributed the disjointed class space to the normal culture of New York City. The provost mentioned that because NYU is so space-challenged, she discourages colleges from holding onto the same space for classes unnecessarily. She prefers that colleges secure space where it is available so that all space is being utilized across NYU. The provost has secured a building that is zoned for classrooms and will belong solely to the college. Additionally, the college will continue to have access to other NYU spaces. The deputy provost mentioned that as that general student population grows, the classroom provision system will be utilized.		

C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources , including personnel, for students & faculty		NYU GPH students and faculty have access to an 11-library, 5.9 million volume system with the Elmer Holmes Bobst Library (Bobst) as the University's flagship library. Bobst is a 12-story building that provides access to thousands of electronic resources on site, online, and to the global University community online. Bobst has a dedicated public health resources page that provides links to topical databases, metasites, encyclopedias, evidence-based practices, public health podcasts, listservs, and RSS feeds.	Click here to enter text.	Click here to enter text.
Adequate IT resources, including tech assistance for students & faculty				
Library & IT resources appear sufficiently stable		Bobst has an "Ask a Librarian" service with dedicated subject librarians, including one for public health. The NYU GPH librarian attends the College's new student orientation to inform students of available public health library resources and services.

The University's Virtual Computer Lab is available 24/7 and provides online access to academic software programs necessary for NYU GPH students including ArcGIS, ATLAS.ti, Final Draft, Inkscape, JMP, Mathematica, MATLAB, Microsoft Suite, Microsoft Visio, Minitab, Notepad++, PSpice, R, SAS, Enterprise Guide, SPSS, and Strata.

The College has three Student Technology Centers (STC) in New York that are accessible to all matriculated students. The STC provides access to specialized software, printing, videoconferencing, video production suites, group study spaces, and both Mac and PC workstations available on a | | |

first-come first-serve basis. Student technologists are also available to consult with students on their technology needs.

All faculty are provided with individual computers (PC or Mac) with either standard or custom configurations dependent on their needs. Faculty also receive an Individual Account, which can be used to purchase additional computer equipment (e.g. laptop) and software as needed for professional development. Additional software required for instructional programs are provided by request. Instructors use The University's Sakai-based learning management system called "NYU Classes", which allows faculty to use a web-based collaborative and assessment technologies to design online course environments for students to access course materials, collaborate with others, engage with interactive assessments and assignments, and maintain a course gradebook. NYU GPH provides faculty and staff with the most updated computer equipment and software which is upgraded every three years or as needed.

NYU GPH also has a Technology Enhanced Education Team who assists faculty to develop online courses, setting up NYU Classes, and using a variety of web-conferencing software for online office hours, webinars, and distance learning courses. Faculty may also request one-on-one training sessions

For faculty and students, the NYU Tech Savvy is a set of 20- to 30-minute e-learning modules on introductions to important technology tools and resources. Also, NYU IT offers a series of instructional technology workshops and

| | | programs each semester presented by NYU Technologists, faculty, and experts. Faculty and students also have access to the NYU IT Service Desk, open 24/7. Personal assistance available at all NYU locations and is provided by phone, email, in person at most locations.

NYU IT provided support to faculty, students, and staff for desktop and laptop computer configuration, installation, and troubleshooting for personal computers, technology equipped classrooms, and public computing workstations. NYU IT also offers online platforms such as Lynda.com, an online video training library with more than 100,000 expert-led videos and thousands of courses on the latest tools and software. | | |

D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		The 12 foundational public health learning objectives are addressed in nine core courses required of all MPH students. The college cross-walked the foundational competencies with nine core courses to identify where each was covered, and site visitors' review of the syllabi indicate that learning objectives cover all foundational competencies. No student may waive out of the nine required courses that address the competencies.	Click here to enter text.	Click here to enter text.

D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		The college requires nine courses of all MPH students. The self-study identifies assessment methods for each of the 22 competencies. Site visitors' review of syllabi confirmed that the curriculum provides didactic preparation for each of the competencies. The concern relates to the lack of sufficient assessment methods for foundational competencies 14, 16, and 18. Site visitors sought clarification during the site visit but were unable to validate appropriate assessment for the indicated competencies. For example, in competency 14, students are not required to specifically practice advocacy through any assignments. During the site visit, faculty acknowledged that the current assessment activities for this competency may not align with the designated skill.	We are improving the assessments methods for foundational competencies 14, 16, and 18 in order to more directly address the competency. These changes will be implemented in Academic Year 2019-20. Revised assessments for each relevant competency are appended: FC 14 - we developed a new assignment (see Attachment A) FC 16 - we developed new assignments (See Attachment B) FC 18 - we revised course assessment rubrics to add new assessments for this competency, highlighted in yellow in the attached rubrics (see Attachments C-G)	The Council reviewed documentation in the college's response to the site visit team's report that demonstrates updated information on assessment activities. Based on the syllabus and other information provided, the Council found that the college has adequately addressed the concern identified relating to competency 14, but the Council could not validate compliance with competencies 16 and 18 based on the information provided.

D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	CNV
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	CNV
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies	[green]	The college offers ten concentrations in the MPH degree and defines competencies for each. The concentrations list between five and seven designated competencies each.

A majority of the concentration competencies provide a depth of knowledge beyond the 22 foundational competencies and are appropriate for each respective concentration. Additionally, a majority of the concentrations have at least five distinct concentration competencies.

The first concern relates to the two concentration competencies that do not define a scope of knowledge that extends beyond the skills identified in the foundational competencies expected of all MPH students. Specifically, reviewers identified overlap between two of the social and behavioral concentration competencies and the foundational competencies. This concentration's competency 3 is identical to foundational competency 6 in all but the initial word. The concentration competency asks students to "Assess the means by which structural | We have revised the concentration competencies for Social and Behavioral Sciences to avoid overlap with foundational competencies. A table comparing the previous and revised competencies and a description of the competency assessments is appended (see Attachment H). These new competencies will be implemented in Academic Year 2019-20.

We have revised the assessment activities for the relevant Sustainable Development Goals concentration competency (see Attachment I). The revision will be implemented in Academic Year 2019-20. | The Council reviewed the college's response, which included an updated competency set for social and behavioral sciences as well as updated information on assessment activities for several concentrations.

Based on the information provided, the Council found that the college has adequately addressed the first concern identified by site visitors. The college has identified an appropriate set of competencies for each concentration.

The Council also notes that the revised assessment for public health management competency 5 appears to be appropriate. The Council was not able, however, to validate the assessment activities for sustainable |
| Assesses all students at least once on their ability to demonstrate each concentration competency | [red] | | | |
| If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES) | *N/A* | | | |

		bias and social inequities undermine health and create challenges to achieving health equity at the behavioral, community, and societal levels," rather than being asked to "Discuss the means…" in the foundational competencies. Reviewers found that these terms, as operationalized, do not appear to be meaningfully different. Similarly, concentration competency 6 overlaps with foundational competency 19.	We have revised the assessment activities for the relevant Public Health Management concentration competencies to more directly assess the competency (see Attachment J). These revisions will be implemented in Academic Year 2019-20.	development competency 5 and public health management competency 3.
		The second concern relates to the discrepancy between some competency statements and the assessment methods presented. For example, a public health management concentration competency asks students to "Apply principles of leadership and management to work with and across organizations, sectors, and agencies," however reviewers were unable to verify that the designated assessment involved students working across organizations, sectors, and agencies.		Because the college has defined at least five appropriately assessed competencies for sustainable development, no additional action is required for this concentration. Assessment of public health management competency 3 remains the only outstanding issue.
		The D4 worksheet details reviewers' concerns.		

D4 Worksheet

MPH Global Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1.Describe the major players in global health governance and institutions that conduct health/public health policy research and analysis.	Yes	Yes
2.Perform strategic assessment and evaluation to analyze factors shaping individual and institutional behaviors and measure their impact.	Yes	Yes
3.Identify relevant sources for quantitative data to analyze the global burden of disease.	Yes	Yes
4.Analyze causes, risk factors, interventions, and bottlenecks for the global burden of disease in different contexts.	Yes	Yes
5.Identify cost-effective interventions, strategies, and platforms to accelerate context specific progress towards the health-related SDGs	Yes	Yes
6. Advocate for cost-effective policies and strategies to accelerate progress towards the health-related SDGs	Yes	Yes
7. Develop investment cases for maximum health returns on investment of intervention policies, implementation and financing strategies.	Yes	Yes

MPH Social and Behavioral Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1.Critically assess the literature related to social and behavioral aspects of health.	Yes	Yes
2.Explain major theories, trends, and debates in the social and behavioral sciences literature regarding health.	Yes	Yes
3. Critically evaluate the analytic tools that can be used to study structural bias and social inequities, both in terms of their predictive utility and in terms of approaches such as multi-level models	Yes	Yes
4.Apply the methods of analytic tools of social and behavioral science to design, implement, and analyze evaluation or research studies.	Yes	Yes
5.Apply ethical principles to public health research and evaluation.	Yes	Yes

MPH Sustainable Development Goals Concentration Competencies ** Only 5 appropriately defined and mapped competencies are required.**	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1.Analyze context specific causal pathways for the global burden of disease, health interventions, and health system platforms, to set and monitor priorities for action	Yes	Yes
2.Select relevant data sources to assess the global burden of disease, health interventions, and health systems platforms	Yes	Yes
3.Select evidence-based planning and evaluation methods and apply these to context specific theories of change for interventions, health systems, or equity in health.	Yes	Yes
4.Categorize health related targets within the sustainable development goals according to global burden of disease, disease control priorities, and health system platforms.	Yes	Yes
5.Select and apply, as a member of interdisciplinary (or multisectoral) team, communication strategies to advocate for intervention policies, system strengthening and equitable strategies, or investments.	Yes	CNV
6. Critically assess the different components of the global health governance infrastructure, and health systems designs in different global contexts	Yes	Yes
7. Select and apply methods for analyzing costs, health returns on investment, budget, and sustainability, as appropriate.	Yes	Yes

MPH Health Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1.Analyze the main components and challenges in the organization, financing, and delivery of health care and public health services.	Yes	Yes
2.Describe the legal basis for public health and health services.	Yes	Yes
3.Apply principles of leadership and management to work with and across organizations, sectors, and agencies.	Yes	CNV
4.Apply the principles and tools of budgeting and resource management to improve the performance of public health and health care delivery organizations.	Yes	Yes
5.Apply principles of strategic management to public health.	Yes	Yes

MPH Community Health Science and Practice Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Gather and analyze community health data to identify and prioritize issues for program planning that promotes community health	Yes	Yes
2. Apply a social ecological framework to the assessment of behavioral, social, cultural, economic, environmental and institutional factors that contribute to health among diverse populations	Yes	Yes
3. Apply a social ecological framework to identify evidence-based interventions that promote population and community health	Yes	Yes
4. Apply a social-ecological framework to the planning and evaluation of population-based intervention strategies to improve health and reduce inequities	Yes	Yes
5. Adapt and implement evidence-based strategies to promote healthy communities and health equity	Yes	Yes
6. Design strategies to engage community stakeholders and to develop community partnerships for population-based health programs	Yes	Yes

MPH Environmental Health Practice Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe the origin and pathways of contaminants in the environment and the mechanisms through which they are introduced	Yes	Yes
2. Identify the direct and indirect effects of environmental hazards on humans and ecological systems	Yes	Yes
3. Assess the qualitative and quantitative aspects of exposure, dose response, and risk characterization of environmental agents	Yes	Yes
4. Critically evaluate, synthesize, and interpret scientific findings in the environmental health literature, including relevant topics in epidemiology, toxicology, engineering, and medicine	Yes	Yes
5. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risk to human health and safety	Yes	Yes
6. Define the role and impact of national and international environmental health regulatory programs, agencies, and organizations	Yes	Yes

MPH Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question	Yes	Yes
2. Harness basic concepts of probability, random variation and commonly used statistical probability distributions	Yes	Yes
3. Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions	Yes	Yes
4. Understand and apply ethical principles to data acquisition, management, storage, sharing and analysis	Yes	Yes
5. Understand and apply ethical principles to data acquisition, management, storage, sharing and analysis	Yes	Yes
6. Interpret results of statistical analyses found in public health research studies	Yes	Yes
7. Utilize relevant statistical software for data analysis	Yes	Yes

MPH Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify methods for measuring the distribution of determinants of health outcomes and well-being within and across populations	Yes	Yes
2. Critically evaluate the application of epidemiologic methods to answer public health questions	Yes	Yes
3. Identify data sources, manage large datasets, and conduct analyses using appropriate statistical software	Yes	Yes
4. Synthesize the extant epidemiologic literature and identify its limitations and gaps	Yes	Yes
5. Effectively communicate epidemiologic findings both orally and in writing	Yes	Yes
6. Understand and apply principles of ethical conduct to epidemiological studies	Yes	Yes

MPH Public Health Nutrition Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify and assess diet and nutritional status related health problems, of both undernutrition and over-nutrition, among diverse population groups in the United States and globally	Yes	Yes
2. Describe the social, cultural, economic, environmental, and institutional factors that contribute to the risk of undernutrition and over-nutrition among populations	Yes	Yes
3. Compare and contrast educational, community, institutional, and other population-based intervention strategies to improve nutritional health status, decrease food security and reduce obesity	Yes	Yes
4. Analyze and assess policies aimed at increasing access and reducing barriers to food insecurity and improved national health status in diverse population groups	Yes	Yes
5. Apply evidence-based research findings to the development and implementation of nutrition policies, programs, and interventions in the United States and globally	Yes	Yes

MPH Public Health Policy Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze the main components and challenges in the organization, financing and delivery of health care and public health services	Yes	Yes
2. Describe the legal basis for public health and health services	Yes	Yes
3. Apply principles of leadership and management to work with and across organizations, sectors and agencies	Yes	Yes
4. Discuss processes for developing and implementing policies and programs to improve the health status of populations, especially vulnerable groups	Yes	Yes
5. Evaluate public policies and programs that promote health and health equity	Yes	Yes

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		The college has developed new applied practice experience (APE) requirements, which are tailored to the educational goals of each MPH concentration. Over the past two years, the curricular requirements have been in a state of flux while coming in to compliance with the new CEPH requirements for the APE.

All MPH students complete a 180-hour APE in settings such as local health departments, multilateral institutions, community-based organizations, international health agencies, non-profit and non-government organizations, advocacy organizations, foundations, healthcare facilities, health-related businesses, private sector companies and academic institutions. For example, on-site discussions with the state health commissioner revealed that 10 students from the college have interned with him over the past five years, and he reports that they have been very well prepared. On-site discussions with a representative from the local health department described the college's student interns as "incredible."

Students may complete their APE domestically or abroad, in the summer or fall of their final year in the program. The faculty help students identify appropriate sites. Students also have the option of completing their APE in one of the college's 30 labs. Students can volunteer to work in the labs with faculty and community agencies on real-world issues. Examples of the labs include: Ghedin Lab for the | Click here to enter text. | The Council noted that the site visit team did not identify an area of commentary and acted to change the criterion's finding from met with commentary to met. |
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies				
All students demonstrate at least 5 competencies, at least 3 of which are foundational				
If applicable, combined degree students have opportunities to integrate & apply learning from both degree programs				

		genomics and systems biology of infectious diseases; Last Mile Population Lab at HealthRight International; and Applied Global Public Health Lab. Students can volunteer in the labs for anywhere from one semester to three years, and they often indicate that the lab experience was the highlight of their MPH education. As of academic year 2017-18, students completing their APE enroll in one of two courses, Internship I or Thesis I, where they have assigned readings in leadership, communication, professional development, portfolio or thesis development, and public health practice. Students in the social and behavioral sciences, biostatistics, and epidemiology concentrations complete Thesis I in the fall. The cross-continental MPH program resides in the epidemiology concentration, and discussions on site confirmed that the APE requirements for students in the cross-continental program are the same as those for students in the regular epidemiology concentration. Students in the community health science and practice, environmental public health sciences, public health management, public health nutrition, public health management, public health policy, and global health concentrations complete Internship I in the fall. Students in the new concentration in sustainable development goals will complete Internship I, and, starting in 2019-20, students in the global health concentration will complete Internship I as well. Until then, they complete the current capstone course, which was redesigned to meet the new APE criteria. All dual degree students complete their APE as part of the global health concentration.		

In the Internship I and Thesis I courses, students complete an APE learning contract that identifies at least three foundational competencies and two concentration competencies associated with APE activities and work products. Designated faculty members review and sign the learning contracts, monitor students' progress throughout the APE, and review students' portfolio products to assess competency attainment. Verification of compliance with the APE requirements was obtained through the syllabi, handbooks, and print materials provided while on site.

Students produced work products covering a variety of topics such as assisting in the program planning and initial implementation phase of a clinical obesity medicine fellowship program for NYU, analysis of a dataset that evaluated racial/ethnic disparities in sleep characteristics among first-time stroke victims, a bottleneck analysis of a home-grown school feeding program in Ethiopia, a codebook and the syntax of a tobacco lab study, and qualitative data gathering to assist in downsizing a hospital.

In response to student feedback indicating a desire for additional faculty and administrative support during this transition to the new APE requirements, a director of public health practice was hired to facilitate the APE process. Students indicated during the site visit that this new position provides additional support, addresses their concerns, and pairs them with faculty mentors who can provide additional mentoring during the APE.

During the site visit, it was evident to reviewers that there is confusion and a lack of clarity among students and some faculty regarding the requirements and differences

		between the APE and the ILE requirements, discussed in Criterion D7. The hire of the new director of public health practice, should allow for more clarity surrounding these requirements.		

D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		All MPH students complete an integrated learning experience (ILE) to synthesize the knowledge and skills obtained in their MPH degree. Students complete a two-course sequence in the final year of their MPH degree: the first semester course (either Internship I or Thesis I) provides the framework and the second semester course continues work on a major project. The specific courses in which students enroll is based on their concentration, as discussed in Criterion D5.

In the Internship II course, students complete a project based on their APE practice experience to synthesize | We have revised the guidelines for the ILE final report written by non-thesis students (see Attachment K). The revised guidelines focus on preparation of a high-quality written report that synthesizes public health concepts and competencies and reflects professional expectations for a public health project report. These guidelines have been implemented in the current spring 2019 semester. Samples of student | The Council reviewed documentation in the college's response to the site visit team's report that demonstrates implementation of a revised process that requires student to complete a high-quality written product in the non-thesis options. Therefore, the Council changed the finding for this criterion from partially met to met. |
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

| If applicable, combined degree students incorporate learning from both degree programs | | selected foundational and discipline competencies. Student complete three products: poster presentation based on the internship project; mock report to the internship organization summarizing an internship project; and a critical reflection essay.

Students in the non-thesis option submit a "mock report" to faculty members as the high-quality written product. These reports are written as if they would be a report sent to a partner agency, summarizing work that students have completed for that partner agency. The reports include a one-page executive summary, and three-to-four-page report that includes an introduction, public heath need addressed, project description, major findings and recommendation. The students also create a poster that addresses the same information that the mock report presents.

The papers reviewed by site visitors were short summaries with few details. In some of the reports reviewed, the stated public health need, project description, and recommendations were not aligned and did not show a clear understanding of the project within the public health context. These short mock reports were encouraged to be sent to partner organizations, but were not required. These did not demonstrate evidence of a high-quality written product.

In the Thesis II course, students produce a journal-type manuscript, grant proposal, or evaluation proposal, a poster presentation, and an oral presentation. A review of the theses showed these 20+ page reports provided details of the work done and integrated knowledge and skills. | reports will be available after June 1, 2019. | |

		Students in the global health concentration (which includes all combined degree students) currently complete the Capstone II course as the ILE. Site visitors learned that this course has been discontinued and will not be used in the next academic year. Students will complete the Internship course sequence. The Capstone sequence has required production of a two-page editorial and a two-page policy brief, as well as participation in a group project producing a capstone paper and capstone project presentation. The examples of the editorials and policy briefs reviewed were insufficient to satisfy this criterion's expectations; no examples of group capstone paper or presentations were provided for review. The concern relates to the lack of a high-quality written product in the non-thesis options. The written reports provided to reviewers do not appear to allow students to demonstrate that they can produce high-quality written products, nor are they sufficient evidence of competency synthesis and integration.		

D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		The college requires a minimum of 46 credits, regardless of degree option or concentration. No MPH degrees have been awarded for fewer than 46 credits. The college defines a credit as one contact hour per week throughout the 15-week semester. The majority of courses in the college are three credits. The number of contact hours is a minimum of 15 hours per one-credit course, or a minimum of 45 hours per three-credit course.	Click here to enter text.	Click here to enter text.

D15. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D16. BACHELOR'S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The PhD in Public Health degree transferred from the Steinhardt School of Culture, Education, and Human Health to the College of Global Public Health when the college was formed in 2015. During the program's transition, existing students had the option of finishing at Steinhardt or transferring to the College of Global Public Health. The three students who opted to transfer will graduate from the college in 2018. At the time of the visit, the college had 11 students in the epidemiology concentration, eight in the social and behavioral health concentration, and eight in the public health policy and	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				

Assesses all students at least once on their ability to demonstrate each concentration competency		management concentration. At the time of the visit, the college had only graduated two students from the social and behavioral health sciences concentration. The remaining two concentrations have had no graduates to date. The first cohort of new PhD students was admitted to the college in 2015. The admissions process is highly competitive with only 3–5% of the applicant pool being admitted each year. All PhD students receive full tuition remission and benefits and have access to office space, public health librarians, statistical software, teaching opportunities in the college and on the global campuses, and professional development. Doctoral students enroll on a full-time basis in one of three concentrations: epidemiology; public health policy and management; and social and behavioral sciences. The curricula consist of didactic and research components culminating in a dissertation. The 12 foundational learning objectives are assessed of all PhD students through required 0-credit courses in global health informatics and readings in public health. Site visitors verified these courses' coverage of the learning objectives. There are six overarching competencies for all three PhD programs. In addition, there are concentration-specific competencies in each program: six for the epidemiology concentration, six for the social and behavioral sciences concentration, and three for the public health policy and management concentration. Despite the varying number of competency statements, faculty in health policy and		
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program				
Students have opportunities to engage in research at appropriate level				
Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study				

management indicated that the three concentration-specific competencies sufficiently cover the areas in which the doctoral students in their discipline should be proficient.

During the site visit, faculty confirmed that the competencies are being rolled out this year, and site visitors reviewed syllabi that confirmed their implementation. Documentation provided to site visitors clearly indicates how each competency statement is assessed.

Coursework for the PhD degree includes a total of 39 credits; 24 credits are shared across all three concentrations, and 15 credits are specific to each concentration. The 24 credits of shared coursework consist of 12 credits at the doctoral level (3000) and 12 credits at the master's level (2000). To date, there has been heavy reliance on MPH-level courses. The Doctoral Curriculum Committee works with course instructors to differentiate expectations for doctoral students versus MPH students. During the site visit, faculty members shared the new doctoral-level courses under development in each of the three concentrations.

New doctoral courses will be offered by the college starting in the spring and fall of 2019. Four new courses were developed for the epidemiology concentration, three for the social and behavioral sciences concentration, and two for the health policy and management concentration. Some required courses are taken in other Colleges at NYU, such as the Wagner School of Public Service and Stern School of Business. Faculty who teach required courses from other schools are invited to

		participate in GPH faculty meetings, PhD committee meetings, and doctoral candidacy meetings.		
		Department chairs, faculty mentors, and the director of doctoral studies are carefully tracking student progress and student satisfaction during the evolution of the program and will continue to do so as the new doctoral courses are offered. Student feedback is gathered during the doctoral committee meetings, student forums, meetings with department chairs, brownbag lunch meetings, journal club discussions, cohort-level and individual "check ins", doctoral seminars and doctoral colloquia. One of the PhD students edited the doctoral handbook.		
		In year 1, the curriculum is the same for all three concentrations. Students who do not have an MPH degree are expected to take the core public health courses before entering the program. Prerequisites include 15 credits of coursework in epidemiology, biostatistics, health policy and management, social and behavioral determinants, and environmental health. Students can enroll in the master's level prerequisite of public health biology during their first year in the program.		

D18-1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D18-2 Worksheet

PhD Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically evaluate public health and medical literature with respect to disease (outcome) measures, measures of association, study design options, bias, confounding, and effect measure modification	Yes	Yes
2. Interpret descriptive epidemiologic studies in order to develop hypotheses of possible risk factors for a health outcome	Yes	Yes
3. Apply quantitative methods to analyze and synthesize epidemiologic data related to public health issues	Yes	Yes
4. Design robust observational and experimental studies to address public health and clinical problems	Yes	Yes
5. Understand central concepts, methods, and applications of contemporary dynamic modeling in epidemiology, including transmission dynamics of infectious, chronic, vector-borne, and sexually transmitted diseases and the manner in which social network structure and human behaviors affect those dynamics and their control	Yes	Yes
6. Design and present an epidemiologic investigation resulting in a publishable manuscript	Yes	Yes

PhD Health Policy and Management Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply appropriate research methods to analyze health policy and management issues and questions	Yes	Yes
2. Synthesize evidence to guide policymaking and assess public policies and programs that promote population health and health equity	Yes	Yes
3. Assess different theoretical perspectives in management and apply these ideas to the identification, analysis and understanding of critical themes and issues in healthcare and public health	Yes	Yes

PhD Social and Behavioral Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Critically assess major theories, trends, and debates in the social and behavioral sciences literature regarding health	Yes	Yes
2. Develop skills used to choose appropriate research designs and statistical methods for answering public health questions in the field of social and behavioral sciences	Yes	Yes
3. Design rigorous and ethical research studies that examine theories or conceptual models relevant to the social and behavioral sciences	Yes	Yes
4. Assess the means by which the social determinants of health create challenges to achieving health equity at the behavioral, community & societal levels	Yes	Yes
5. Apply knowledge from a social science specialization (sociology, political science, psychology, anthropology) to a public health problem	Yes	Yes
6. Communicate social and behavioral health theories, concepts, and scholarship in oral and written form to diverse audiences	Yes	Yes

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The college offers a Master of Arts in bioethics, which the college has categorized as a discipline outside of public health. All students in this degree are required to take a zero-credit introduction to public health online course that is comprised of 12 modules, each pertaining to one of the 12 foundational learning objectives. Each of the 12 modules includes assigned readings and at least one assessment. Each module has a multiple-choice quiz pertaining to content presented in the respective module. Students are also required to complete four short writing assignments. Each student must pass one module to move on to the next.	Click here to enter text.	Click here to enter text.
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		Upon review of the course materials, reviewers found the course to be equivalent to other three-credit courses offered. Additionally, reviewers were able to validate that every foundational learning objective was taught and assessed appropriately. The college has plans to use this same method for future non-public health degree programs.		

D19 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D20. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The college offers the MPH in sustainable development goals in a fully distance-based format.	Click here to enter text.	Click here to enter text.
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated		The distance learning program includes a combination of asynchronous and live course sessions broadcast via WebEx.		
Curriculum is subject to the same quality control processes as other degree programs in the university		The college cited demand from professionals who continue to work and cannot attend class on-campus; demand from those outside New York and the US; the cost of the residential MPH; and general demand for online		
Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners		classes as their rationale for providing the online option for the sustainable development goals concentration.		
Provides necessary administrative, information technology & student/faculty support services		Courses are delivered through the NYU Classes platform. The technology enhanced education team includes a faculty director, associate director, and two instructional technologists who support faculty, students, and online courses. Instructional technologists work with faculty to		
Ongoing effort to evaluate academic effectiveness & make program improvements		develop courses in an enhanced distance education format. The instructional technologists build the courses so that the objectives align with the assessments and that best practices in course design are used.		
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification		Faculty new to distance learning receive training from the technology enhanced education team, as well as weekly support during the course. Faculty teaching distance		

learning courses are assigned an instructional design coach to assist with the course. Students receive support from both the Office of Student and Alumni Affairs and their program for advisement, mentorship, and, when possible, live-streamed programming and trainings.

The distance learning courses use the same course evaluations as on-campus courses, with the addition of additional questions on the technology. Because the course design aligns the objectives and outcomes, learning assessments are a strong measure of students' achievement of the course objective.

All online courses are reviewed by the same Academic Affairs Committee review process as in-person courses. If courses are offered both in-person and as distance courses, the same basic syllabus and same learning objectives, competencies, and topics are used.

Distance education courses taught for the first time are evaluated to get feedback and improve any areas that students feel are problematic or unclear. An end-of-semester meeting with the faculty evaluates how students did overall and what areas the faculty felt needed to be improved or changed for following iterations. Also, mid-semester and end-of-semester evaluations address specific online issues in addition.

The distance learning courses are well designed with a high level of rigor. Faculty teaching in the distance learning program reported that their teaching and courses improved after the assistance of the instructional designer and teaching their course online.

| | | The self-study lists the following measures used to verify student identity:

1. Learning Management System (LMS) login and password (provided by NYU's Information Security)
2. Use of anti-plagiarism program (TurnItIn is the anti-plagiarism tool available to online students and faculty)
3. Randomized exam questions and answers
4. Password-protected exams within the LMS | | |

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		Faculty teach and supervise students in areas for which they are qualified by their education and experience. Their education and experiences are appropriate for the degree levels and nature of the programs.	Click here to enter text.	Click here to enter text.
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		All but one of the faculty who teach in the master's program are prepared at the doctoral level. Due to the interdisciplinary nature of global public health, adjunct faculty and other non-primary faculty teach courses, provide guest lectures, and participate in educational activities. Involvement of professionals from outside of academic settings enhance the learning experience for students, so the educational profile of the non-PIF faculty complement differs slightly. Among the		

| | | non-primary instructional faculty members who are significantly involved in teaching and advising public health students, 21 are master's prepared, most of whom are doctoral students or lecturers who teach in the master's program. The non-PIF complement also includes individuals affiliated with other schools at NYU, including the School of Medicine, College of Dentistry, and Wagner Graduate School of Public Service. This exposes students to a wide set of skills and professional backgrounds.

Students who met with site visitors commented that they benefit from their faculty mentors, who are current in public health scholarship and service. | | |

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		A number of faculty members have spent the majority of their careers working outside of academia, which provides a rich environment for students to benefit from faculty expertise in applied aspects of public health. Examples of faculty involvement in public health practice include a public health policy and management professor who spent more than 20 years at the New York City Department of Health and Mental Hygiene before joining the college and continues to consult with city agencies and labor unions and a faculty member who was an advisor for UNICEF for 29 years and continues to collaborate with the organization on practice experiences for students.	Click here to enter text.	Click here to enter text.
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				
Regularly involves practitioners in instruction through variety of methods & types of affiliation				

		The college also has adjunct faculty from government agencies, private industry, the UN, and public health sector agencies. For example, one adjunct faculty in epidemiology is a director of epidemiology at a major pharmaceutical company.		
		Unlike most tenure/tenure track faculty, the college's clinical faculty typically have post-graduate experiences that are field-based (government, NGO's, private sector), rather than academically-based. Clinical faculty may chair or sit as members of doctoral committees, participate and vote on all college committees, and participate in faculty governance except in matters related to tenure or appointments or promotion of tenure/tenure track faculty. Clinical faculty are also expected to engage in service and administration. Clinical faculty members may oversee administrative responsibilities (program direction, admissions, committees, etc.); take active leadership roles in college and university level committees; provide outreach to the community at large as a representative of the college; and act as a bridge to the practice community through appointment to advisory councils and other professional boards and committees.		
		Policy and procedures for faculty initial appointments, reappointments, and clinical faculty promotion involve a review of demonstrated public health practice.		
		During the site visit, the provost expressed her interest in ensuring student access to faculty who can expose them to field experiences. She also mentioned that she encourages colleges and faculty to leverage NYU's global relationships and sites to expand their partnerships.		

E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The college and NYU as a whole have a wide array of opportunities for faculty professional development, including training and support in pedagogical methods. The college holds departmental seminars and lectures and provides funds for faculty to attend conferences and meetings. These help faculty to stay current in their professional knowledge and help with updating course content.

The university has a number of resources for professional development, such as the NYU Center for the Advancement of Teaching. This center offers resources for faculty to enhance general instructional techniques, learn new pedagogical methods, and obtain instructional feedback through teaching-intensive workshops, teaching lunch programs, and confidential teaching consultations and observations. NYU IT's Global Learning and Innovation (GLI) team consults with faculty to determine ways to integrate innovative pedagogy and state-of-the-art media into courses, engaging collaboratively in the design, development, and implementation of course design with faculty. The university also offers a range of workshops and seminars to enhance faculty teaching. For example, NYU held a workshop to train faculty in strategies to handle students with neurodiversity issues, such as techniques for teaching and supporting students with autism. | Click here to enter text. | Click here to enter text. |
Systems in place to document that all faculty are current in pedagogical methods				
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction				
Tracks indicators that provide meaningful information related to instructional quality				
Supports professional development & advancement in instructional effectiveness for all faculty				

| | | The college has developed and expanded faculty development efforts to include such topics as learning how to evaluate group projects, syllabus development, and student-focused learning. In order to ensure maximum impact, these workshops are part of the regular faculty meetings for both primary and non-primary faculty.

The faculty retreat serves as an additional venue for brainstorming on means to evaluate teaching effectiveness. Recent ideas included developing a peer evaluation process for peer mentoring for course improvement, master educators coaching faculty and providing confidential feedback, and new faculty to co-teaching with established teaching faculty to improve techniques.

The college's instructional designers hold a workshop for new faculty to provide instruction on teaching methods. The workshops show faculty how to link assessments to course objectives and to create grading rubrics for their course. The workshops are open to all faculty and to PhD students.

Part-time faculty receive a day long orientation to teaching and are invited to faculty meetings.

Student course evaluations of faculty teaching are administered every semester for each course. Course evaluations ask students to rate both the course and the instructor across a number of dimensions through Likert scale ratings, as well as to complete optional open-ended questions asking students what they liked about a course and the instructor, what the instructor did well, and what | | |

| | | could be improved. Upon submission of final grades, faculty have access to their course evaluation results. At the end of each semester, the senior associate dean for academic and faculty affairs reviews all course evaluations and shares them with department chairs and program directors. If needed, remediation efforts are discussed with the faculty members, and these may include mandatory attendance of teaching and learning workshops.

Each year, faculty report research, teaching and other activities (e.g., professional development workshops) on a PAF form. These are used in the annual reviews by the chair for merit raises, determining teaching load, and buy out for research.

The college has chosen five meaningful indicators to measure instructional quality and effectiveness. As it relates to faculty currency, the college has chosen peer/internal review of syllabi and curricula for currency of readings, topics, and methods. The college has chosen two indicators to measure faculty instructional technique, those being participation in professional development related to instruction and student satisfaction with instructional quality. The college also chose two indicators to measure school-level outcomes, those being course that integrate technology in innovative ways to enhance learning and courses that integrate community-based projects. | | |

E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		Faculty in all tracks (tenured, tenure-track, and clinical) are expected to engage in scholarship that may include traditional research as well as practice-related activities. Faculty engage a wide range of research topics and methodologies, for example, large-scale intervention and implementation programs, new techniques in methodological design and data analysis, community engagement activities, program evaluation projects, and many others.	Click here to enter text.	Click here to enter text.
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities		The college receives research development support through methods such as pilot funding from the university, support from the NYU Health+Hospitals, and funds from the Clinical and Translational Science Institute. The college also received university logistical support through the Office of Sponsored Programs and School of Medicine.		
Students have opportunities for involvement in faculty research & scholarly activities				
Tracks measures that are meaningful and demonstrate success in research and scholarly activities		Both the provost and the dean emphasized the importance of research as a central component of the new college. Tenure-track and tenured faculty are expected to conduct research. The college has mechanisms for faculty to buy out of courses when funded by research. Clinical faculty primarily teach and bring practice experiences to the classroom, so funded research is not essential for clinical faculty.		

Research at the college aligns with the mission, and the college takes advantage of sites across the world to conduct global public health research.

A faculty member in social and behavioral sciences taught courses in disaster preparedness in Israel and Cuba, and students were integrated into research/practice experiences in both locations. Additionally, students in a capstone course traveled to New Orleans and assisted in another faculty member's research on disaster resilience. Another group of capstone course students have traveled with a faculty member annually to her research site in Ukraine to engage in qualitative and quantitative data collection. Students also have the opportunity to use the data for their MPH thesis.

As part of the GPH two-semester thesis course, students work closely with a faculty mentor to develop and conduct a research project, which typically draws on the faculty mentor's current research activities. Under faculty guidance, students have the opportunity to learn various aspects of conducting research, e.g., development of protocols, primary data collection, data management, data analysis, and preparation of manuscripts and presentations.

Students engage in research through over 30 GPH Labs that student may use to find research opportunities. Numerous students noted participation in these different labs and high satisfaction with the experiences gained during the labs.

The college looks at several indicators to track faculty scholarship, such as the percent of faculty participating in

		research, which has reached 51%; number of grant submissions, which has risen to 89 in fiscal year 2017, and number of community-based research projects, which has reached 10. The college has not yet met some of its self-defined targets for these indicators, but the data indicate progress.		

E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		Faculty guidelines for tenure, tenure-track, clinical and contract appointments stipulate the expectation to provide service to the college and university, the community, and the profession. Contract faculty are expected to engage in public health practice with outside organizations, as appropriate. Annual faculty reviews specifically integrate faculty service to the college, the university, and national or international organizations. These include government entities, community and advocacy organizations, non-governmental organizations, and international organizations, etc. Examples of service activities include legislative work, committee work for public health agencies, and teaching activities at regional, national, and international levels. Service to the community includes leadership roles and active participation on boards of directors of organizations, testimonies, training workshops, and engagement in community service. Service to the	Click here to enter text.	Click here to enter text.
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means				

profession includes leadership roles and active participation in professional organizations, service on scientific or other review panels, speaking engagements, and working committees of scientific societies.

The college's expectations for faculty service are aligned with the university's expectations outlined in the NYU Faculty Handbook. Support for service activities is available through the college's individual development account (IDA) and Provost's Office funding for community-based research and partnerships. The university also provides funding for collaborative service initiatives at its global sites.

Faculty share with students the professional knowledge and skills gained through their service to the community and profession. Examples of integration include the following: in the program planning and evaluation course, faculty developed case studies for the classroom based on their proposals and logic models from service programs in Washington Heights, Richmond, New York City and Long Island. In the environmental health sciences core course, the instructor discusses his role in the Medical Reserve Corps, uses his volunteer experiences as case study material, and shares the volunteer application packet with students. In the global health disaster preparedness and response course, students joined the instructor in special training at the New York City Office of Emergency Management, and assisted FEMA at a disaster preparedness workshop for senior citizens. In the Applied Global Health and Development lab, the instructor uses his domestic and international partnerships to connect students with NGOs and collaborate on innovative entrepreneurial projects.

One faculty member is the Executive Director of an NGO whose mission is to create sustainable programs that promote and protect the health and health rights of people in the U.S. and globally, and this partnership enables students to gain service and research experience.

The service indicators chosen by the college to monitor success in this area include the number of faculty-student service collaborations (31), number of community-based service projects (71), and percent of primary instructional faculty participating in extramural service activities (100%). Given that service is part of all full-time faculty appointments, it stands to reason that 100% of primary instructional faculty would participate in extramural service activities.

During the site visit, faculty members provided examples of faculty extramural service to the community. They described the college as "nimble" and "responsive" to community needs, both domestically and abroad. For example, this year, the college moved the live version of a course to another country in response to UNICEF's request to partner with the college to respond to outbreaks and humanitarian approaches in other parts of the world. Community members provided numerous examples of how faculty service has helped their agency and described their partnership with the college as "substantial."

The college has identified a number of opportunities to enhance the visibility of extramural service, which include issuing annual Faculty Service Award at commencement, highlighting service in the dean's weekly newsletter,

		allocating time during monthly faculty meetings to present service activities, designating service on the website, and sponsoring a Day of Service event each year.		

F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		In 2017, NYU GPH formed a diverse Advisory Board of global public health experts to assist in assessing its curriculum and overall planning. The Advisory Board includes a dean and professor from the University of Ghana; the commissioner, from the New York City Department of Health and Mental Hygiene; a lead health specialist from The World Bank; the president and CEO of the Program for Appropriate Technology in Health; the founding partner and practice director of the Colorado Center for Reproductive Medicine; the president and CEO of the Greenwall Foundation; the former attorney general of Vermont; and the commissioner of the New York State Department of Health.

The Advisory Board contributes to the development of the college by meeting twice annually, once by telephone and once in person. Every other year, the in-person meeting location is at one of NYU's global sites to be certain that members have firsthand knowledge and experience of the programs the college is establishing abroad. The fall 2017 Advisory Board Meeting included a robust discussion of current and future trends in public health to consider in educational programs and research agenda. Suggestions by the Board include: 1) Responding to changes in the | Click here to enter text. | The Council notes that the site visit team did not identify an area of commentary and acted to change the criterion's finding from met with commentary to met. |
Ensures that constituents provide regular feedback on all of these: • student outcomes • curriculum • overall planning processes • self-study process				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

| | | global political and economic landscape 2) Providing students with more opportunities for developing practical skills and hands-on training with practitioners in the field. 3) Helping students understand the political contexts that affect public health decision making.

The Academic Affairs Committee will explore ways to address the committee's recommendations regarding enhancements to the curriculum.

Stakeholder engagement and feedback is evident in the minutes from the college faculty meetings, Practice Committee, and the Accreditation Committee.

Currently, the Office of Student and Alumni Affairs is in the process of developing at the college's Alumni Association. Cohorts of recently graduated alumni will be invited to self-nominate for membership to help in the development of activities for alumni and the broader college community.

The college conducts regular surveys of Applied Practice Experience (APE) preceptors and employers of graduates to obtain their feedback on the ability of students to perform public health competencies. The preceptor survey includes open-ended questions inquiring about areas of students' professional strengths and areas of improvement. It also includes an open-ended question regarding new skills necessary to meet emerging public health needs that should be incorporated into the curriculum. The information is used by the Practice Committee and the Academic Affairs Committee to inform curriculum planning. | | |

| | | The most recent surveys indicated that preceptors and employers are generally satisfied with student performance. A report based on survey responses was shared with the Accreditation and Practice Committees and then the committee made recommendations on how to improve the curriculum based on feedback. Recommendations include: 1) The Practice Committee will review preceptor and employer survey findings on an annual basis and share results and recommendations, followed by a presentation at the general faculty meeting. 2) Greater attention to communication, project management, analytical, and critical thinking skills. 3) Explore ways of triangulating courses, APEs, labs, and student clubs to facilitate development of professional skills.

An example of how the college has responded to employer feedback was highlighted during the site visit when an Advisory Board member from the New York City Department of Health and Mental Hygiene mentioned that the department was not getting applications from the college for internship opportunities. She gave feedback to the college and as a result now has received ample applications and has a contact person at the college.

Advisory Board members spoke highly of interns and employees who have come from the college. They mentioned being very pleased with students they've recruited and highlighted projects and responsibilities students and alumni manage. The New York City Department of Health and Mental Hygiene representative said that her interns are "fantastic." She has four interns who do surveillance activities, and she is excited to hire more students. A representative from the Gay Men's | | |

| | | Health Crisis organization hosted an intern who did a massive evaluation project, performed an analysis, and then briefed all of the program managers on what worked and needed improvement and provided recommendations. She noted how tremendously helpful the intern's work has been to the organization's monitoring and evaluation goals.

The Advisory Board reviewed the college's vision and mission statement at a fall 2017 meeting and provided feedback and suggestions for revisions. A draft of the self-study was also distributed to all Advisory Board members for their comments and feedback. Substantial comments were received and included recommendations to formalize and institutionalize relationships with outside organizations in order to support both student practice experiences and the integration of practice into courses. | | |

F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Faculty facilitate professional service opportunities through NYU GPH labs which allow students to contextualize and apply what is learned in the classroom using real-world data and projects. Students are informed of these opportunities on the NYU GPH website and through a fall fair.

The Office of Student and Alumni Affairs, the Student Governing Council, and NYU GPH student clubs and | Click here to enter text. | Click here to enter text. |
| Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to | | | | |

| professional advancement of the field | | organizations introduce students to community service by hosting service-oriented events designed to improve the lives of those in need. Every Friday of the school year, students receive the Public Health Post, an email containing new fellowships, job and internship opportunities, and networking events. During the site visit, students expressed how helpful and convenient the newsletter is in finding opportunities for jobs, service, and networking.

Examples of events students have participated in over the last three years include a winter clothing drive for Syrian refugees, co-sponsored with Helping Hands USA and a NYU GPH research lab; the 2017 March for Science in Washington DC; hurricane disaster relief clothing and material drives for areas including the southern US and Puerto Rico; the 2018 March for Our Lives in Washington DC; the 2017 March for Science in New York City; letter-writing campaign to elected officials; and events for 2018 Public Health Week.

Student-led clubs provide opportunities for students to develop professional and leadership skills. The interdisciplinary Nutrition Without Borders includes students from a variety of concentrations and offers a platform for integrating their studies with advocacy, research, volunteering, and outreach activities. They have pages on Facebook and Instagram. Examples of the club's activities in Spring 2018 include: building a vertical grow system for a hydroponic farm at a community food pantry in Brooklyn and participating in the NYC Nutrition Education Network. | | |

The student-led Health and Human Rights Association is very active across campus and co-sponsors many events, including the March of Our Lives and the March for Science. The group also includes the Justice Initiative made up of students dedicated to advancing human rights and addressing mass incarceration and extreme punishment through a public health lens. The group was recently awarded the President's Service Award by NYU's President Andrew Hamilton.

Other opportunities for student public health professional and community service includes those occurring through labs. For example, students in SEED (Socio-economic Evaluation of Dietary Decisions) initiative helped craft testimony for a city hearing on fast food restaurant regulation; the Population Health Innovation Lab had two students serve as external reviewers of hospitals' Community Service Plans for the New York State Department of Health's Office of Public Health Practice; and students in the Last Mile Population lab organized a panel at the 62nd Session of the Commission on the Status of Women.

During the site visit, faculty gave some examples of how service opportunities for students are integrated into the curriculum or a specific lab. One example provided was the Disaster Lab working with hurricane Katrina research. After disasters occur, students can do rapid response research in which there is a transfer of research data into the class. Faculty also described opportunities for students to travel to international sites to highlight and assist with local issues. Students mentioned that they were so inspired and excited after returning from an emergency disaster response that they started an

		emergency response student club, which now has 100 members. Many NYU GPH courses incorporate service activities for students. One course was born out of the Ebola outbreak resulting in students collaborating with staff at the UNICEF and the UN for solutions. Another example that was mentioned during the site visit is how students, uniquely positioned in NYC, have opportunities to work on UN programs. All of the students who have participated in a UN program have undergone the exercise of working in teams where students are encouraged to step up as leaders and everyone on the team has a role (i.e. economist, environmental scientist). Assigning roles that are far from each student's comfort zone, contributes to professional development and makes them more comfortable with interacting with leader heads at international agencies.		

F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Defines a professional community or communities of interest & the rationale for this choice		The college's professional development goals encompass public health practitioners working in local, state, and federal departments of public health, as well as health professionals working in community and non-governmental agencies, hospitals, and other healthcare facilities.	The College is developing more systematic approaches to assessing stakeholder professional development needs. Beginning in the Academic Year 2019-20, the College will undertake an assessment of the professional development needs within priority communities. This will include communities that the College engages with both domestically and globally. A faculty working group appointed by the Office of Academic and Faculty Affairs will submit a report to the Dean's Policy Committee which will include workforce trends, stakeholders' feedback, infrastructure as well as how to address potential unintended consequences and barriers to meeting community needs.	Click here to enter text.
Periodically assesses the professional development needs of individuals in priority community or communities		International communities of interest include UN agencies, ministries and departments of health, international NGOs, and international development donors. The rationale for choosing this group was based on what the college thought was an important international community of interest.

The director and associate director of technology-enhanced education have reviewed the Bureau of Labor Statistics website and the Public Health Workforce Interests and Needs Survey to capture workforce needs in the area of public health. The college also plans to design workforce development activities to address the Healthy People 2020 Public Health Infrastructure objective, which includes a capable and qualified workforce as one of the three key components.

For agencies like UNICEF and the World Food Programme (WFP), faculty regularly interact with senior managers through their existing contacts to determine competency gaps among the professionals who work for the agencies. | | |

		Faculty also regularly check in with former students to gain their perspectives on additional training needs for individuals working in public health. A faculty member mentioned that community partners frequently approach faculty for assistance with projects and this synergy and interest is attributed to alumni. In one example, a California-based adolescent health program that was relocating to NY reached out to a social and behavioral sciences professor requesting assistance with community health assessments in the five boroughs. The commentary relates to how the young college is still early in developing a purposeful and systematic assessment of need from stakeholders, as well as structuring the analysis and summarization of feedback.		

F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		The college fosters professional development opportunities including working with local, national, and global public health agencies to offer courses, workshops, and webinars for public health professional development. The college developed an online Advanced Certificate in Public Health program, which provides public health workers an opportunity to enhance their knowledge in core public health concepts and prepares students to take the examination for Certification in Public Health. The Advanced Certificate was developed in an online format	Click here to enter text.	Click here to enter text.

| | | and serves practitioners working in local, state, and federal departments for public health, as well as health-related professionals working in community and non-governmental agencies, hospitals, and other healthcare facilities. It serves workforce members who are unable to attend in-person and incorporates student discussions, interactive case studies, simulation, and computerized exams. The course addresses the five core areas of public health and serves as a pipeline for students interested in future enrollment in an MPH program. Employees of the NYC Department of Health and Mental Hygiene receive scholarships to the program. This certificate program recently enrolled 107 students in the current academic year.

College faculty worked with senior leadership at UNICEF and the World Food Programme (WFP) to address competency gaps among their workforces in behavior change communication and program design for nutrition. This led to the development of several courses, which are available to the UNICEF and WFP workforce as non-degree offerings and to MPH students for degree credit. In 2015, the college offered the first course, behavioral communications strategies for global epidemics. The course was developed in response to the Ebola outbreak in West Africa, as well as the reluctance in some Pakistan and Afghanistan communities to vaccinate children against polio. The course was taken by college students and more than 20 professional UNICEF staff working in countries that were either experiencing or were at risk of an outbreak of Ebola or polio. The course has been offered four times since 2015 in New York, Ghana, and Nepal. To date, over 100 UNICEF and government staff who work in more than 50 countries have been trained. | | |

A systems approach to food access course was developed in response to the identified need of a more holistic approach to recognizing and addressing the long-term health impacts of under- and over-nutrition on low- and middle-income countries. The course provides applied skills and theory in a community of interest. The course has been offered eight times, and more than 90 professional staff from WFP have been trained. Projects developed through the course are already influencing public health policy in Senegal, Madagascar, Haiti, Ethiopia, and other countries.

The college has a robust certificate program for the professional workforce. In addition to the Advanced Certificate in Public Health, the college offers the Advanced Certificate in Health and Human Rights, with topic areas in migrant populations, women's reproductive health, LGBT health disparities, and global mental health; the Advanced Certificate in Applied Global Public Health, which emphases equity-focused systems approach in courses on data utilization, data-driven decision-making, results-focus strengthening of health systems, and program costs and monitoring; and the Advanced Certificate in Public Health Nutrition, which focuses on areas such as the principles of public health nutrition, nutrition epidemiology, and global issues in public health nutrition. All certificate programs are available to non-college students.

During the site visit, Advisory Board members mentioned that, although they have not yet felt the need, they each would feel comfortable approaching the college with their training needs for their organizations and agencies.

		In response to the California based adolescent health program's request for assistance, the social and behavioral sciences professor partnered with the adolescent health program to review the curriculum to find where the community health assessment work could be incorporated into the coursework for students to complete.		

G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The college has measures that incorporate diversity, equity, and a climate of inclusion in the building of the new college. The college has initiated planning to develop a culture and system that promote diversity and inclusion at the college. The college broadly defines diversity, equity, and inclusion as relating to any and all types of individual characteristics, including, but not limited to, gender identity, country of origin, religion, physical limitations, and mental health.

The global health focus of the college contributes to a culture of diversity and building cultural competence. Students and faculty have opportunities to study and conduct research at the NYU sites across the world. | Click here to enter text. | Click here to enter text. |
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty				

(and staff, if applicable), with attention to priority population(s)		The college has identified three priority faculty and student populations: • First-generation college students (students) • Ethnicity: Latino or Hispanic (faculty and students) • Race: Black or African American (faculty and students)
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)		
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies		These categories were selected based on the Diversity, Equity, and Inclusion (DEI) Committee's examination of MPH and PhD admissions data and availability of SOPHAS self-reported data. The committee decided to focus on groups historically underrepresented in the United States.
Perceptions of climate regarding diversity & cultural competence are positive		The college's goal is to develop a culture and system that promote diversity and inclusion in instruction, research and service. Objectives include: 1) Develop policies that support a climate of equity and inclusion; 2) Recruit a diverse student body; 3) Recruit and retain a diverse faculty. The DEI Committee developed several recommendations to increase cultural competence and sensitivity among students, faculty, and staff as well as a five-year plan for to carry out the objectives and recommendations. The recommendations of the DEI Committee were accepted by the dean, and the college is in the process of implementing these recommendations. The DEI committee conducted focus groups in 2016 to obtain input on diversity issues, examined student admissions data, and reviewed characteristics of faculty

hires. Based on these findings, the committee developed a set of aspirational recommendations that were presented to the dean in 2017. Examples of the recommendations include the following:

1) create opportunities for building social cohesion that capitalize on the diversity of the college community and foster bidirectional communication flow

2) clarify roles and responsibilities to ensure equitable treatment of faculty and staff to enhance understanding and alignment across departments, functions, and governance and advisory committees

3) incorporate the DEI Committee's guiding principles into the mission of the college and hold people accountable for behaviors that do not align with the guiding principles

The college compiled data to monitor progress in recruiting and enrolling MPH and PhD students from underrepresented groups. The results show that the percent of minority PhD students fluctuated: Hispanic/Latino MPH students increased, while African American student numbers show no sustained trend. There is no sustained increase of African American faculty members either.

A perceived barrier to measuring even greater progress is that the college does not have a systematic way to capture, verify, and monitor outcomes such as gender identity, country of origin, religion, physical limitations, and mental health, nor measure student retention or identify first-

	generation faculty members. The college has plans to work with the university to find ways to collect data to measure progress.

A university multi-campus survey was conducted to evaluate the living, learning, and working environments for NYU students and employees. The results of the university survey were recently released, and the college will receive the college-specific results at the end of the year. These results will provide information on the college's climate and help guide measures to improve inclusiveness in the college. Students reported during interviews that they enjoy the diversity that the urban setting brings. They enjoy that they are able to be exposed to many different cultures as well as colleges and schools on the NYU campus.

Faculty and staff participate in workshops sponsored by the university's Diversity, Equity and Inclusion Taskforce that align with the college's commitment to enhancing diversity. Topics including diversity training, micro-aggression in the work environment, recruitment and training procedures, and building a culture of equity, diversity, culture, and belonging. The college was the first in the university to mandate diversity training of all faculty.

The college has a high commitment to and awareness of increasing diversity in the college and has consciously incorporated this value in hiring new faculty and recruiting students. The culture of diversity and inclusion is apparent at the college. The site visit team observed large posters highlighting the college's values on diversity in visible locations. | | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		As the student population in the college has grown, new approaches to student advising and mentoring have evolved. The more developed departments and programs and those with greater numbers of faculty are opting to provide academic advising by faculty. Smaller departments and programs rely primarily on advisors from the Office of Student and Alumni Affairs. Staff in this office are regularly implementing new advising approaches in response to student needs and student satisfaction levels. At this point, the college's advising processes provide an opportunity for students to receive comprehensive advising and counseling from staff and faculty, including discussion of future goals. During the site visit, students noted that student affairs advisors and faculty advisors host group meetings for all students in each concentration, as well as students across concentrations, which facilitates cohesion among students. Program advisors from the college's Office of Student and Alumni Affairs are trained in curriculum, course sequencing, study abroad, campus resources, college policies, and the use of the student information systems at NYU. New faculty attend an orientation where they are introduced to concentration curriculum requirements.	Click here to enter text.	Click here to enter text.
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study				
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students				

		During the site visit, several students described the college as a "great place to be for a student." They praised the opportunities to interact closely with faculty outside the classroom in a very relaxed way and give much of the credit for this environment to the Office of Student and Alumni Affairs.		
		The senior associate dean for student and alumni affairs is member of the university-wide Dean's Advising Group, which is charged with addressing common issues related to student success and academic advising. To remain current and active in the broader NYU student affairs community, the student affairs team is also invited to attend university-wide trainings and mixers with advising colleagues from all other NYU schools and colleges. During the site visit, the student services team described their "love and pride" for the services they provide to students, including providing new student space to build a sense of community. They described the events they host as adding "so much flavor and diversity and cheer."		
		The orientation process for incoming master's students begins in late spring before matriculation in the fall. Admitted students receive a series of email messages from the college with information to acclimate them to the program. They also receive a video about NYU and its resources available to students. During the onboarding process, which begins as soon as a student submits a tuition deposit, MPH students are assigned a program advisor from the Office of Student and Alumni Affairs. Before arriving on campus, incoming students meet with their program advisors (either in-person or via distance)		

	to talk about housing, financial aid, visas for international students, policies, sequence of courses, and resources available to students. The orientation program for incoming students has been well-received. The master's students attend a two-day event that includes a networking event with student government leaders, case challenges with fellow students, alumni presentations, an overview of college and campus resources, information from the director of career development, meetings with concentration faculty, a writing boot camp, presentations from Library Services, a micro-aggressions workshop, a session on how to produce dynamic presentations, and a meeting with the department chair or program director and other faculty to hear about the program, ask questions, and get to know their fellow students. Cross-Continental MPH students also receive an orientation program designed to prepare them to study in non-U.S. settings, covering topics such as personal safety and wellness, cultural sensitivity, environmental hazards, political turmoil, and human rights issues. Doctoral students attend a one-day orientation event in which faculty present their research interests, key administrators are introduced, diversity initiatives are highlighted, and students are able to network during the lunch and evening dean's reception. The orientation program improves each year, based on student and faculty feedback. Students express a high degree of satisfaction with orientation.		

Once classes begin, students meet with their program advisors to discuss academic progress and address any issues that may arise. If students are experiencing academic difficulty, advisors assist in developing plans, and additional meetings are scheduled between students and their program advisor. Each student has access to actively engaged, knowledgeable advisors from the time of enrollment to graduation.

Concentration requirements and course sequencing requirements and suggestions are available to students on the webpages for each MPH concentration. The concentration webpages also include course-planning worksheets, which are used during advisement meetings. As outlined in the doctoral student handbook, each doctoral student is assigned a faculty academic advisor based on research interests. In the first year, the faculty academic advisor helps the student with selection of relevant coursework and initiating the literature review for the research project. The faculty academic advisor meets regularly with the student to discuss coursework, qualifying exam preparation, and other academic issues during the student's first year of studies. At the end of the first year, students identify their primary mentors, who guide them through the remainder of their studies.

Student feedback on satisfaction with advisement is obtained in exit surveys sent each year toward the end of the spring semester to graduating students. In spring 2018, 72% of the respondents were either "very satisfied" or "satisfied" with academic advising services. This

| | | represents an increase of 20% in student satisfaction from 2017 and 10% from 2016. The number of students rating themselves as either "dissatisfied" or "very dissatisfied" decreased from 25% in 2016 to 21% in 2017 to 10% in 2018. The site visitors' meeting with students unanimously confirmed their appreciation for the advising and attention they receive from their faculty advisors and from the Office of Student and Alumni Affairs. | | |

H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		Career advising is offered through several venues in the college and in the NYU Wasserman Career Center. Students and alumni are able to get specialized career services tailored specifically to public health through the college and generalized career services, such as resume writing and interview skills, through the six graduate advisors in the Wasserman Career Center.	Click here to enter text.	Click here to enter text.
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni		Each year the college and the Wasserman Center co-host a variety of career services, including career week, two public health career fairs and university-wide job fairs. Other offerings include presentations by panels of public health professionals who share experience and insights with students in a moderated panel on career paths in public health, a non-profit boot camp, a networking session, mock interviews providing constructive feedback,		

| | | job search planning, in-class presentations, and résumé/cover letter writing and interview skills seminars.

Examples of career advising services provided to students include individual career-coaching appointments to review career goals, discuss effective search practices, how to best utilize CareerNet, review résumés, and conduct mock interviews (223 public health students in 2017-18), a seminar covering the basic principles and values of writing résumés and cover letters (39 public heath students in attendance in the fall of 2017), career preparation workshop for international students to learn about career options in the U.S. and how to conduct worldwide job searches (22 students in attendance in the fall of 2017), a panel of faculty who spoke to PhD students about how to prepare for academia in public health (22 students in the fall of 2017), the Career Paths in Public Health event for students to gain advice and information from working professionals (46 students in the fall of 2017 and 41 students in the spring of 2018), and the annual Lab Informational Fair for students to network with faculty and coordinators from labs associated with the college and explore different avenues of research and practice (59 students in the fall of 2015, 103 in the fall of 2016, and 141 in the fall of 2017).

All students receive a weekly email highlighting current jobs, internships, and fellowships in New York City and the world through the College's *Public Health Post*. Students indicated that this weekly newsletter is extremely valuable. The NYU CareerNet is an online job and internship database hosted by the Wasserman Center | | |

	that has helped students find part-time employment, summer placements, and internships. Individuals who provide career advice are oriented to their roles. New hires at the Wasserman Center, including career coaches, undergo a three- to four-week onboarding process. A large focus of this process for career coaches is honing their coaching skills and knowledge. Coaches begin with an introduction to best practices in career coaching and review any questions with their onboarding manager. They then observe 10-15 appointments between various Wasserman Center career coaches and students, with scheduled time to debrief after each appointment. During the last phase of onboarding, experienced coaches will observe the new hire conducting his or her own appointments with students to provide feedback and suggestions. New this year, the Wasserman Center is securing the assistance of a public health consultant who will work with Wasserman career coaches to ensure a comprehensive understanding of the public health field and a robust source of professional organizations in the public health sphere from which to call for assistance with workshops, trainings, networking opportunities and placements. In tandem with the Wasserman Center, the Office of Student and Alumni Affairs and the Director of the PhD program plan to develop more relevant offerings for PhD students. Student exit surveys administered to graduating MPH and PhD students over the past three years indicated that the		

majority of students (62%) were either "very satisfied" or "satisfied" with career advising services. This represents an increase of 25% in student satisfaction from the 2017 exit survey and an increase of 23% from the 2016 exit survey. Students who were "dissatisfied" or "very dissatisfied" decreased from 39% in 2016 to 21% in 2017 to 16% in 2018.

On-site discussions with community practice partners indicated that in previous years, they have tried to recruit NYU GPH students and graduates but none of them applied for open positions in their agencies. More recently, however, they have noticed a substantial difference in the number of applications from the college. They commented on the noticeably more streamlined process in Career Services. Students echoed these sentiments. They indicated that faculty are a wonderful resource for career connections and that the college's labs help them learn about job opportunities. Several students indicated that they rely heavily on the college's newsletter, *Public Health Posts,* for regular internship and job announcements, scholarship opportunities, etc.

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		The college has systems in place through which students may make informal and formal complaints and grievances. Students may issue complaints through the Office of Academic and Faculty Affairs and the Office of Student and Alumni Affairs. Depending on the nature of the grievance or complaint, the two offices may collaborate. Students are informed of all policies, including complaint and grievance process, during the onboarding process. Students also have access to the university-wide NYU Bias Response Line, which provides a mechanism through which members of the NYU community can share or report experiences and concerns of bias, discrimination, or harassing behavior that occur at NYU.	Click here to enter text.	Click here to enter text.
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented		The college allows complaints to be informally resolved and also has a formal complaint procedure in the event that an informal resolution cannot be reached. Students may meet with a member of the student affairs team, college leadership team, or the dean of the college. Students must contact the person responsible for the matter within 20 working days of the incident and attempt to resolve the grievance informally. If the grievance is not resolved informally, a student may obtain a review by submitting a written complaint to the respondent and the		

		senior associate dean for student and alumni affairs. Unresolved grievances may be addressed by a grievance committee. No formal complaints or grievances have been filed over the last three years.		

H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The college implements an annual recruitment campaign for each of its graduate programs, which includes online marketing services to develop leads from the broader pool of prospective graduate students, an annual recruitment travel calendar to ensure that admission staff make face-to-face contact with prospective students from around the country, and a series of strategic communications campaigns that deliver targeted messages to specific populations. The college-wide admissions policy is set by the Admissions Committee, which includes faculty representation from each department and program as well as participation from admissions administrative staff. To apply to any of the college's graduate programs, a student must submit a completed SOPHAS application, a	The College has chosen outcome measures that reflect aspirational expectations about potential future performance in recruiting underrepresented students. In choosing these targets, the College acknowledges that it may be some time before they are achieved, but that trends to date are largely in the right direction and suggest continued improvement over time. It is important to note that, the specific activities described in the report are largely in the nascent stages, and it is our expectation that our performance in these areas will	Click here to enter text.
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers				
Tracks at least one measures that is meaningful and demonstrates				

success in enrolling a qualified student body		resume, a personal statement, official transcripts from each post-secondary institution attended, three letters of recommendation, official GRE scores taken within the past five years. Applicants whose native language is not English and who did not receive the equivalent of a US bachelor's degree at an institution where English is the primary language of instruction must submit TOEFL scores. Additionally, PhD students are required to submit a writing sample of 15-20 pages. Applications are distributed to the appropriate departments for review, and departments have discretion as to how reviews are conducted. Some departments meet to review applicants as a group and others make assignments to individual faculty members. Most departments engage in an initial norming process at the beginning of the cycle to orient faculty around a common set of departmental standards. The department is asked to score the applications on a scale of one-to-five and once the application is scored, it is received by the admissions team, who disperses decisions. The college has chosen a set of three outcome measures for measuring success in recruitment and admissions: percentage of Black/African American students accepting offers of admission, with a goal of 50%; percentage of Latino/Hispanic students accepting offers of admission, with a goal of 50%; and percentage of first-generation college students accepting offers of admission, with a goal of 50%. Over the last three years, the college has failed to meet its defined targets, but it has made progress towards those goals. For instance, over the last three years, the	continue to improve over the next few cycles as we fully deploy these strategies.	

	program has reported rates of 30.6%, 48.3%, and 29.5% of Black/African American students accepting admission to the college; 18.9%, 38.8% and 34.1% of Latino/Hispanic students accepting offers of admission; and 24.1%, 37.2%, and 32.7% of first-generation college students accepting offers of admission. The commentary relates to the college's failure to meet its set targets for recruitment and admissions outcomes. In order to make an increased effort to meeting the targets, the college has plans to offer scholarships to underrepresented students. The college also plans to implement a program wherein admitted students from priority backgrounds are contacted by a student or faculty member from a similar background. The college plans to develop a standardized means for faculty reviewers to weigh such backgrounds as part of the admissions review process and also plans to offer a suite of annual diversity-themed events for both prospective and admitted students.		

H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The college has a comprehensive website that lists the academic calendar, admissions policies, student handbook	Click here to enter text.	Click here to enter text.

Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		and procedures, grading policies, academic integrity standards, and degree completion requirements. Reviewers found the webpage and print materials to be accurate representations of current educational offerings.		
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

8:30 am Site Visit Team Request for Additional Documents

8:45 am   Site Visit Team Executive Session 2

9:00 am   Break

9:15 am   Guiding Statements and Evaluation

Participants	Topics on which participants are prepared to answer team questions
Cheryl Healton, DrPH *Dean, College of Global Public Health* **Julia Cartwright, MA** *Senior Associate Dean, Communications, Promotions, and Public Affairs; Chief of Staff* **Cheryl Merzel, DrPH** *Clinical Associate Professor; Co-Chair Accreditation Committee*	*Guiding statements – process of development and review?*
Julia Cartwright, MA *Senior Associate Dean, Communications, Promotions, and Public Affairs; Chief of Staff* **Kevin T. Kirchoff, MBA** *Associate Dean, Finance and Administration* **Martina Lynch, MPH** *Assistant Dean, Academic Affairs; Co-Chair Accreditation Committee* **Cheryl Merzel, DrPH** *Clinical Associate Professor; Co-Chair, Accreditation Committee*	*Evaluation processes – how does school collect and use input/data?*
Ana Abraído-Lanza, PhD *Senior Associate Dean, Academic and Faculty Affairs* **Margaret Gibson, MBA** *Director, Human Resources and Faculty Services* **Kevin T Kirchoff, MBA** *Associate Dean, Finance and Administration*	*Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?*
Cheryl Healton, DrPH *Dean, College of Global Public Health* **Anthony Cheung**, *Director, Fiscal Affairs* **Kevin T Kirchoff, MBA** *Associate Dean, Finance and Administration*	*Budget – who develops and makes decisions?*
Total participants: 8	

10:30 am   Break

11:00 am   Curriculum 1

Participants	Topics on which participants are prepared to answer team questions
Ana Abraído-Lanza, PhD Senior Associate Dean, Academic and Faculty Affairs *David Abramson, PhD* Clinical Associate Professor, Social & Behavioral Sciences; Instructor – Global Issues in Social & Behavioral Sciences *Jack Caravanos, DrPH* Clinical Professor, Environmental and Public Health Sciences; Instructor – Global Environmental Health *Elodie Ghedin, PhD* Professor, Epidemiology; Instructor - Essentials of Public Health Biology *Melody Goodman, PhD* Associate Professor, Biostatistics; Instructor – Biostatistics for Public Health *Farzana Kapadia, PhD* Associate Professor, Epidemiology; Instructor – Epidemiology *Cheryl Merzel, DrPH* Clinical Associate Professor, Community Health Science & Practice; Instructor – Readings in the History & Philosophy of Public Health *Dorice Vieira, MPH, MA, MLS* Associate Curator; NYU Medical Librarian; Instructor – Global Health Informatics Workshop	*Foundational knowledge*
Ana Abraído-Lanza, PhD Senior Associate Dean, Academic and Faculty Affairs *David Abramson, PhD* Clinical Associate Professor, Social & Behavioral Sciences; Instructor – Global Issues in Social & Behavioral Sciences *Jack Caravanos, DrPH* Clinical Professor, Environmental and Public Health Science; Instructor – Global Environmental Health *Chris Dickey, DrPH* Clinical Associate Professor; Instructor - Capstone *Elodie Ghedin, PhD* Professor, Epidemiology; Instructor - Essentials of Public Health Biology *Melody Goodman, PhD* Associate Professor, Biostatistics; Instructor – Biostatistics for Public Health *Farzana Kapadia, PhD* Associate Professor, Epidemiology; Instructor – Epidemiology *Cheryl Merzel, DrPH* Clinical Associate Professor, Community Health Science & Practice; Instructor – Readings in the History & Philosophy of Public Health and Internship *José Pagán, PhD* Chair and Professor, Public Health Policy and Management *Nina Parikh, PhD* Clinical Associate Professor, Social and Behavioral Sciences; Instructor – Thesis. *Diana Silver, PhD* Associate Professor, Public Health Policy and Management; Instructor – Health Care Policy *Dorice Vieira, MPH, MA, MLS* Associate Curator; NYU Medical Librarian; Instructor – Global Health Informatics Workshop	*Foundational competencies – didactic coverage and assessment*
Ana Abraído-Lanza, PhD Senior Associate Dean, Academic and Faculty Affairs *David Abramson, PhD* Clinical Associate Professor, Social & Behavioral Sciences; Instructor – Global Issues in Social & Behavioral Sciences *Bernadette Boden-Albala, DrPH* Senior Associate Dean, Research and Program Development; Interim Chair & Professor, Department of Epidemiology *Chris Dickey, DrPH* Clinical Associate Professor; Global Health, Program Director, Global Health, Environmental Public Health Sciences & Sustainable Development Goals *Melody Goodman, PhD* Associate Professor, Biostatistics; Former Interim Chair, Biostatistics	*Concentration competencies – development, didactic coverage, and assessment*

Participants	Topics on which participants are prepared to answer team questions
Cheryl Merzel, DrPH Clinical Associate Professor, Social & Behavioral Sciences; Community Health Science & Practice *José Pagán, PhD* Chair and Professor, Public Health Policy & Management *Niyati Parekh, PhD* Associate Professor, Public Health Nutrition; Program Director, Public Health Nutrition, Director of Doctoral Studies	
Total participants: 14	

12:15 pm   Break & Lunch Set-up

12:30 pm   Students

Participants	Topics on which participants are prepared to answer team questions
Current MPH Students **Samaria Filosa,** Community Health Science and Practice **Erica Finfer,** Epidemiology **Bella (Yanrong) He**, Environmental Public Health Sciences **Gabrielle Khalife,** Public Health Nutrition **Dennis Kunichoff**, Biostatistics **Kevin Lovingood,** Biostatistics **Christina Marini**, Global Health **Joanna Philips,** Global Health **Jacob Sim**, Epidemiology **Vaibhav Srinivasan,** Global Health **Kristy Wei,** Social and Behavioral Sciences **Brittany Wolf**, Public Health Management **Zoe (Yidan) Zhang,** Public Health Management *Current PhD Students* **Drew Blasco,** Social and Behavioral Sciences **Filippa Juul**, Social and Behavioral Sciences **Temitope Ojo**, Epidemiology *Alumni* **Tanya Braune, MPH** Public Health Nutrition **Marybec Griffin-Tomas, PhD** Social and Behavioral Sciences **Kristen Krause, MPH** Social and Behavioral Sciences **Vivienne La, MPH** Public Health Policy and Management **Katherine La Puente, MPH** Epidemiology **Pricila Mullachery, PhD** Social and Behavioral Sciences	*Student engagement in school operations* *Curriculum (competencies, APE, ILE, etc.)* *Resources (physical, faculty/staff, IT)* *Involvement in scholarship and service* *Academic and career advising* *Diversity and cultural competence* *Complaint procedures*

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Montserrat Soler, MPH *Global Health*	
Total participants: 22	

    1:45 pm   **Break**

    2:00 pm   **Curriculum 2**

Participants	Topics on which participants are prepared to answer team questions
Ana Abraído-Lanza, PhD *Senior Associate Dean, Academic and Faculty Affairs* **Julie Anne Avina, EdD** *Clinical Associate Professor; Social & Behavioral Sciences; Instructor – Capstone* **Chris Dickey, DrPH** *Clinical Associate Professor, Program Director; Member, Practice Committee; Instructor - Capstone* **LeConté Dill, DrPH** *Clinical Associate Professor, Social and Behavioral Sciences, Director of Public Health Practice; Instructor – Internship* **Cheryl Merzel, DrPH** *Clinical Associate Professor, Social & Behavioral Science; Member, Practice Committee; Instructor - Internship* **Nina S. Parikh, PhD** *Clinical Associate Professor, Social & Behavioral Sciences; Member, Practice Committee; Instructor – Thesis*	*Applied practice experiences*
Ana Abraído-Lanza, PhD *Senior Associate Dean, Academic and Faculty Affairs* **Julie Anne Avina, EdD** *Clinical Associate Professor; Social & Behavioral Sciences; Instructor – Capstone* **LeConté Dill, DrPH** *Clinical Associate Professor, Social and Behavioral Sciences; Director of Public Health Practice; Instructor - Internship* **Chris Dickey, DrPH** *Clinical Associate Professor; Global Health; Instructor - Capstone* **Cheryl Merzel, DrPH** *Clinical Associate Professor, Social & Behavioral Science; Instructor - Internship* **Nina S. Parikh, PhD** *Clinical Associate Professor, Social & Behavioral Sciences; Instructor – Thesis*	*Integrative learning experiences*
Total participants: 6	

    3:15 pm   **Break**

    3:30 pm   **Site Visit Team Executive Session 3**

    5:00 pm   **Adjourn**

November 8, 2018

8:30 am   University Leaders

Participants	Topics on which participants are prepared to answer team questions
Katherine E. Fleming, PhD Provost of NYU	*School's position within larger institution*
Clay Shirky, Vice Provost, Educational Technologies	*Provision of school-level resources*
	Institutional priorities
Total participants: 2	

9:00 am   Break

9:15 am   Curriculum 3

Participants	Topics on which participants are prepared to answer team questions
Ana Abraído-Lanza, PhD Senior Associate Dean, Academic and Faculty Affairs *Bernadette Boden Albala, DrPH* Interim Chair & Professor, Epidemiology *Danielle Ompad, PhD* Associate Professor, Epidemiology; Member, Doctoral Advisory Committee *José Pagán, PhD* Chair and Professor, Public Health Policy and Management *Niyati Parekh, PhD,* Associate Professor, Public Health Nutrition; Director of Doctoral Studies *Lawrence Yang, PhD* Associate Professor, Social & Behavioral Sciences; Member, Doctoral Advisory Committee	*Academic public health degrees* *(Doctoral Program)*
S. Matthew Liao, PhD Professor, Bioethics; Director, Center for Bioethics *Cheryl Merzel, PhD* Clinical Associate Professor, Social & Behavioral Sciences, Co-Chair, Accreditation Committee *Marina Thomatos, PhD* Associate Director, Technology Enhanced Education	*Non-public health degrees* *(Bioethics Degree)*
Chris Dickey, DrPH Clinical Associate Professor, Global Health; Program Director, Global Health, Online SDG Concentration *Joyce O'Connor, DrPH* Associate Professor, Public Health Nutrition; Director, Technology Enhanced Education; *Marina Thomatos, PhD* Associate Director, Technology Enhanced Education	*Distance education* *(Online SDG)*
Total participants: 11	

10:30 am   **Break**

10:45 am   **Instructional Effectiveness**

Participants	Topics on which participants are prepared to answer team questions
Ana Abraído-Lanza, PhD Senior Associate Dean, Academic and Faculty Affairs *Melody Goodman, PhD* Former Interim Chair & Associate Professor, Biostatistics; Member, Academic Affairs Committee *Cheryl Merzel, DrPH* Clinical Associate Professor; Social & Behavioral Sciences; Director of Educational Advancement and Assessment; Member, Academic Affairs Committee *Joyce O'Connor, DrPH* Clinical Associate Professor, Public Health Nutrition; Director, Advanced Certificate in Public Health *Marina Thomatos, PhD* Associate Director, Technology Enhanced Education	*Currency in areas of instruction & pedagogical methods*
David Abramson, PhD Clinical Associate Professor, Social & Behavioral Sciences *Bernadette Boden Albala, DrPH* Senior Associate Dean, Research and Program Development	*Scholarship and integration in instruction*
Chris Dickey, DrPH, Clinical Associate Professor, Global Health; Member, Practice Committee *LeConté Dill, DrPH* Clinical Associate Professor, Social and Behavioral Sciences; Director, Public Health Practice *Joyce Moon Howard, DrPH* Clinical Associate Professor, Member; Practice Committee	*Extramural service and integration in instruction*
Chris Dickey, DrPH Clinical Associate Professor, Global Health; Member, Practice Committee *LeConté Dill, DrPH* Clinical Associate Professor, Social and Behavioral Sciences; Director, Public Health Practice *Andrew Goodman, MD, MPH* Clinical Professor, Public Health Policy & Management; Member, Practice Committee	*Integration of practice perspectives*
Chris Dickey, DrPH Clinical Associate Professor, Global Health; Director, Advance Certificate in Applied Global Public Health *Joyce O'Connor, DrPH* Clinical Associate Professor, Public Health Nutrition; Director, Advanced Certificate in Public Health	*Professional development of community*
Total participants: 11	

11:45 am   **Break & Lunch Set-up**

12:00 pm   **Stakeholder Feedback/Input**

Participants	Topics on which participants are prepared to answer team questions
Danielle Greene, DrPH *Chief of Staff, Office of the Commissioner, New York State Department of Health* **Marcia Thomas, EdD** *Associate Dean, Finance & Administration, Yale University School of Nursing; Member, GPH Advisory Board* **Howard A. Zucker, M.D, J.D** *Commissioner,* *New York State Department of Health; Member, GPH Advisory Board*	*Involvement in school evaluation & assessment*
Alexa Kreisberg, MPH *Director, Monitoring and Evaluation* *Gay Men's Health Crisis (GMHC)* **HaeNa Waechter, MPH** *Bureau of Communicable Disease,* *New York City Department of Health and Mental Hygiene*	*Perceptions of current students & school graduates*
Alexa Kreisberg, MPH *Director, Monitoring and Evaluation* *Gay Men's Health Crisis (GMHC)*	*Perceptions of curricular effectiveness*
Alexa Kreisberg, MPH *Director, Monitoring and Evaluation* *Gay Men's Health Crisis (GMHC)* **HaeNa Waechter, MPH** *Bureau of Communicable Disease,* *New York City Department of Health and Mental Hygiene*	*Applied practice experiences*
Adrienne Abbate, MPA *Executive Director, Staten Island Partnership for Community Wellness* **Howard A. Zucker, M.D, J.D** *Commissioner* *New York State Department of Health; Member, GPH Advisory Board*	*Integration of practice perspectives*
Danielle Greene, DrPH *Chief of Staff, Office of the Commissioner, New York State Department of Health* **Howard A. Zucker, M.D, J.D** *Commissioner,* *New York State Department of Health; Member, GPH Advisory Board*	*School delivery of professional development opportunities*
Total participants: 6	

1:30 pm   **Break**

2:00 pm   **Strategies & Operations**

Participants	Topics on which participants are prepared to answer team questions
Joyce Moon Howard, DrPH Clinical Associate Professor, Social & Behavioral Sciences; Member, Diversity Committee *Zachary Maggio, PhD* Associate Dean, Admissions and Enrollment *Beverly Watkins, PhD* Clinical Associate Professor, Epidemiology; Member, Diversity Committee	*Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?*
Zachary Maggio, PhD Associate Dean, Admissions and Enrollment *Niyati Parekh, PhD* Associate Professor, Nutrition Program *Jennifer Pomeranz, JD, MPH* Assistant Professor, Public Health Policy and Management; Member, Admissions Committee *Beverly Watkins, PhD* Clinical Associate Professor; Epidemiology; Member, Diversity Committee; Member, Admissions Committee	*Recruiting and admissions, including who chose the measures and why did they choose them*
Julie Anne Avina, EdD Senior Associate Dean, Student and Alumni Affairs *Kristen Bush, MSW* Director, Student and Alumni Affairs *Kate Rockey-Harris, EdM* Director, Graduate Student Career Development, Wasserman Center for Career Development, NYU	*Advising and career counseling, including who collects and reviews the data*
Julia Cartwright, Senior Associate Dean, Communications, Promotions, and Public Affairs; Chief of Staff *Margaret Gibson, MBA* Director, Human Resources and Faculty Services *Kevin T Kirchoff, MBA* Associate Dean, Finance and Administration *Joseph Marzouk*, Program Administrator, Academic and Faculty Affairs	*Staff operations*
Ana Abraído-Lanza, PhD Senior Associate Dean, Academic and Faculty Affairs *Julie Anne Avina, EdD* Senior Associate Dean, Student and Alumni Affairs *Kristen Bush, MSW* Director of Student and Alumni Affairs *Andrea Muraca, MPH* Assistant Director, Student and Alumni Affairs	*Complaint procedures*
Total participants: 14	

3:00 pm   **Break**

3:15 pm   **Site Visit Team Executive Session 4 (Room 1203)**

4:30 pm   **Adjourn**

November 9, 2018

8:15 am   **Site Visit Team Executive Session 5**

12:00 pm   **Site Visit Team Working Lunch**

1:00 pm   **Exit Briefing**

2:00 pm   **Team Departs**