E1. Faculty Alignment with Degrees Offered (SPH and PHP)

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience. Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated. Education refers to faculty member's degrees, certifications, fellowships, post-doctoral training, formal coursework completed, etc.

Experience refers to a range of activities including substantial employment or involvement in public health activities outside of academia. Experience also refers to the depth of service provided to professional and community-based public health organizations and to peer-reviewed scholarship in a discipline. Finally, experience relates to the individual's record or excellence in providing instruction in a discipline.

Required documentation:

1) Provide a table showing the school or program's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which the final self-study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final self-study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

The Graduate Programs in Public Health is committed to building a diverse, well-qualified faculty for promoting its mission and executing program goals and objectives. The Department of Public Health Sciences is organized into five divisions: Biostatistics, Epidemiology and Population Health Sciences, Health Services Research and Policy, Environment and Public Health, and Prevention Science and Community Health.

Template E1-1.

Primary Instructional Faculty Qualifications						
Name	**Title/ Academic Rank**	**Tenure Status or Classification**	**Graduate Degrees Earned**	**Institution(s) from which degrees were earned**	**Discipline in which degrees were earned**	**Concentration**
Arboleda, Nelson	Associate Professor	Educator	MD MPH	Universidad del Valle; University of Miami	Medicine Public Health	Generalist Public Health
Asfar, Taghrid	Research Assistant Professor	Non-tenured	MD MSPH	University of Aleppo Syria; University of Miami	Medicine Public Health	Epidemiology
Balise, Raymond	Research Assistant Professor	Non-tenured	PhD MA	University of Texas, Austin	Experimental Psychology	Biostatistics
Beier, John	Professor	Tenured	ScD	Johns Hopkins University	Pathobiology	Climate and Health
Brown, Eric	Associate Professor	Tenure-earning	PhD	University of South Florida	Educational Measurement and Research Design	Prevention Science and Community Health

Brown, Scott	Research Associate Professor	Non-tenured	PhD	University of Toronto	Psychology	Generalist Public Health
Caban-Martinez, Alberto	Associate Professor	Tenure-earning	PhD DO MPH	University of Miami; Nova Southeastern University	Epidemiology Osteopathic Medicine Public Health	Public Health Physician
Carrico, Adam	Professor	Tenured	PhD	University of Miami	Clinical-Health Psychology	Prevention Science and Community Health
Chen, Xi Steven	Professor	Tenured	PhD MS	North Carolina State University	Statistics	Biostatistics
Diaz, Daniel	Research Assistant Professor	Non-tenured	PhD	Universidade de Sao Paulo, Brazil	Probability	Biostatistics
Feaster, Daniel	Professor	Tenured	PhD MS	University of Miami; University of Wisconsin	Behavioral Statistics Economics	Biostatistics
Gaston, Cassandra	Assistant Professor	Non-tenured	PhD	University of California San Diego, Scripps Institution of Oceanography	Oceanography	Climate and Health
Harkness, Audrey	Research Assistant Professor	Non-tenured	PhD MA	University of California, Santa Barbara	Counseling Psychology	Prevention Science and Community Health
Hlaing, WayWay	Professor	Educator	PhD MS MBBS	University of South Florida; Western Illinois University; Institute of Medicine, Rangoon, Burma	Epidemiology Health Sciences Medicine	Epidemiology
Horigian, Viviana	Professor	Educator	MD MHA	Universidad del Salvador; Ohio University	Medicine Health Administration	Generalist Public Health
Hu, Jennifer	Professor	Tenured	PhD MS	UMDNJ New Jersey Medical School; Georgetown University	Medicine Biostatistics and Epidemiology	Epidemiology
Ishwaran, Hemant	Professor	Tenured	PhD MSc	Yale University; Oxford University	Statistics	Biostatistics

Kanamori, Mariano	Assistant Professor	Tenure-earning	PhD	University of Maryland	Epidemiology	Prevention Science and Community Health
Koru-Sengul, Tulay	Research Associate Professor	Non-tenured	PhD MA MHS	University of Pittsburgh; Johns Hopkins University	Statistics Health Science	Biostatistics
Kumar, Naresh	Associate Professor	Tenured	PhD	University of Durham, United Kingdom	Geography	Climate and Health
Kwon, Deukwoo	Research Assistant Professor	Non-tenured	PhD	Texas A&M University	Biostatistics	Biostatistics
Lee, David	Professor	Tenured	PhD	University of Texas Medical Branch	Preventive Medicine and Community Health	Generalist Public Health
McCollister, Kathryn	Associate Professor	Tenured	PhD	Florida International University	Economics	Public Health Physician
Messinger Cayetano, Shari	Professor	Tenured	PhD MS ME	University of Michigan; University of Florida	Biostatistics Industrial Systems Engineering	Biostatistics
Palacio, Ana	Professor	Clinical	MD MPH	Universidad Catholica Santiago de Guayaquil, Ecuador; Johns Hopkins University	Medicine Public Health	Generalist Public Health
Pan, Yue	Research Assistant Professor	Non-tenured	PhD MS	University of Miami; East Tennessee State University	Epidemiology Mathematics	Epidemiology
Perrino, Tatiana	Professor	Educator	PsyD	Rutgers, State University of New Jersey	Clinical Psychology	Prevention Science and Community Health
Pinheiro, Paulo	Research Associate Professor	Non-tenured	PhD MD MSc	University of Miami; University of Coimbra Portugal; University of Rotterdam Netherlands	Epidemiology Medicine	Epidemiology
Rao, J. Sunil	Professor	Tenured	PhD MS	University of Toronto; University of Minnesota	Biostatistics	Biostatistics

Reis, Isildinha	Research Professor	Non-tenured	DrPH MS	University of California, Los Angeles; University of Sao Paulo	Biostatistics Public Health	Biostatistics
Shafazand, Shirin	Professor, Clinical Medicine	Clinical Educator	MD MS	University of Toronto Stanford University	Medicine Health Research and Policy	Public Health Physician
Shultz, James	Associate Professor	Educator	PhD	University of Minnesota	Behavioral Epidemiology	Generalist Public Health
Soden, Brian	Professor	Tenured	PhD	University of Chicago	Geophysical Sciences	Climate and Health
St. George, Sara	Assistant Professor	Tenure-earning	PhD MA	University of South Columbia	Clinical-Community Psychology	Prevention Science and Community Health
Wang, Lily	Associate Professor	Tenured	PhD MS	University of North Carolina, Chapel Hill	Biostatistics	Biostatistics

2) Provide summary data on the qualifications of any other faculty with significant involvement in the school or program's public health instruction in the format of Template E1-2. Schools and programs should define 'significant' in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual's student practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1. (self-study document)

Template E1-2.

Non-Primary Instructional Faculty Qualifications							
Name	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degrees were earned**	**Discipline in which degrees were earned**	**Concentration**
Alonso, Sheryl	Associate Professor, Professional Practice	University of Miami, Herbert Business School	0.30	PhD MBA	University of Miami	Medical Leadership Business Administration	Public Health Physician
Barcelo, Alberto	Voluntary Associate Professor; Regional Advisor	University of Miami, Department of Public Health Sciences; Pan American Health Organization	0.25	MD MS	Higher Institute of Medical Sciences, Havana	Medicine Epidemiology	Public Health Physician

Belkowitz, Julia	Associate Professor, Clinical Educator	University of Miami, Department of Pediatrics	0.25	MD MPH	Jefferson Medical College University of Miami	Medicine Public Health	Public Health Physician
Dietz, Noella	Voluntary Associate Professor; Corporate Director of Research	University of Miami, Department of Public Health Sciences; Broward Health	0.25	PhD MS	Florida State University	Sociology	Generalist Public Health
Doblecki-Lewis, Susanne	Associate Professor, Clinical Educator	University of Miami, Department of Medicine	0.25	MD	University of Connecticut Medical Center	Medicine	Public Health Physician
Draghici, Lilliana	Lecturer	University of Miami, Department of Mathematics	0.30	PhD	Michigan State University	Statistics	Biostatistics
Duthely, Lunthita	Assistant Research Professor	University of Miami, Department of Obstetrics and Gynecology	0.25	EdD	University of Phoenix	Education Leadership Administration	Generalist Public Health
Elfassy, Tali	Voluntary Assistant Professor	University of Miami, Department of Public Health Sciences	0.30	PhD MSPH	University of Miami; George Washington University	Epidemiology Public Health Microbiology	Epidemiology
Gwynn, Lisa	Associate Professor, Clinical Educator	University of Miami, Department of Pediatrics	0.25	DO MBA MSPH	Nova Southeastern University; University of Miami	Medicine Business Administration Public Health	Public Health Physician
Jayaweera, Dushyantha	Professor	University of Miami, Department of Medicine	0.30	MD	University of Colombo Sri Lanka	Medicine	Climate and Health
Knaul, Felicia	Professor	University of Miami, Department of Public Health Sciences	0.20	PhD	Harvard University	Economics	Generalist Public Health
Kobetz, Erin	Professor and Vice Provost for Research	Division of Population Health and Computational Medicine, University of Miami	0.45	PhD MPH	University of North Carolina; Emory University	Health Behavior/ Health Education Public Health	Epidemiology

Lee, Ji-Young	Post-Doctoral Scholar	Northwestern University	0.25	PhD	University of Miami	Prevention Science and Community Health	Generalist Public Health
Lee, Tae K	Lead Research Analyst	University of Miami, Department of Public Health Sciences	0.40	PhD	University of Georgia	Human Development and Family Science	Prevention Science and Community Health
Lu, Min	Research Assistant Professor	University of Miami, Department of Public Health Sciences	0.30	PhD	University of Miami	Biostatistics	Biostatistics
Mantero, Alejandro	Lead Research Analyst	University of Miami, Department of Public Health Sciences	0.30	PhD	University of Miami	Biostatistics	Biostatistics
Mirsaeidi, Mehdi	Associate Professor Clinical	University of Miami, Miller School of Medicine	0.40	MD MPH	Qazvin University of Medical Science Iran; University of Tehran	Medicine Infectious Disease	Climate and Health
Nolan, David	Professor	University of Miami Atmospheric Sciences	0.25	PhD	Harvard University	Earth and Planetary Sciences	Climate and Health
Otto, Amy	Assistant Professor	University of Miami, Department of Public Health Sciences	0.20	PhD	University of Delaware	Clinical Psychology	Prevention Science and Community Health
Pantin, Hilda	Professor, Emeritus	University of Miami, Department of Public Health Sciences	0.35	PhD	University of Miami	Clinical Psychology	Generalist Public Health
Pestien, Victor	Associate Professor	University of Miami, Department of Mathematics	0.30	PhD	University of California, Berkeley	Probability, Optimization	Biostatistics
Potter, JoNell	Professor, Clinical Educator	University of Miami, Department of Obstetrics and Gynecology	0.20	PhD MS	University of Miami	Nursing	Generalist Public Health
Raval, Ami	Research Associate Professor	University of Miami, Department of Neurology	0.30	PhD MSPH	University of Baroda India University of Miami	Zoology Public Health	Climate and Health

Rojas, Lourdes	Voluntary Assistant Professor; Research Analyst	University of Miami, Department of Public Health Sciences; Baptist Health South Florida, Center for Advanced Analytics	0.30	PhD MPH	University of Miami	Prevention Science and Community Health Public Health	Prevention Science and Community Health
Rowe, Cynthia	Voluntary Research Associate Professor	University of Miami, Department of Public Health Sciences	0.45	PhD	State University of New York at Buffalo	Psychology	Generalist Public Health
Shapiro, Lauren	Assistant Professor, Clinical Educator	University of Miami, Department of Physical Medicine and Rehabilitation	0.25	MD MPH	State University of New York Stony Brook School of Medicine; Johns Hopkins University	Medicine Public Health	Public Health Physician
Stephan, Wendy	Health Education Coordinator, Epidemiologist	University of Miami, Florida Poison Information Center	0.30	PhD MPH	University of Miami	Public Health	Public Health Physician
St. Onge, Joan	Associate Professor	Clinical Educator, University of Miami	0.25	MD MPH	Georgetown University; University of Miami	Medicine Public Health	Public Health Physician
Symes, Stephen	Associate Professor, Clinical Medicine	University of Miami, Department of Medicine	0.25	MD	Howard University	Medicine	Public Health Physician
Szapocznik, Jose	Professor	University of Miami, Department of Public Health Sciences	0.25	PhD	University of Miami	Clinical Psychology	Generalist Public Health
Tamariz, Leonardo	Professor, Clinical Educator	University of Miami Department of Medicine	0.25	MD MPH	Universidad Catolica Santiago de Guayaquil; Johns Hopkins University	Medicine Public Health	Generalist Public Health
Tannenbaum Stacey	Voluntary Associate Professor	University of Miami, Department of Public Health Sciences	0.25	PhD	Florida International University	Nutrition and Dietetics	Public Health Physician

Vidot, Denise	Assistant Professor	University of Miami, School of Nursing and Health Studies	0.20	PhD	University of Miami	Epidemiology	Epidemiology
Wallace, Douglas	Associate Professor, Clinical Educator	University of Miami, Department of Neurology	0.25	MD	University of Miami	Medicine	Public Health Physician
West, Joseph	Voluntary Assistant Professor	University of Miami, Department of Public Health Sciences	1.00	ScD MS	Harvard University	Social Epidemiology	Public Health Physician

3) Include CVs for all individuals listed in the templates above. (electronic resource file)

CVs for faculty listed in Templates E1-1 and E1-2 are available in the electronic resource files:
- ERF E1.3.1 Biostatistics
- ERF E1.3.2 Climate and Health
- ERF E1.3.3 Epidemiology
- ERF E1.3.4 Prevention Science and Community Health
- ERF E1.3.5 Public Health Generalist
- ERF E1.3.6 Public Health Physician

4) If applicable, provide a narrative explanation that supplements reviewer's understanding of data in the templates. (self-study document)

All faculty listed in Template E1-1 are primary faculty at the University of Miami.   Faculty listed in Template E1-2 hold primary, secondary or voluntary faculty appointments at the University of Miami. The primary faculty and non-primary faculty are qualified to provide instruction and advising in the specialization area due to their training, research and/or experience in the field.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

Strengths: The primary and non-primary faculty with the Graduate Programs have expertise appropriate to the degree program offerings and are a strength of the Graduate Programs. The primary faculty are comprised of faculty with excellent educational backgrounds, a distinguished record of research and a broad range of practice experience. The non-primary faculty are equally qualified and provide an added dimension to the instructional programs. The non-primary faculty come from a variety of schools/departments across the University of Miami as well as from government, healthcare and research institutions.

Weaknesses: There are no identified weaknesses in this area.

Plans for Improvement: The Department of Public Health Sciences currently has seven faculty positions posted: two Associate Professor Educator positions; one Assistant Professor Educator position; two Associate/Full Professor Tenure/Tenure Earning positions; and two Associate/Full Professor Tenure/Tenure Earning positions with the Sylvester Comprehensive Cancer Center (SCCC).

E2. Integration of Faculty with Practice Experience (SPH and PHP)

To assure a broad public health perspective, the school or program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Schools and programs encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, schools and programs regularly involve public health practitioners and other individuals involved in public health work through arrangement that may include adjunct and part-time faculty appointment, guest lecturers, involvement in committee work, mentoring students, etc.

Required documentation:

1) Describe the manner in which public health faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if applicable. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified. (self-study document)

Providing service to the community and contributing to the practice of public health are key elements of the Graduate Program's mission and goals. Program faculty integrate perspectives from the field of practice regularly through their own public health practice experience and through interaction with public health peers. The program does not provide appointment tracks specific to practitioners, however, the program faculty (primary and non-primary) includes many members with significant practice experience outside of what is typically associated with an academic career. These faculty instruct core and elective courses, advise and mentor master's students and guest lecture in public health coursework. Examples of instructional faculty with significant practice experience outside of academia are provided in the table below.

Instructional Faculty Member	Practice Experience
Nelson Arboleda, MD, MPH (alumni) Class Instruction: EPH 614 Global Outbreak Investigations and Disease Surveillance; EPH 612 Global Health Faculty Advisor, MD/MPH Program	2019 – present: Director, Office of the Americas/Global Affairs (OGA), Department of Health and Human Services, Washington, DC 2015 – 2019: Country Director, Dominican Republic, Centers for Disease Control and Prevention (CDC) 2009 – 2015: Director, Regional Office for Central America, HHS Country Representative (Guatemala), Centers for Disease Control and Prevention (CDC)
Alberto Barcelo, MD Guest Lecturer and Faculty Advisor, MD/MPH Program	2016 – present: Consultant, The World Bank, Washington, DC 1999 – 2016: Regional Advisor, Unit of Non-Communicable Diseases, Area of Disease Control and Prevention, Pan American Health Organization (PAHO)
Noella Dietz, PhD Guest Lecturer and Faculty Advisor, MPH, MSPH and MD/MPH Programs	2016 – present: Corporate Director of Research, Research Institute, Broward Health, Ft. Lauderdale, FL

Dolly Katz, PhD Class Instruction: EPH 622 Infectious Disease Epidemiology and Control	2010- present: Senior Epidemiologist, National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of TB Elimination, Centers for Disease Control and Prevention (CDC)
Lourdes Rojas, MPH, PhD (alumni) Class Instruction: EPH 644 Fundamentals of Program Evaluation	2018 – present: Healthcare Data Scientist, Center for Advanced Analytics, Baptist Health South Florida
Joseph West, ScM, ScD Class Instruction: EPH 659 and EPH 660 Public Health Seminar Series I and II, MD/MPH Program and EPH 632 US Health Systems, MPH and MSPH Programs Faculty Advisor, MD/MPH Program	2021 – present: Chief Executive Officer, Florida Institute for Health Innovation (FIHI), Miami, FL 2017 – 2021: Senior Research Consultant, Florida Institute for Health Innovation (FIHI), Miami, FL 2008 – present: Epidemiology Consultant and Subject Matter Expert, Population Health and Public Health, Pharmaceutical and Clinical Trials 2014 – 2017: Chief Population Health Officer, NextLevel Health Illinois 2007 – 2014: Senior Program Director and Senior Epidemiologist, Sinai Health System—Urban Health Institute

Invited leaders from community organizations are frequent presenters in numerous public health courses. The Graduate Programs integrates public health practice in the curriculum through guest lecturers given by public health practitioners working at the local, state/national and international level in government, health care, non-profit/foundation and industry. Examples of guest lecturers in Graduate Programs coursework (2018 – 2020) are provided in the table below.

Guest Lecturer	Organization
Jeffrey Brosco, MD, PhD Deputy Secretary	State of Florida Title V Program Children's Medical Services
Panagiota Caralis, JD, MD Integrated Ethics Program Officer	Miami VHS and Women's Veterans Health Medical Director, Miami FL
Tom Chiller, MD, MPHTM Associate Director	Centers for Disease Control and Prevention (CDC), Global Programs in the Division of Foodborne, Waterborne and Environmental Diseases (DFWED)
Jeri Cohen, Circuit Judge	Circuit Criminal Division, Drug Court and Dependency Court, Miami –Dade County, FL
Adwoa Dapaah-Harrigan Health Care Executive, Managed Care	Health Choice Network, Miami FL
Daniel Dawes Senior Advisor and General Council	Satcher Health Leadership Institute, Atlanta GA
Reverend Charles Dinkins President and CEO	Hosanna Community Foundation, Liberty City FL
Stephen Fallon Executive Director	Latinos Salud, South Florida

Abigail Fleming, JD, Practitioner-in-Residence and Lecturer	Fredman Foundation Environmental Justice Clinic, University of Miami School of Law
Sabine Hader Operations Advisor	The World Bank, Latin America and Caribbean Region
Luis Hernandez Emergency Management Specialist	Centers for Disease Control and Prevention (CDC), Division of Global Health Protection
Kevin Hill Senior United Nations Consultant	United Nations, Division of the Global Environment Facility
Laurence Kalkstein, PhD President	Applied Climatologists, Inc.
Octavio J. Martinez, MD	Hogg Foundation for Mental Health, University of Texas at Austin
Alex Mason, PhD Senior Director	Boys Town Child and Family Translational Research Center, Tallahassee FL
Khin Maung Zaw, MD Director	Hospice and Palliative Medicine, Fellowship Program, Jackson Memorial Hospital and Palliative Medicine, University of Miami Health System
JoNel Newman, JD Director	Health Rights Clinic, Professor of Clinical Legal Education, University of Miami
Carlos Padron, MPH	Infectious Disease Elimination Act (IDEA) Needle Exchange
Robert Paulino-Ramirez, MD	Centro de Orientacion e Investigacion Integral (COIN)/Institute for Tropical Medicine and Global Health UNIBA, Dominican Republic
William Petrie, MD Director	Miami Dade County Department of Solid Waste Management, Mosquito Control and Habitat Management, Miami FL
Karen Polson-Edwards Advisor	PAHO, Climate Change and Environmental Determinants of Health, Office of Barbados and Eastern Caribbean Countries
Adelaida M. Rosario, PhD, Lieutenant	United States Public Health Service Office for the Office of the Surgeon General
Daniel Samano Martin Del Campo, MD Clinical Research Coordinator	The Miami Project to Cure Paralysis, Department of Neurosurgery, University of Miami
David Seo, MD Vice President and Chief Information Officer	Nicklaus Children's Health System, South Florida
Andres Villaveces Senior Behavioral Scientist	Centers for Disease Control and Prevention (CDC), Division of Violence Prevention
Ann-Karen Weller, RN Director of Community Health and Planning	Florida Department of Health, Miami-Dade County

The Graduate Programs Office of Career Services and Professional Development hosts an annual *Capstone and Career Meet and Gree*t event where students have the opportunity to meet local community partners, employers, and recent alumni. The event provides a mechanism for students to network with active practitioners, which has led to capstone/field experience connections as well as post-graduate employment. Representatives from 20-25 organizations participate including the American Red Cross, the Peace Corps, Health Choice Network, Health Foundation of South Florida, Ear Peace: Save Your Hearing Foundation, HOPE Foundation for Women and Children of Bangladesh, University of Miami IDEA Exchange, American Cancer Society, Florida Department of Health Miami-Dade County, Broward Health, Phigenics, and ConnectFamilias.

Examples of career panel, alumni panel, capstone meet and greet, and public health immersion events are provided and detailed further in Criterion H2 Career Advising.

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

Strengths: Program faculty integrate their own experience and maintain ongoing relationships and linkages to public health practitioners and public health agencies.

Weaknesses: The Graduate Programs/Department does not have appointment tracks for practitioners.

Plans for Improvement: Renew and expand the roles of practitioners who are already involved with the Graduate Programs and introduce new practitioners into the program.

E3. Faculty Instructional Effectiveness (SPH and PHP)

The school or program ensures that systems, policies and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The school or program establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The school or program supports professional development and advancement in instructional effectiveness.

Required documentation:

1) Describe the means through which the school or program ensures that faculty are informed and maintain currency in their areas of instructional responsibility. The description must address both primary instructional and non-primary instructional faculty and should provide examples as relevant. (self-study document)

Primary and non-primary instructional faculty members are informed and encouraged to participate in workshops, consultations, and professional conferences to ensure they maintain currency in both their subjects of specialty *and* in pedagogical methods. The Graduate Programs provides resources, publicizes internal and external seminars and workshops, and monitors faculty involvement to promote the mission of educational excellence. In addition to regular emails, social media, and other media outlets describing these teaching development opportunities, the Graduate Programs Teaching Faculty Development Blackboard Page is maintained as a repository for teaching tools, upcoming trainings, as well as prior trainings and retreats that are recorded for on-demand viewing.

First, to maintain currency in their subjects of specialty, faculty routinely participate in annual professional conferences in their areas of teaching, as presenters, participants and mentors to their students who are presenters. Along with faculty members' scholarship (i.e., publications and grants), engagement in professional conferences helps ensure subject area proficiency and recency of competencies that strengthen instructional effectiveness. Faculty also participate in professional enrichment workshops offered at units across the University with whom these faculty members often collaborate. The University of Miami hosts several centers that have a mission of providing subject specific trainings via webinars and workshops. Examples include the Clinical and Translational Sciences Institute (CTSI) seminars on biostatistics, which are supported and led by faculty of the Department Division of Biostatistics and the University of Miami Libraries' Data Services and Geographical Information Systems seminars. These experiences help faculty maintain recency in the substantive and methodological topics to enhance their teaching.

Second, to maintain instructor competencies in pedagogical methods, faculty are provided with regular information regarding professional development opportunities and resources to improve their instructional effectiveness. A variety of valuable programs and resources are available at the department, school and university level (see section E3.3). Communication about these opportunities is made by email and through the Graduate Programs Teaching Faculty Development Blackboard Site.

In addition to regular communication about opportunities, the department promotes involvement in instructional development and enrichment opportunities by providing $1,000 per year to faculty for discretionary use. Moreover, faculty's instructional effort compensation includes a proportion of funds that faculty often use to present their work at national conferences or to purchase materials that will enhance teaching. For example, Dr. Viviana Horigian from the Department Division of Health Services regularly attends the Society of Clinical Trials conference and the ASPPH annual conference, serving on the Academic Affairs Section. This informs her teaching in *EPH 604 Clinical Trials* and her educational program work. Division of Epidemiology faculty member Dr. Paulo Pinheiro utilizes his discretionary funds to support students in gaining access to publicly available datasets in Florida for analysis of

epidemiologic trends in diseases and mortality. Access to these datasets serves an educational purpose for students in his *EPH 776 Methods in Epidemiology* course and *EPH 721 Chronic Disease Epidemiology* course, but also allows him to maintain recency in his area of expertise: epidemiological trends in chronic disease.

The Graduate Programs tracks and assesses the maintenance of instructional faculty's currency in their instructional area through the following:

(1) At the time a faculty member is first considered to teach a course, they are vetted by the designated Division Director to ensure their recency and expertise in the course area via CV review and interview.

(2) At the time of each syllabus review for new instructors, the Curriculum Committee conducts a secondary screening for teaching readiness that includes reviewing the instructor's CV and bio-sketch, determining relevance of experience to the course topic area, as well as through the collection and review of past teaching evaluations. These records of "teaching readiness" are held in the Curriculum Committee's files. Those instructors who do not possess teaching evaluations are encouraged to consider a guest lecture at a current course or a mock lecture to the Curriculum Committee, which can be evaluated for instructional competencies and teaching readiness. Please see the Department Teaching SOP (provided in ERF E3.1), which outlines this process.

(3) Annually at the time of the department's faculty evaluations, primary faculty complete a *Maintenance of Instructor Competency Checklist* form, which includes several items, including an item about continuing education and relevant professional credentials in the past year. Division Directors have the opportunity to review this competency list and CV each year at faculty annual reviews, as well as to track publications, and attendance at professional conferences in the faculty member's area of specialty. This checklist also covers other areas of pedagogical importance, such as inclusion of technology and service learning. Voluntary Department faculty members (appointment renewal every three years) will begin completing this checklist annually in 2021.

The table that follows provides example faculty (primary and non-primary) membership in professional organizations, which support currency in their fields of instruction.

Faculty Member	Primary or Non-Primary	Example
Taghrid Asfar	Primary	Society for Nicotine and Tobacco Research, Member American Public Health Association, Member
John Beier	Primary	American Society of Tropical Medicine and Hygiene, Member
Alberto Caban-Martinez	Primary	Delta Omega National Public Health Honor Society, Member at Large National Council American College of Epidemiology, Member National Institute for Occupational Health and Safety, Member International Epidemiological Association, Member American Osteopathic Association, Member

Adam Carrico	Primary	College on Problems of Drug Dependence, Member International AIDS Society, Member
Xi Steven Chen	Primary	American Statistical Association, Member International Society for Computational Biology, Member American Association for Cancer Research, Member
Noella Dietz	Non-Primary	Society of Nicotine and Tobacco Research, Member American Public Health Association, Member
Tali Elfassy	Non-Primary	Society for Epidemiologic Research, Member American Public Health Association, Member
Daniel Feaster	Primary	American Statistical Association, Member International Biometrics Society, Member Society for Prevention Research, Member
Audrey Harkness	Primary	Association for Behavioral and Cognitive Therapies, Member
WayWay Hlaing	Primary	International Epidemiological Association, Member American College of Epidemiology, Member and Vice-Chair, Ethics Committee Society for Epidemiologic Research, Member Florida Statewide Aging Governance Engagement Council, Member
Viviana Horigian	Primary	Society of Clinical Trials, Member National Hispanic Science Network, Member American Public Health Association, Member
Jennifer Hu	Primary	American Association for Cancer Research, Member American Society of Clinical Oncology, Member
Mariano Kanamori	Primary	National Hispanic Science Network, Member International Society of Behavioral Medicine, Member Society for Prevention Research, Member
Naresh Kumar	Primary	International Society for Exposure Science, Member

Tae Kyoung Lee	Non-Primary	Society for Prevention Research, Member National Council on Family Relations, Member
Kathryn McCollister	Primary	American Economic Association, Member American Society of Health Economists, Member American Public Health Association, Member
Shari Messinger	Primary	Caucus for Women in Statistics, Member American Statistical Association, Member Eastern North American Region of the Biometrics Society, Member
David Nolan	Non-Primary	American Geophysical Union, Member American Meteorological Society, Member
Tatiana Perrino	Primary	Society for Prevention Research, Member American Psychological Association, Member American Public Health Association, Member
JoNell Potter	Non-Primary	Infectious Disease Society for Obstetrics and Gynecology, Member Society for Maternal Fetal Medicine, Member American Academy of Nursing, Member
Ami Raval	Non-Primary	Society for Neuroscience, Member
James Shultz	Primary	World Wide Human Geography Data (WWHGD) Working Group
Sara St. George	Primary	Society of Behavioral Medicine, Health Policy Ambassador International Society for Behavioral Nutrition and Physical Activity, Member APA Division 38, Health Psychology, Member

2) Describe the school or program's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable. (self-study document)

Faculty members are expected to demonstrate effective teaching in all courses and in student advising. Teaching effectiveness is monitored and evaluated through student and peer observations and reviews of teaching. Student evaluations are conducted electronically every semester in all courses through anonymous, written evaluations at the mid-point of the semester (midterm evaluations) and at the end of the semester. Mid-term evaluations allow instructors to receive input and self-correct any areas of concern prior to the end of semester. End of course evaluations offer summative student feedback through both quantitative ratings and qualitative input, which helps instructors strengthen teaching across time and semesters. Student evaluations are reviewed by the Graduate Programs Director at the

conclusion of each semester. They are also a core part of the annual faculty 1:1 performance evaluation by Division Directors and the Department Chair, as well as annual departmental re-appointment, promotion and tenure review. As noted, Division Directors also review the *Maintenance of Instructor Competency Checklist* with faculty members during the annual reviews, which covers inclusion of technology, service learning and other pedagogical areas. Faculty serving as academic advisors are evaluated by students (MPH, MD/MPH and MSPH), through an anonymous online survey at the conclusion of the culminating project (applied practice experience/integrative learning experience or research thesis). Please see Criterion H1 for additional information on academic advising.

Each semester, student evaluations of teaching are reviewed by the Graduate Programs Director. Per the Teaching SOP, faculty members receiving an average student evaluation score for a class that falls below 4.0 are required to meet with the Graduate Programs Director and Division Director to review the evaluations and faculty members' perspective, and to develop a remediation plan. The discussion is aimed at how the course and instructor might improve performance and it includes the provision of support resources and monitoring adherence to the remediation plan and subsequent improvement. If the average student evaluation of an instructor re-teaching a class is below 3.5, the faculty member will not be asked to teach that course again until they have successfully completed a remediation plan under the direction of the Graduate Programs Director and approved by the Graduate Executive Policy Committee. This is all specified in Department Teaching Standard Operating Procedures (please see ERF E3.1).

To supplement student evaluations, the Curriculum Committee also coordinates peer observations and reviews for a subset of courses throughout the year. Per the Teaching SOP, courses eligible for peer review include: new courses that have not been taught before, courses taught by an instructor who has not taught that course in the last 3 years; courses for which student evaluations were low the last time it was taught, and any course deemed by the Curriculum Committee, Graduate Administration and Operations Committee, or Graduate Programs' Directors as needing additional observation. Moreover, the aim is for all teaching faculty to also undergo peer review for each course at least once every 4 years. Peer reviewers are usually members of the Curriculum Committee, but have sometimes included members of the broader Department faculty who are longstanding instructors and have expertise in a topic area. These reviews are confidential between faculty member, reviewer, Curriculum Committee Chair, and the Graduate Programs Director, and they are not available at annual reviews unless the faculty member voluntarily chooses to provide the evaluations. The purpose of the peer evaluation is to provide an open, collaborative and constructive forum for instructors to reflect upon their teaching, to receive feedback and resources on teaching, and ultimately promote teaching excellence. Peer observation and review forms are reviewed by the Graduate Programs Director and the Chair of the Curriculum Committee. Documentation of courses reviewed by peer observers, and their respective peer evaluation forms are maintained in the confidential Curriculum Committee's Box folder.

3) Describe available university and programmatic support for continuous improvement in faculty's instructional roles. Provide three to five examples of school or program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty. (self-study document)

The Graduate Programs and the University provide a variety of opportunities, programs and support for continuous instructional improvement. The *University of Miami's RoadMap Shaping the Educational Revolution* articulates the institution's strong commitment to "advancing the art of teaching and science of learning". The Graduate Programs capitalizes on these valuable university resources, supplementing these opportunities with department-specific opportunities for all faculty. Below are some of the resources available to instructional faculty, both primary and non-primary, to promote teaching excellence.

Please view https://roadmap.miami.edu/priorities/education-for-life/educational-revolution/index.html

These resources and opportunities are promoted and advertised to all faculty through emails, announcements, faculty/committee meetings and the Teaching Faculty Development Blackboard Page, which is maintained by the Graduate Programs, and acts as a repository for teaching tools, upcoming training and prior recorded training/retreats offered. The evaluation plan for the Graduate Programs in Public Health (Goal 4—*To promote instructional innovation and faculty advancement in teaching*) monitors the number of educational opportunities/events offered to enhance teaching competencies and the number of faculty participating in these events, in addition to faculty peer evaluation for teaching.

<u>University and Programmatic Support for Continuous Improvement of Instruction</u>

The University's Platform for Excellence in Teaching and Learning (PETAL) hosts the Institutional Academy for Teaching Excellence each year, a cohort program for new University of Miami faculty members. Faculty are provided with university policy information, seminars and resources to support effective teaching and learning. In 2021, PETAL also initiated a new Educational Innovation and Advancement Course Mentors Program to provide new teaching faculty members with mentorship opportunities. PETAL also partners with other University schools and units to provide informative seminars aimed to reflect upon and strengthen teaching. Some examples of upcoming seminars in 2021 are *Assessment and Evaluation Interdisciplinary Panel* and *Racial Justice and Equity in Teaching*, all sessions are open to primary and non-primary instructors.

The University's Academic Technologies' Learning Innovations and Faculty Development (LIFE) team provide on-demand and live training, consultation, and resources that address multiple areas of teaching and learning with the goal of enhancing educational effectiveness. The LIFE team is available for 1:1 instructor consultation on common teaching challenges (e.g., engaging students, course design, student support services and Blackboard assistance). They also provide live group seminars on teaching targeted to specific departments. An example of program involvement and/or use of these resources is the Department faculty teaching retreats which have included seminars from the LIFE team. For example, in Fall 2017, Dr. David Green facilitated two well-received training sessions on *Blended Learning: Introduction and Best Practices* and *Developing and Aligning Learning Objectives*.

Please view https://academictechnologies.it.miami.edu/about-us/learning-innovation-and-faculty-engagement/index.html

Academic Technologies and the LIFE team provide rich guides on topics such as: *Preparing to Teach a Hybrid Course* and *Engagement of Students*. Select seminars are recorded and offered on-demand. The LIFE online archive provides online news articles and resources addressing a wide variety of learning and teaching topics to support ongoing teacher development. A sample of useful topics includes: teaching with digital annotation tools, object-based learning, roleplay and simulation, flipped learning, attendance systems, intelligent grading platforms, learning analytics, e-textbooks, e-learning development tools, virtual office hours, assessments and academic integrity. All University faculty have access to these resources. This unit also provides various Faculty Learning Communities, which are defined as a "trans-disciplinary community of practice where faculty are actively engaged in collaboration, experimentation with technology, and development of innovative teaching practices." It is noteworthy that in Fall 2020, instructor groups have been available to enhance awareness of issues of racial and social justice through courses and to promote inclusive pedagogy through a collaboration between Academic Technologies and the Office of Institutional Culture.

Please view https://academictechnologies.it.miami.edu/faculty-engagement/faculty-learning-community/index.html

Finally, Academic Technologies and the LIFE team host the University of Miami Faculty Showcase, an annual teaching conference each Fall semester. Open to all faculty, staff and graduate students, this conference provides presentations and workshops by external teaching experts, and includes presentations by University instructional faculty regarding their ongoing teaching initiatives as a way to exchange strategies and experiences with teaching. Examples of conference themes from the past years include: *Transforming Teaching and Learning Through Storytelling*, *Small Steps to Big Leaps in Student*

Engagement, and this year's *Navigating the New Teaching Landscape*, which covered the timely topic of hybrid and online teaching. Instructional faculty from the Graduate Programs have participated in and led workshop and roundtable sessions in the Faculty Showcase since 2016. Examples of faculty led sessions include:

- 2016: Drs. Viviana Horigian and Tatiana Perrino, Strengthening Learning by Teaching Students to Teach: The Public Health Learning Collaboratory
- 2018: Dr. Sara St. George, Giving Students a Voice: Introducing Discussion Based Activities in a Flipped Graduate Course
- 2019: Dr. Tatiana Perrino, The Graduate School's Teaching Academy: Strengthening PhD Students Teaching Competencies and Preparing them for Academic Positions
- 2020: Dr. Roderick King, Introduction to Medical Profession: Social Determinants of Health and Dr. Joan St. Onge, Miller Medical School 2020 NextGEN MD Faculty Development Series: A 360 Degrees Approach

Please view https://academictechnologies.it.miami.edu/news-and-events/events/faculty-showcase/faculty-showcase-2020/index.html

The University Distance Learning Institute helps educators with different aspects of traditional, blended and online education, implementing principles of instructional design and online programs. They offer regular continuing education sessions, as well as provide course reviews. One initiative is the *EdTech Café*, which are monthly sessions recorded and offered on demand. Examples of recent topics include: *Multi-media Enhancements: Getting the Most out of Your Online Class*, *What's in a Test? Evaluating your Students Beyond Traditional Assessments*, *Learner-centered Scaffolding Systems Hidden Gems of Blackboard*, *Maximizing Student Engagement in Large Classes*, and *Instructional Design and Technology At-a-Glance Info Session*. In March 2020, in response to the COVID-19 pandemic, the University moved all in-person coursework to remote learning and extended the spring break holiday session by one week to provide time for all instructional faculty to alter their course delivery. The Graduate Programs enlisted the Distance Learning Institute for dedicated training sessions in Blackboard and Blackboard Collaborate Ultra. These training sessions were open to all biomedical teaching faculty. Dedicated trainings were repeated in July 2020 in preparation for the Fall 2020 semester, which remained remote learning.

Please view https://dli.dcie.miami.edu

The University of Miami Libraries offer a number of valuable teaching tools and support that are available to all instructional faculty. For example, the Faculty Exploratory One Button Studio is a recording studio for faculty, including video cameras, professional fixed lighting, an anchored ceiling microphone, and a flexible background. It provides a simple way to record a class lecture with high quality and multiple technological supports. The Libraries' Creative Studio provides expert support and consultation on digital, audio, video and graphic design, as well as on presentations, web development and image creation that can enhance the quality of faculty lectures. The Creative Studio provides their services through meetings, workshops or a chat service. They also provide educational equipment loans, including virtual reality and Magic Leap Equipment. The Libraries Team also offers Research Guides and Subject Area Librarians who work with faculty and students as part of courses that integrate research. One Button Studio and Creative Studio have been utilized with *EPH 607 Interdisciplinary Health Communication* for students to film their semester project public service announcement (PSA).

The University of Miami Toppel Career Center has a dedicated Career Champions Network that works with faculty and staff to enhance career search and placement for students across the University. They provide lunch and learn seminars each semester for all instructors and staff that include topics such as *Incorporating Student Professional Development into Your Programming/Curriculum*. It is an opportunity to hear about best practices in student career development and learn about tools for student use. *Handshake*, a career services platform created for students and alumni includes information and registration for Toppel Center career events along with over 200,000 employers, internships and career opportunities. Another resource is *Cane2Cane*, a mentoring network which allows current students to meet others in their field to gain mentorship and create job connections. Program faculty advisors are

informed about Toppel Center training sessions and other resources at monthly advisor meetings so they can participate and enhance advising and students' professional development. The Graduate Programs joined the Cane2Cane Network in 2021, and launched two groups, the Public Health Sciences Group and the MPH Capstone Group. In addition, Dr. Tatiana Perrino is a member of the Toppel Career Center's Career Champions Network and has participated in sessions in 2020 and 2021.

The Graduate Programs offers faculty teaching retreats 2-4 times per academic year, open to all instructional faculty (primary and non-primary). Retreats have included guest speakers on pedagogical methods and teaching topics. They have also been utilized as community forums for instructional faculty to share experiences with new teaching and student engagement strategies and technologies. Topics of recent retreats have included: *Shifting to Active Learning Techniques; Case-based Learning; Preparing for Remote Learning; iClicker and Reef Polling; Course Design from the SENCER Perspective; Blackboard Basics and Blackboard Advanced; and Shared Lessons Learned During COVID-19.*

4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement. (self-study document)

The Department of Public Health Sciences faculty members follow the policies and procedures of the University and the Miller School of Medicine. The University of Miami Faculty Manual and the Medical School Bylaws of the School Faculty Council outline the mission of the faculty and the policies and procedures for both hiring and promotion. The specific criteria for faculty advancement depend on the faculty track. Promotion or appointment to tenure requires that the faculty member has continued to grow in stature in teaching, research/scholarship and service. Teaching excellence is an important component of decisions on faculty advancement.

During Department annual evaluations of faculty by Division Directors and the Department Chair, and during the annual reappointment, promotion and tenure reviews, faculty teaching performance and instructional effectiveness comprise a fundamental area of review. At these meetings all primary faculty members are reviewed. This is an especially important area of focus for Educator Faculty, for whom education is the primary role; however, teaching performance is reviewed for all faculty. A specific weight is not utilized for teaching in tenure and promotion decisions, however, faculty are required to maintain an active teaching portfolio demonstrating significant performance in teaching activity and administrative and creative work.

Faculty are required to assemble a teaching portfolio demonstrating excellence in teaching that includes end of semester student course evaluations (additional evaluations such as peer evaluations may be included at the discretion of the faculty member), a description of professional development activities, contributions as an educator, students mentored and/or supervised, and teaching awards and teaching recognitions.

The Office of Faculty Affairs also offers resources for faculty development that include strengthening teaching. For example, the University is an institutional member of the National Center for Faculty Development and Diversity, which provides online, on-demand single and multi-session seminars for faculty on teaching, writing support and other common faculty development and advancement needs. Examples of session topics include: *Empowered Teaching Toolkit: Beginning to Prepare for Difficult Controversial Topics*, and *Pivoting to Online Teaching*. The UMMSOM also provides faculty with resources to guide advancement. These include guidelines for promotion, sample teaching portfolios, and sample faculty CVs. Moreover, Dr. Rose van Zuillen, Director of the UMMSOM Educational Development Office, offers 1:1 consultation on faculty member's teaching portfolios and CVs in preparation for reappointment and promotion reviews. This has been a valuable professional opportunity for several faculty in our department. Please view https://www.facultydiversity.org

Please view ERF A1.3 for the University of Miami Faculty Manual and the Medical School Bylaws of the School Faculty Council.

5) Select at least three indicators, with one from each of the listed categories that are meaningful to the school or program and relate to instructional quality. Describe the school or program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the lists that follow, the school or program may add indicators that are significant to its own mission and context. Schools should focus data and descriptions on its public health degree programs.

Faculty currency
- **External reviews of proposed or existing courses or curricula, outside of normal university processes**
- **Peer/internal review of syllabi/curricula for currency of readings, topics, methods, etc**
- **Annual or other regular reviews of faculty productivity, relation of scholarship to instruction**
- **Faculty maintenance of relevant professional credentials or certifications that require continuing education**

Faculty instructional technique
- **Frequency of internal quality reviews of existing courses or curricula**
- **Participation in professional development related to instruction**
- **Peer evaluation of teaching**
- **Student satisfaction with instructional quality**

School- or program-level outcomes
- **Courses that are team-taught with interprofessional perspectives**
- **Courses that integrate technology in innovative ways to enhance learning**
- **Courses that involve community-based practitioners**
- **Courses that integrate service learning, as defined by the school or program**
- **Courses that use higher-level assessments**
- **Courses that employ active learning techniques**
- **Teaching assistants trained in pedagogical techniques**
- **Implementation of grading rubrics**
- **Any other measure that tracks use of pedagogical techniques and is meaningful to the school or program**

The table below shows a subset of indicators that the Graduate Programs in Public Health uses to assess instructional quality, as well as to strengthen this fundamental aspect of our mission.

Indicators	2018 - 2019	2019 - 2020	2020 - 2021
Faculty Currency			
Percentage of faculty participating in annual review of productivity, relation of scholarship to instruction	100%	100%	100%
Faculty (primary) attendance at professional conferences related to area of instruction	76%	71%	50%*
Faculty Instructional Techniques			
Student satisfaction with instructional quality: (a) summary mean course evaluation scores and (b) % of teaching faculty attaining a score of 4.0 or higher for summary course evaluation	4.63 97%	4.51 94%	4.63 94%
Number of peer evaluations of teaching completed	12 courses/instructors	9 courses/instructors	12 courses/instructors

School of Program-Level Outcomes			
Courses that employ active learning techniques (core curriculum masters)	58 assignments (25 classes)	62 assignments (25 classes)	69 assignments (26 classes)
Percentage of instructional faculty that integrate technology in innovative ways to enhance learning	53%	42%	100%

*COVID-19 related travel restrictions have been in place during most of this time period

In terms of faculty currency, all instructional faculty are reviewed annually during two meetings: the 1:1 annual performance evaluation meeting with the Division Director and Department Chair and the re-appointment, promotion and tenure review. This is important for monitoring purposes, but also serves as a way to ensure accountability by faculty to meeting educational development and quality goals. Faculty attendance at professional conferences is also monitored as a way to ensure currency in their topic areas. Moreover, the Curriculum Committee provides supplemental reviews of faculty currency and readiness to teach when faculty present their first syllabus to the Committee. The Curriculum Committee also checks faculty CVs and prior teaching evaluations. Currency of readings in syllabi may also be used as a marker of currency of instructional materials during Curriculum Committee syllabus reviews.

Second, the annual reviews of faculty CVs and their *Maintenance of Instructor Competency Checklist* allows the Department to check on participation and presentations at professional meetings. The Division Directors and Department Chair review these forms with individual faculty members at the time of 1:1 faculty review. Division Directors have the opportunity to address areas of concern in professional development with the faculty member. They may also encourage faculty to attend Graduate Programs Teaching Retreats, as well as University-level teacher professional development events, such as the annual Faculty Showcase. Over the last 3 years, progress has been made in collecting these data and ensuring strong rates of professional development related to teaching and instruction.

In terms of faculty instructional technique, as noted, student evaluations are a core component of evaluation of instructional technique. As can be seen, mean ratings have remained high throughout the reported years. End of semester course evaluation forms are reviewed closely by the Graduate Programs Director and provide feedback to faculty on potential need to strengthen their instructional competencies.

In addition, as noted in E3.2, peer review is a critical component for ensuring faculty instructional effectiveness. The Curriculum Committee coordinates peer reviews across courses throughout the academic year. These reviews are confidential between faculty member, reviewer and the Graduate Programs Director and are aimed only to promote pedagogical development and teaching excellence. It is noteworthy that in the past two years, the Curriculum Committee undertook a thorough research of evaluation forms and updated the peer review form, which now includes a pre-session discussion, in-session review and form, and post-session debriefing meeting. The form includes quantitative and qualitative ratings. These more in-depth reviews, with opportunity for reflection on teaching, have strengthened dialogue around teaching effectiveness and excellence, and promoted skills development among faculty.

Finally, in terms of school- or program-level outcomes, the indicators selected are integration of technology and courses that employ active learning techniques. In terms of technology use, the Department tracks and monitors technology use in the classroom, during annual faculty evaluations, through the form *Maintenance of Instructor Competency Checklist*, which includes the following item: *In the X academic year, have you offered a course that integrates technology in innovative ways to enhance learning (ex. iClickers, Camtasia, Adobe Captivate, SoftChalk)?* Several faculty are long-time users of educational technology to facilitate and enhance instruction. Some examples include: Drs. Alberto Caban-Martinez and Eric C. Brown who regularly use polling and *i*Clickers in their courses to quiz students on readings and ensure knowledge of core concepts. Dr. Sara St. George utilizes flipped classroom

approaches in her *EPH 656 Qualitative Research Methods* course, where students watch her pre-recorded videos at home, while using class time to apply their learning during in-class activities and assignments. Dr. James Shultz integrates technology and the use of video applications for public service announcements in *EPH 607 Interdisciplinary Health Communications* course.

While promoting the integration of technology has always been important in Graduate Programs courses, this has come to the forefront in 2020 as the COVID-19 pandemic forced course delivery into online and hybrid modalities. All faculty have multiple technologies to enhance learning and to ensure development of student competencies. As noted, pedagogical sessions and teaching retreats have been held in the department and university around the use of different technologies.

The Curriculum Committee syllabi review process forms an important part of the program's advancement of instructional effectiveness. All new or revised syllabi are brought to the Committee for review the semester before the course is offered. These in-depth reviews assess various aspects of the course, including: course objectives and competencies, pre-requisites, contact hours (both direct contact and out of class contact hours), course content (including relevance and currency of topics and readings), fit within the overall curriculum (including possible overlap, connection to other courses), sequence within program, readings (including currency, appropriateness to topic), assessments, and teaching methods (including active learning, and innovative teaching methods and technology).

Instructors present their syllabus at the meeting, which is followed by questions from the Committee. Committee comments are documented in writing and provided to the instructor, who has the opportunity to revise the syllabus and re-submit it to the Committee. Comments to the instructor cover any issues identified in the list of review items above, but they also include the provision of resources to instructors as needed. This can include contacts at the University Libraries to identify available readings and electronic textbooks, software available to students (e.g., NVivo for qualitative data analysis, ArcGIS for geographic data). It may also include training and instructional methods resources and consultation through the University of Miami's Academic Technologies or other university units that address pedagogy.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)

Strengths: The Graduate Programs has multiple resources, policies and procedures that offer instructors support and monitoring in the area of instructional effectiveness and recency in their areas of study and teaching. These have ensured and strengthened the quality of teaching. Over the past three years, advances have been made in monitoring and improving methods and metrics including the new peer review form, promotion of teaching retreats and skill-building opportunities in teaching.

Weaknesses: Optional participation from faculty for retreats, workshops and use of new technology in the classroom has led to uneven attendance and adoption.

Plans for improvement: The aim is to increase the number of teaching faculty utilizing services and new techniques. The department aims to expand the *Maintenance of Instructor Competency Checklist* to include non-primary faculty each year (annual survey). Plans include continuing to encourage faculty to participate in both the Graduate Programs teaching retreats and workshops, as well as the University offered services and events for innovative teaching methods and technology.

E4. Faculty Scholarship (SPH and PHP)

The school or program has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer reviewed and that they are content experts.

The types and extent of faculty research align with university and school or program missions and relate to the types of degrees offered. For example, when doctoral degrees are offered, the school or program's research portfolio in those areas take on greater importance. All types of research are valuable, whether conducted with the purpose of improving public health practice or generating new knowledge.

Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

1) **Describe the program's definition of and expectations regarding faculty research and scholarly activity. (self-study document)**

The Department of Public Health Sciences continues to be a leader in research. Based on data from the Blue Ridge Institute for Medical Research for the federal fiscal year 2020, the department is in the top 10 highest NIH-funded departments in the Miller School of Medicine, ranking No. 6 out of 28 departments. The Department is also No. 15 out of 46 departments within medical schools in the US and ranks at No. 26 out of 64 Schools of Public Health nationwide regarding NIH funding. According to the University of Miami's Office of Research Administration, the department is also No. 6 out of the top 10 highest-funded departments within the University.

Department scholarship and research is structured around the interests and expertise of individual faculty members. Research findings are disseminated widely through publications in prestigious peer-reviewed journals and presentations at national and international scientific meetings. Additionally, implications from this public health research are brought into the classroom setting and disseminated to communities who can benefit from the research.

Faculty have appointments in the following categories: tenure, tenure track, research track, and educator track. Depending on the type of appointment, requirements vary; however, research and scholarship are fundamental roles and expectations for Department faculty. This is true particularly for research faculty members; however, all faculty are expected to publish and remain involved in scholarly activities in their discipline and areas of expertise. Tenure and tenure-earning faculty are required to fund 95% of their salaries with research, education and other external sources of funding. This expectation is quantified in the Miller School of Medicine faculty compensation plan, which requires tenure and tenure-earning faculty to secure a minimum of 65% of their salary through research. The research and educator track faculty are expected to cover 95% of their salary from a combination of education, research, administration and service (5% protected time is offered to all faculty writing grants as a principle-investigator). The funded research expectations for junior faculty recruits vary, but are typically lowered for the first three years until they have sufficient opportunity to develop independent funded programs of research.

Department faculty complete a formal, comprehensive annual performance evaluation with their Division Director and the Department Chair each academic year. This includes a review of research/scholarship, teaching and service work and other professional accomplishments. In the research/scholarship area, this includes number and outcome of grants submitted, and number, H-Index and impact factor of peer-reviewed publications. The annual review includes a self-evaluation by the faculty member, in which barriers to productivity are listed and goals for the next year are specified. Faculty reviews with the

Division Director and the Department Chair provide an opportunity to address areas of concern and connect faculty with resources that can address barriers.

2) Describe available university and program support for research and scholarly activities.

The Department and the University provide faculty with a number of resources and support for research and scholarly activities.

<u>Department Resources</u>

Department resources include financial support, discretionary funds, pre- and post-award support, faculty administrative support, human resources and faculty affairs support, and information technology (IT) support. All primary faculty members who have applied for grant funding receive 5% effort coverage to support new scholarly work. Grants funding is a primary source of salary coverage for many primary research faculty members, which in itself promotes research productivity. The Department and the UMMSOM's Compensation Plan further incentivize tenure and tenure-track faculty research by providing the opportunity to generate a bonus (referred to as the Y component of the compensation plan policy) based on their total research effort being supported by extramural funding.   An additional incentive from the UMMSOM is a percent of indirect cost (IDC) returned to the Department based on the overall department's total faculty research effort coverage (referred to as the Z component of the compensation plan policy). The Department assigns each division an equal share of the Z component indirect cost (IDC) return to support research-related activities and initiatives.

The Department offers a professional development mentoring group and research support resources to junior faculty, led by Dr. Adam Carrico, Division Director Prevention Science and Community Health. The monthly development meetings include: invited speakers on career trajectories (Associate and Full Professors), presentations on pilot award funding and grant writing, presentations from Library resources, and available resources dedicated to the group which include grant application samples, resources on doctoral student mentoring, available funds to support internal and external peer review (honoraria) and attendance to conference and professional development trainings, Department pilot awards and a Slack communication channel.

<u>Institutional Resources</u>

A variety of institutional resources are available to support faculty research and scholarly work. These include tools to find research opportunities, resources to support research, and research faculty development opportunities. The Office of the Vice Provost for Research and Scholarship provides regular notifications of funding opportunities released from different sources through their email listservs, including the National Institutes of Health, the Department of Defense and the National Science Foundation. Foundation grant opportunities are released and supported by the Office of Advancement and Development.

The UM Clinical and Translational Science Institute provides a variety of support for research productivity and advancement including research training, seed funding opportunities for pilot and new investigator studies, and consultation in their core resource areas (e.g., grant writing, biostatistics, genomics, imaging). The Research Office offers funding for interdisciplinary research through their U-LINK initiative (University Laboratory for INtegrative Knowledge). This funding has brought together researchers from different schools to solve real-life social and health problems, and is currently utilized by Department faculty.

The Office of the Vice-Provost for Research and Scholarship (OVPRS), the Miller School of Medicine Office of the Executive Dean for Research (EDR), and the Miami Clinical and Translational Science Institute have partnered with Hanover Research, a grant development firm, to provide research support services for faculty team and individual grant proposals.

The Office of the Executive Dean for Research in collaboration with the Scientific Awards Committee (SAC) in the Miller School of Medicine offers faculty internal funds through their awards programs. Awards include pilot study grants, bridge grants, Interdisciplinary Team Science (ITS) pilot program grants, equipment grants, NIH bridge funding, research support awards, and a grant editing support program. Additional pilot program funding is available through the UMMSOM Miami Center for AIDS Research (CFAR) and the HIV/AIDS and Emerging Infectious Disease Institute (HEIDI).

The UM Office of Faculty Affairs also offers resources for faculty development. These include seminars on faculty advancement, as well as on promotion and tenure. In addition, the University is an institutional member of the National Center for Faculty Development and Diversity, which provides online, on-demand multi-week seminars for faculty on academic productivity, writing support and webinars that address common faculty development and advancement needs.

> **3) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students.**

Example 1

Dr. Viviana Horigian is the Executive Director of the Florida Node Alliance of the National Drug Abuse Treatment Clinical Trials Network (CTN). The national network was funded in 2000 by the National Institute on Drug Abuse (NIDA) to bridge the gap between research and practice for substance use disorders. As such, the 16 centers (nodes) funded across the US are tasked with designing, developing, and testing interventions and strategies that will improve substance abuse treatment practice. As a member of this network, and representing the Florida Node Alliance, Dr. Horigian participates actively on several special interest groups and task forces of the network. Over the years she has participated in the Youth Special Interest Group, Minority Interest Group, and the Comorbidities Special Interest Group. She is currently a member of the Stimulant Drug Use Task Force, of the Translation and Implementation Task Force and Research Development Committee. Her participation in these workgroups, and her leadership in the design and implementation of randomized clinical trials within this national research practice network, informs the *EPH 604 Clinical Trials* course she teaches. Her experience and participation on several national multi-site randomized clinical trials has led to independent studies and capstone opportunities for students. At the core of the national network is the collaborative nature of the development of research in partnership with community treatment providers. Dr. Horigian infuses several of the principles of building and maintaining partnerships and collaborations, which are essential for the operations of the CTN, and other topics such as culturally relevant and adaptive interventions addressing community needs, as part of the *EPH 679 Learning Collaboratory* for MPH and MSPH students.

Example 2

Dr. Paulo Pinheiro from the Division of Epidemiology teaches *EPH 776 Methods in Epidemiology* and *EPH 721 Chronic Disease Epidemiology*. His area of research includes cancer surveillance and vital statistics on a population basis. In each course, Dr. Pinheiro uses publicly available datasets (ex., cancer, stroke, COVID-19 data from the state of Florida) to give students the opportunity to apply data analytic and epidemiologic skills using real population-based data. In course assignments, students use these datasets as a basis to develop research questions, conduct analyses, and write meaningful results to the state they live in. Using this approach, students learn about the distribution of diseases and determinants of health, and this applied learning experience provides students the opportunity to submit their class assignments to peer-reviewed journals for publication. This valuable professional development experience helps build a student's research and academic portfolio.

Below are two examples of publications with student authors (indicated in bold), with Dr. Pinheiro serving as mentor:
- **Liu J, Medina H**, Reis IM, Sussman DA, and Pinheiro PS. (2020). Disadvantages for Non-Hispanic Whites in Gastric Carcinoma Survival in Florida. *Cancer Causes Control*. 31(9): 815-826.

- **Johnson AL, Medina HN**, Schlumbrecht MP, Reis I, Kobetz E, and Pinheiro PS. (2020). The Role of Histology on Endometrial Cancer Survival Disparities in Diverse Florida. *PLoS One*. Jul 23;15(7): e0236402.

Example 3

Dr. Raymond Balise from the Division of Biostatistics routinely integrates his research into his data science courses. For example, *BST 692 Data Science and Machine Learning for Health Research* (Summer 2020), Dr. Balise and his research team were actively collaborating with other public health leaders to build the COVID-19 national tracking dashboard for Mexico. This public health research work was integrated into the course, as an example of using end-to-end data processing pipelines in a real-world health research problem and illustrating lessons learned.

Example 4

In his core course *EPH 641 Integrated Aspects of Environmental Health*, Dr. Naresh Kumar brings his independent research in environmental health into his teaching to help prepare students for public health work. Dr. Kumar's research focuses on air and marine pollution, and he draws on real world environmental health challenges to provide students with tools that will transcend beyond the classroom. For example, in a class project, students conduct real-time air pollution monitoring. Students are introduced to this project during class lecture sessions that examine how air pollutants and allergens are associated with chronic diseases including dry eye, asthma and allergies. Dr. Kumar then provides experiential opportunities by inviting students to participate in research projects, such as taking part in field monitoring of indoor and outdoor air pollution, data interpretation and summarizing the implications of data for managing air pollution disease burden.

4) **Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities.**

Example 1

Dr. Raymond Balise from the Division of Biostatistics provides interested students (both masters and doctoral) with opportunities to collaborate with his research team and participate in developing manuscripts for publication. Dr. Balise is a data scientist who is working in many areas including cancer, HIV, mental health and substance abuse. Dr. Balise's team developed and patented the analytics behind www.SCAN360.com, a web portal that describes cancer rates and disease risk factors for all of Florida. That portal is being expanded to use state of the art visualization methods and to cover other diseases, including infectious diseases like HIV. Dr. Balise is the co-director of the methods core for the Center for HIV and Research in Mental Health (CHARM). In that role, he helps design studies and builds data collection platforms to measure the intersection of mental illness, substance abuse and HIV. He is actively doing research and building software tools, primarily in the R language, to describe patterns of poly-substance drug abuse. Further, he is developing tools, building dashboards, and doing analyses to monitor rates of substance abuse disorders for 16 communities in New York.

Below are examples of publications with student authors (indicated in bold), with Dr. Balise serving as mentor:

- **Westrick AC**, Schlumbrecht M, Hlaing WM, Kobetz EK, Feaster D, and Balise RR. (2020). Racial and Ethnic Disparities in the Overall Survival of Women with Epithelial Ovarian Cancer in Florida, 2001-2015. *Cancer Causes Control*. 31(4): 333-340.

- **Westrick AC**, Bailey Z, Schlumbrecht M, Hlaing WM, Kobetz E, Feaster D, and Balise RR. (2020). Residential Segregation and Overall Survival of Women with Epithelial Ovarian Cancer in Florida. *Cancer*. 126(16): 3698-3707.

- Salgado CJ, **Gonzalez DI**, Wolfe EM, Balise RR, Gebhard RE, Kamisetti S, and Ovadia S. (2019). Combined General and Epidural Anesthesia is Associated with Decreased Opioid Consumption and Enhanced Pain Control After Penile Inversion Vaginoplasty in Transwomen. *Annals of Plastic Surgery*. 83(6): 681-686.

- **DeBose-Scarlett A**, Balise RR, Kwon D, Vadaparampil S, Chen SX, Schiff E, Ayala GP and Thomas E. (2018). Obstacles to Successful Treatment of Hepatitis C in Uninsured Patients from a Minority Population. *Journal of Translational Medicine.* 16: 178-190.

- **Wong AJ**, Nigh ED, Dimentstein K, Balise RR and Slomovitz BM. (2018). Prevalence of High-Risk Non-Vaccine Type HPV Among US Women Who Received Cervarix or Gardasil: NHANES 2009-2014. *Gynecologic Oncology*. 149: 204-205.

Example 2

Dr. Alberto Caban-Martinez teaches *EPH 641 Integrated Aspects of Environmental Health* and *EPH 651 Research Methods* to the MD/MPH students and *EPH 643 Introduction to Occupational Health* to the MPH and MSPH students. His very active program of research explores the role that the environment plays on worker health with a focus on possible exposures to job hazards or stress on the job. This research provides multiple opportunities to strengthen the student learning experience in the classroom and to engage in research activities. Students have been encouraged and supported to participate in on-going research projects such as collecting environmental samples from construction sites or fire stations. They are also encouraged to analyze existing research study data for scientific publications.

For example, in 2020, students submitted and presented research project data from Dr. Caban-Martinez's program of research at the 2020 American Public Health Association (APHA) annual meeting, with selected examples below (student authors in bold):

- **Soriano E**, **Romero LA**, Santiago KM, Schaefer Solle N, Louzado-Feliciano P, Calkins M, Fent KW, Grant C, Pauley J, Burgess JL, and Caban-Martinez AJ. (2020). Characterizing Health and Safety Concerns Among US Fire Investigators: A Qualitative Study from the Fire Fighter Cancer Cohort Study. Abstract #473373. Presented at the 147th annual American Public Health Association Meeting and Exposition.

- **Garcia S**, **Perez P**, Santiago KM, Schafer Solle N, Louzado-Feliciano P, Calkins M, Fent KW, Grant C, Pauley J, Burgess J, and Caban-Martinez AJ. (2020). Perceptions on Health and Safety Among Volunteer Firefighters: Evidence from the National Fire Fighter Cancer Cohort Study. Abstract # 473876. Presented at the 147th annual American Public Health Association Meeting and Exposition.

- **Bastien SV**, **Watkins J**, Louzado-Feliciano P, Santiago KM, **Ogunsina K**, **Kling H**, **Griffin K**, Schaefer Solle N, and Caban-Martinez AJ. (2020). Health and Safety Concerns of US Rideshare Drivers: A Nonstandard Work Arrangement Qualitative Pilot Study. Abstract #472724. Presented at the 147th annual American Public Health Association Meeting and Exposition.

Example 3

Dr. Mariano Kanamori teaches *EPH 647 Community Based Participatory Research (CBPR) and Social Network Analysis.* Students in this course have the opportunity to contribute to high impact projects (e.g., home-based HIV testing kit for the UM Mobile PrEP and Rapid Access Wellness Clinics). This course is designed to provide students with a robust and comprehensive theoretical and practical foundation in CBPR including principles of CBPR practice, methodological CBPR considerations in building community partnerships, community participatory assessment, research planning, data gathering, and data sharing. Students learn to use UCINET, a software package for the analysis of social network data, to develop a

CBPR collaborative network, assess community resources, and recruit organizations. Students also learn how to use data collection methods and tools Dr. Kanamori has developed, including his culturally tailored application designed to collect HIV and drug-risk spatial network data. Students also learn how the social network software VennMaker can be used to engage communities in dialogue about CBPR research findings, promote community involvement on the interpretation of research findings, and suggest future directions.

Below are two examples of publications with student authors (indicated in bold), with Dr. Kanamori serving as mentor:

- **Shrader CH**, Arroyo-Flores J, Skvoretz J, Fallon S, Gonzalez V, Safren S, Algarin A, **Johnson A**, Doblecki-Lewis S, Kanamori M. (2021). PrEP Use and PrEP Use Disclosure are Associated with Condom Use During Sex: A Multilevel Analysis of Latino MSM Egocentric Sexual Networks. *AIDS and Behavior*. Jan 2. doi: 10.1007/s10461-020-03080-0.

- **Shrader C,** Jefferson K, Kanamori M, Rochat, R, and Siegler A. (2020). "I'd Rather Use a Refuse Bag:" A Qualitative Exploration of a South African Community's Perceptions of Government-Provided Condoms and Participant-Preferred Solutions. *Archives of Sexual Behavior*. doi:10.1007/s10508-020-01701-2.

5) Describe the role of research and scholarly activity in decisions about faculty advancement.

The Department of Public Health Sciences faculty members follow the policies and procedures of the University and the Miller School of Medicine. The University of Miami Faculty Manual and the Medical School Bylaws of the School Faculty Council outline the mission of the faculty and the policies and procedures for both hiring and promotion. The specific criteria for faculty advancement depend on the faculty track. However, re-appointment and advancement of Department faculty is highly dependent on their scholarly productivity and impact in their field of study.

Department primary faculty must demonstrate scholarly productivity and currency during their annual performance reviews. The University of Miami Miller School of Medicine (UMMSOM) faculty compensation plan requires tenure and tenure-earning faculty to secure a minimum of 65% (maximum of 95%) of their salary through research. The Department provides 5% protected time (for grant proposal writing) to all tenure and tenure-earning faculty who submit grants as a principal or multi-principal investigator. The Department research and educator track faculty are required to fund their salaries at 95% with research, education, and other external sources.

Each faculty member is reviewed annually, beginning with a self-study report they submit to the Department in February. Faculty members then undergo 1:1 annual performance review by their Division Director and the Department Chair in the Spring, including a meeting to review progress and plans for the subsequent year. Subsequently, the Department promotion and tenure committee reviews all eligible primary faculty members each summer. This group makes decisions about faculty re-appointment and promotion. Areas of faculty scholarship reviewed include grant support, as well as number and impact factor of publications and service. Other areas of evaluation during these reviews include presentations at national and international meetings and conferences and national and international recognition.

Faculty are required to assemble a research portfolio demonstrating excellence in scholarship which includes a bibliography and statement that describes their research program, accomplishments to date and future goals, a record of independent funding as a principal investigator, letters of evaluation of the research program from external recognized authorities in the field, and an evaluation of the quality of the journals in which the faculty has published and the number of citations by others in the field (e.g., high H-Index). A specific weight is not utilized for research/scholarship in tenure and promotion decisions, however, faculty are expected to develop and maintain their own area(s) of research and are evaluated against others in academia and other faculty in the same track to determine impact and success.

Non-primary faculty (instructors, lecturers, advisors) are evaluated for scholarly activity at the time of hire and at the time they submit a syllabus for Curriculum Committee review. Thorough vetting of these faculty members in terms of scholarly activity is important. Voluntary and Secondary faculty are evaluated/reviewed and voted on by the Department Executive Committee. The appointment period is three years for Voluntary faculty. At the end of the third year, a re-appointment review and evaluation is completed at the Executive Committee meeting and a vote is taken for a three-year re-appointment. Secondary faculty are assigned at the request of the faculty and the associated Department Chairs. These appointments do not expire.

Please review ERF A1.3 for the University of Miami Faculty Manual and the Medical School Bylaws of the School Faculty Council.

6) **Select at least three of the following measures that are meaningful to the school or program and demonstrate its success in research and scholarly activities. Provide a target for each measure and data from the last three years in the format of Template E4-1. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context. Schools should focus on data and descriptions on faculty associated with the school's public health degree programs.**

- **Percent of faculty (specify primary instructional or total faculty) participating in research activities**
- **Number of faculty-initiated IRB applications**
- **Number of students advised**
- **Number of community-based research projects**
- **Number of articles published in peer-reviewed journals**
- **Total research funding**
- **Number of citation references**
- **Presentations at professional meetings**
- **Support for development and mentoring of new faculty**
- **Number of grant submissions**

The Department of Public Health Sciences assesses and tracks multiple key indicators of faculty research and scholarship to ensure we remain productive and impactful in our mission. Below are select measures that demonstrate how we have achieved this over the past three years.

Template E4-1.

Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	Target	2018 - 2019	2019 - 2020	2020 – 2021
Percent of primary instructional faculty participating in research activities	100%	100%	100%	100%
Total number and average publications per primary faculty per year	200	201 6	204 6	215 6
Number of presentations at professional meetings/conferences per year (primary faculty)	150	148 (76% of primary faculty)	113 (71% of primary faculty)	90[*] (50% of primary faculty)
Total Research Funding ($)	N/A	$12,866,468	$12,971,803	$14,256,200

Number grant submissions	N/A	134	97	86
Department's NIH ranking within schools of medicine (Blue Ridge)	Top 10	13th	15th	TBD
UMMSOM NIH Ranking (Blue Ridge)	Top 40	39th	40th	TBD

*COVID-related travel restrictions have been in place during most of this time period

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths: Faculty scholarship is a strength by any measure. The Department has a broad range of public health research, significant research grant funding, and impactful publications. Faculty integrate this research into the classroom and collaborate with community partners to apply and disseminate their findings. The depth and breadth of the department's research portfolio allows students the opportunity to engage in all aspects of research. With the support of faculty, many students become involved in projects that lead to authorship in peer-reviewed publications.

Weaknesses: Having a strong and robust research grant portfolio requires an exemplary grants management team. Recruiting and maintaining an experienced grants management staff continues to be a challenge.

Plans for Improvement: Recruit one additional grants management position at the senior level. Expand the recruiting criteria to include accountants, budget analysts, and junior level grants managers. This will provide the opportunity to recruit qualified individuals with accounting backgrounds who can learn grants management through mentoring, training sessions and other University resources. The Department is also encouraging and supporting the career development of grants managers by providing access to attend conferences and support credentialing by sponsoring employees to participate in study sessions and complete the Certified Research Administrator (CRA) exam, which provides national and international recognition in the field.

E5. Faculty Extramural Service (SPH and PHP)

The school or program defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity, undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the school or program's professional knowledge and skills. Faculty engage in service by consulting with public or private organizations on issues relevant to public health; providing testimony or technical support to administrative, legislative and judicial bodies; serving as board members and officer of professional associations; reviewing grant applications; and serving as members of community-based organizations, community advisory boards or other groups. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

Required documentation:

1) **Describe the school or program's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations. (self-study document)**

The Graduate Programs expects faculty to provide service to the field, the program/department, and the university. Providing service to the community and contributing to the practice of public health are key elements of the Graduate Program's mission and goals. As stated in Criterion B1, the service goal of the Graduate Programs is:

To engage with communities, professionals, leaders and others as partners in improving the health of populations, including the most vulnerable and underserved.

- *Increase the frequency with which local communities engage in disease prevention/health promotion programs with our faculty and students*
- *Increase community-based educational program opportunities per year that aim to educate the community about public health issues*

The University permits faculty to participate in extramural service activities during regular work hours, as needed (release time is not provided, but is allowed). Faculty are expected to develop their career and impact their field by participating in activities considered service, as part of their duty to academia and the community. A service requirement is not quantified in percentage, volume or time, it is based on the established norm for each faculty rank, as outlined in the University of Miami Faculty Manual and the Medical School Bylaws of the School Faculty Council. For faculty, extramural service activities can include participating on professional committees, providing instruction in continuing education courses, contributing to public health practice through consultation, technical assistance, service to editorial boards/journals, service to national and international professional organizations, national review panels (ex. NIH grant review), expert testimony and advisory board membership, through community service, and delivering public health training through funded grants, contracts and agreements.

Program resources, including the expertise of its faculty, are regularly shared with local, state, national and international programs, agencies and organizations. Faculty members are encouraged to devote time to consultation and service to a wide variety of public health organizations, and to engage in collaboration with communities through activities outside of instruction and scholarship. The Graduate Programs benefits from faculty service, by not only meeting the program's obligations and commitment to the community, but by also creating opportunities for student applied practice/field experiences, and informing the need for change in the academic degree programs.

2) Describe available university and school or program support for extramural service activities. (self-study document)

The Department and the University provide faculty with a number of resources to support extramural service activities.

The Office of Civic and Community Engagement (OCCE) at the University of Miami provides a variety of services, delivered through coursework, conferences and scholarly resources to connect students, faculty and community organizations together in a collaborative process that translates academic knowledge into civic responsibility to promote positive social change. Services offered by the OCCE include:

- assistance in developing coursework in which community-based partnerships are central to course learning outcomes (academic service-learning)
- assistance in locating potential community partners
- support for community-engaged research and teaching through grant proposals and fellowship awards

At the UMMSOM, the Office of Diversity, Inclusion and Community Engagement operates numerous pipeline programs committed to preparing underrepresented students from economically disadvantaged backgrounds to successfully compete for admission and graduation from allied and health professional schools, especially in medicine. Faculty from the UMMSOM and the Department provide service to these programs as research and academic mentors.

The Center for Ethics and Public Service is a law school-housed ethics education, experiential skills training and community engagement program with a mission to educate law students to serve their communities as citizen lawyers. The Center operates three projects: the Community Equity, Innovation and Resource Lab, the Historic Black Church Program, and the Legal Profession Program. Faculty, staff and students collaborate with schools across the University (including the UMMSOM and the Department of Public Health Sciences) as well as the Florida bar and bench; anti-poverty, civil rights, and environmental and public health organizations; and faith-based groups, non-profit corporations, and civic and neighborhood associations.

The Public Health Student Association (PHSA) acts as a link between faculty, staff and students of the Graduate Programs and the Department. The PHSA promotes student involvement in the local community through community service and special events. Department faculty participate in the PHSA and sponsored events. Examples of past and current events organized by PHSA are *Cooking Canes* where they partner with the local Booker T. Washington Senior High School on programming focused on young adult nutrition; partnering with the "Department of Community Service (DOCS) Health Fairs" where public health students, alongside medical students, provide screening, preventive services, referrals, and specialty care to some of the most under-served populations in South Florida; and *National Public Health Week* where PHSA brings awareness to current public health issues within the medical campus. PHSA also participates in local beach clean-ups, collecting donations for women's shelters, and support for cancer awareness programs.

The Mitchell Wolfson Senior Department of Community Service (DOCS) is a student-run, non-profit organization dedicated to providing quality healthcare to the underserved populations in South Florida. Each year, DOCS enlists the participation of faculty and students and holds 9 annual health fairs in various underserved communities in Miami-Dade, Monroe, and Broward counties, with an additional 4 free clinics operating for these underserved populations. Faculty and students who volunteer for the DOCS Fairs assist in screening and providing health education for the most prevalent diseases in the community including hypertension, diabetes, dyslipidemia, vision loss, osteoporosis, obesity, depression, alcohol abuse, and colon, breast, cervical, and skin cancer. Students have the opportunity to participate in the continuity of care and follow-up services by acting as navigators and a portal of entry into the health care system for those patients identified to be at risk. Faculty and students from the UMMSOM and the Graduate Programs participate in the DOCS fairs each year.

The Clinical and Translational Science Institute drives research translation into evidence-based clinical and community practices which improve the health of South Florida's diverse population. The CTSI makes significant contributions in minority health and health disparities, and in training underrepresented minorities in clinical, translational, and community-engaged research. The Community and Stakeholder Engagement Program of the CTSI fosters long-term participatory research collaboration with the community, assists investigators in conducting community-engaged research, and offers advice and training in community based participatory, minority health and health disparities research.

3) **Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. (self-study document)**

Example 1

Dr. St. George is a Health Policy Ambassador for the *Society of Behavioral Medicine*. In this role, she connects with the office of a Florida Congresswoman to share policy briefs and provide research in the area of child nutrition and food insecurity. This work is relevant to her *EPH 622 Obesity and Public Health* course. She has brought guest speakers into her course to discuss policy efforts related to obesity and its associated lifestyle behaviors. In addition, Dr. St. George is an editorial board member for the journal *Families, Systems, and Health* and has incorporated elements of this work into her *EPH 656 Qualitative Research Methods* course. Specifically, Dr. St. George shares common pitfalls of qualitative manuscripts with students and requires them to act as peer reviewers by critiquing published qualitative studies as part of a graded assignment.

Example 2

Dr. WayWay Hlaing serves as a member of the Florida Statewide Aging Governance Engagement (FL-SAGE) Council. The Council provides guidance on all aspects of a federally funded study (National Institute of Aging) with principal investigators from three state universities across Florida. The funded study aims to understand the intergenerational influence (IGI) to explore why African-American, Latino/Hispanic and Afro-Caribbean older adults choose or choose not to participate in research. The FL-SAGE Council members include academic researchers, clinicians and leaders from faith-based and community-based organizations. Dr. Hlaing incorporates this service into her *EPH 621 Fundamentals of Epidemiology* and *EPH 774 Design and Implementation of Epidemiologic Studies* courses as a real-world example of the importance of addressing community residents in research (lessons learned from working with the community in research). Dr. Hlaing's community service in FL-SAGE council has also resulted in several job opportunities for graduate public health students. This relationship is also being explored for future applied practice experiences.

Example 3

Dr. Eric C. Brown is a member of the Urban Partnership of Miami-Dade County Coalition (UPMDCC; Reverend Charles L. Dinkins, Director), which focuses on providing youth, family, and community health promotion and behavior problem prevention services to the Liberty City region of Miami-Dade County. Dr. Brown's volunteer service to this community revolves around the high-fidelity implementation *of Strategic Prevention Framework* and *Evidence2Success* prevention systems, the collection and analysis of data from youth in the community to assess levels of risk and protective factors, and the implementation and evaluation of specific prevention programs (e.g., *Positive Action, Social Development Strategy*) that address salient risk and protective factors in the community. These activities have been integrated into course instruction through (1) providing specific funded research projects for Prevention Science and Community Health PhD and MS students to participate in (e.g., funded project to conduct school-based surveys of youth in areas schools); (2) inviting students to participate in community coalition meetings and events (e.g., *Mock Driving Under the Influence* demonstration); (3) having UPMDCC members (e.g., Rev. Dinkins) provide guest lectures to students in *EPH 617 Introduction to Health Promotion and Disease Prevention* on community-based prevention; and (4) having UPMDCC members attend Dr. Brown's research lab meetings to provide a community perspective on ongoing and future research projects.

4) Describe and provide three to five examples of student opportunities for involvement in faculty extramural service. (self-study document)

Example 1

Dr. Tatiana Perrino has an ongoing collaboration with ConnectFamilias, a non-profit service agency serving socioeconomically disadvantaged families in Miami, many of them recent immigrants (view: https://www.connectfamilias.org/index.html). The health needs of these families are wide-ranging, given that they are often uninsured, and frequently experience significant chronic stressors and adverse life events that impact well-being. Each year, approximately 2-3 MPH students complete their applied practice/field experience and capstone project with ConnectFamilias, addressing factors such as the prevention of chronic diseases and adolescent mental and behavioral health problems. Each year, the ConnectFamilias team participates in the course *EPH 620 Health Education and Behavior*, allowing students to apply course competencies in community engagement, as well as needs and capacity assessments. Moreover, Dr. Perrino and her student advisees engage in community service beyond the class and applied practice/field experience. For example, in 2020, Dr. Perrino, MPH student Yifei Zheng and MSPH student Natalie Robles helped deliver food to families experiencing pandemic-related food insecurity during several weekends. These are families who do not own cars, so they are unable to obtain food through the common drive-through food distribution initiatives. These community service opportunities allow students to see first-hand the impact of social determinants of health on community well-being.

Example 2

Dr. WayWay Hlaing's professional service as Chair of the Ethics Committee of the American College of Epidemiology (ACE) led to two projects in which students participated (paid and volunteer): (1) revise and develop new ethical guidelines for the practice of epidemiology and (2) online and open-source collection of ethics syllabi in epidemiology and public health. The ACE regards these projects as important contributions to the College and the public health profession.

Example 3

Dr. David Lee has had an interest in the utility of mindfulness and other mind-body practices for the management of chronic disease and in high stress occupations since 2013. In 2014, he joined the Board of Mindful Kids Miami, an organization that brings evidence-based mindfulness training to educators and the community-at large (view: https://www.mindfulkidsmiami.org). One year later he was appointed Chair of the Mindful Kids Research Workgroup and set out to design evaluations of the impact of mindfulness training in educators. In 2017, Dr. Lee launched the first ever graduate-level public health mindfulness course that was structured as a didactic and experiential offering designed to expose students to evidence-based mindfulness training practices (*EPH 611 Mindfulness in Public Health and Medicine)*. Findings from the evaluation of educators enrolled in mindfulness training programs were integrated into the course, particularly when discussing the application of mindfulness training in classroom settings. Below is a description of public health student-led work that has facilitated the on-going evaluation efforts of this community-based intervention.

> Ximena Marincic-Sanchez, an MPH student, was involved in the collection and management of survey data from study participants, who were educators taking one of the Mindful Kids Miami (MKM) mindfulness training courses. Data were collected using REDCap at several time points: baseline (before training), immediately after training, and follow-ups at 6 months, 12 months, and 24 months after training. Ms. Marincic-Sanchez interacted directly with participants, ensuring that notices to complete surveys were sent at the appropriate times and, when needed, assisting with the completion of the surveys and responding to questions.

Devina Dave, an MSPH student, participated in the analysis of the survey data collected in REDCap from study participants. Having excelled in her biostatistics courses during her degree program, she was equipped to design and execute the analyses and received additional training where needed from Dr. Tulay Koru-Sengul, who mentors many of the MSPH students. The results indicated that after the mindfulness training, participants experienced improvements in mindfulness, self-compassion, and personal accomplishment, and decreases in isolation, anxiety, fatigue, and emotional exhaustion. This student was the first author on a publication describing these findings in the *Journal of Complementary and Alternative Medicine*.

Dave D, McClure LA, Rojas SR, De Lavelette O, Lee DJ. (2020). Effectiveness of Mindfulness Training on the Well-Being of Educators. *Journal of Complementary and Alternative Medicine*, 26(7):645-651. PMID: 32453627.

Alexandra Herwick, an MD/MPH student, participated in an extension of the Mindful Kids Miami project as part of her applied practice experience. She conducted three focus groups with educators who had previously taken one of MKM's mindfulness-based stress reduction or teacher training courses. These focus groups assessed the impact of the mindfulness training on participants' lives and school/work environment. Ms. Herwick analyzed the data from the focus groups and the results suggest five main themes from the discussion: motivation for enrollment, training satisfaction, personal and professional benefits of training, facilitators and barriers to implementation of mindfulness practices during training (in their personal lives and in the classroom setting), and suggestions for training enhancement. Ms. Herwick presented the findings at the USC Integrative Health and Wellness Conference in 2019 and is also the first author of a manuscript detailing the findings, which is currently under review by the *Journal of School Psychology*.

5) **Select at least three of the following indicators that are meaningful to the school or program and relate to service. Describe the school or program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list that follows, the school or program may add indicators that are significant to its own mission and context. Schools should focus data and descriptions on faculty associated with the school's public health degree programs. (self-study document)**

- **Percent of faculty (specify primary instructional or total faculty) participating in extramural service activities**
- **Number of faculty-student service collaborations**
- **Number of community-based service projects**
- **Total service funding**
- **Faculty promoted on the basis of service**
- **Faculty appointed on a professional practice track**
- **Public/private or cross-sector partnerships for engagement and service**

Service Indicators	2018 - 2019	2019 - 2020	2020 - 2021
Percent of faculty (primary instructional) participating in extramural service activities	85%	88%	86%
Number of faculty-student service collaborations	5	5	5
Public/private or cross-sector partnerships for engagement and service	19	24	29
Percent of faculty (primary instructional) participating on editorial boards/journal or manuscript review	82%	85%	82%

Percent of faculty (primary instructional) participating in peer review of research (NIH grant reviews/panel study sections)	26%	35%	24%
Percent of faculty (primary instructional) serving in a leadership role in a professional organization	38%	38%	38%

Examples of faculty-student service collaborations include:
1. Medical Students in Action
2. Latino Medical Student Association
3. Public Health Student Association (PHSA)
4. Delta Omega (Beta Sigma UM Chapter)
5. Mitchell Wolfson Senior Department of Community Service (DOCS)

Examples of public/private or cross-sector partnerships for engagement and service include:
1. Florida Department of Health: Miami-Dade County and Palm Beach County
2. Quantum Foundation
3. Florida Institute for Health Innovation (FIHI)
4. IDEA Exchange
5. Overtown Children and Youth Coalition
6. Ear Peace Foundation
7. Universidad Catholic de Santiago de Guayaquil
8. Center for Ethics and Public Service
9. De Beaumont Foundation
10. Mindful Kids Miami
11. Organization of American States (OAS) Inter-American Drug Control Commission (CICAD)
12. Instituto Nacional de Psiquiatria Ramon de la Fuente Muniz, Mexico
13. Nuevos Rumbos Corporation
14. Center for Research in Clinical Psychosocial Care (PSICLIN) of the Federal University of Santa Catarina (UFSC), Brazil

6) Describe the role of service in decisions about faculty advancement. (self-study document)

The Department of Public Health Sciences faculty members follow the policies and procedures of the University and the Miller School of Medicine. The University of Miami Faculty Manual and the Medical School Bylaws of the School Faculty Council outline the mission of the faculty and the policies and procedures for both hiring and promotion. The specific criteria for faculty advancement depend on the faculty track.

The Department and the Graduate Programs reflect an academic culture that values service, and faculty contribute to the program's service goal. Faculty are expected to develop their career and impact their field by participating in activities considered service, as part of their duty to academia and the community. The evaluation of service to the community, the University and the profession is part of the annual faculty performance review process, as well as the appointment and tenure process. Promotion or appointment requires that a faculty candidate has exhibited further excellence and continued productivity since initial appointment or promotion to Associate Professor. Professors must have attained widespread recognition in their major areas of success (instruction, scholarship, service). For promotion and tenure, evidence of excellence in performing service responsibilities may include: committee work (including leadership roles within the Department, UMMSOM and University), work on study sections and other peer review committees beyond campus, work including leadership roles in national and international professional organizations, editorial responsibilities, and public health service activities. Faculty community service information is compiled through the annual faculty evaluation package and gathered at the Department

level. This information is provided to the Department Chair for further consideration with the full evaluation package for each faculty member.

Please review ERF A1.3 for the University of Miami Faculty Manual and the Medical School Bylaws of the School Faculty Council.

> **7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area. (self-study document)**

Strengths: The Graduate Programs is connected to the communities it serves, in the State of Florida and Latin America, through faculty and student service. Program faculty are involved in extramural service that informs their teaching and engages students.

Weaknesses: There continues to be room for additional faculty participation in extramural service and expansion of organized faculty-student service collaborations. The Graduate Programs employed a Senior Program Coordinator for Community Engagement in 2018 - 2019 but was unable to refill the position (due to budget constraints) once it was vacated in late 2019.

Plans for Improvement: Recruit and hire a Community Engagement Coordinator, which was placed on hold because of University hiring restrictions.