H1. Academic Advising (SPH and PHP)

The school or program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the school or program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

Required documentation:

1) **Describe the school or program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering. (self-study document)**

Academic advising is an essential component of each degree offered in the Graduate Programs. Students have access to academic advising services throughout their degree program experience. Faculty advisors and program administration work closely with students to tailor their coursework, culminating experiences and extracurricular activities to meet students' professional goals. Students maintain the assigned faculty advisor for the length of their training in the program, allowing for the development of a more lasting and supportive relationship.

The MPH and MSPH students receive their initial academic advising from the Senior Program Coordinator of Admissions, or the Director of Career and Professional Development, once they accept the offer of admission. Students are also provided access to two Blackboard Portals (New Student Orientation and One-Stop-Shop) with important pre-matriculation information and modules to help prepare them prior to the start of classes. During the first week of classes, MPH and MSPH students complete an interest survey to assess topical and methodological areas of student interest in public health. The Director of Career and Professional Development then matches each student to a faculty advisor based on the student's interest and advisor's availability. Students are assigned respective faculty advisors during their first month of courses, and students maintain this relationship for academic advising throughout their academic program. Accelerated MPH students (students completing the degree program in one academic year) are assigned to a designated faculty advisor before their first semester begins. The assigned faculty advisor provides academic advising services and explains degree requirements.   Course enrollment is tracked to ensure academic progress. All students are required to meet with their faculty advisor at a minimum once per semester (in advance of registration); however additional meetings are available depending on individual student need. As students progress in their training, faculty advisors help identify field experience opportunities to fulfill the applied practice experience. Faculty advisors also guide students into their culminating capstone project to fulfill the integrative learning experience. For MSPH students, advisors provide guidance on defining the thesis question, identifying research databases, and connecting students to other University researchers. Program plans for each student (MPH and MSPH) are maintained in the database management system (FileMaker). Faculty advisors also help students plan for professional development opportunities that align with their long-term professional goals. These opportunities may include participation in research, grant writing, conference presentations, and publications. The faculty advisor and student meet regularly to review progress, goals and challenges and discuss future plans. Faculty advisors also play a vital role in preparing students for public health careers by supporting opportunities to cultivate professional and technical skills. Faculty advisors may connect students to their own professional network as a means to broaden and support career development.

The MS in Biostatistics program is a one-year lock-step curriculum program (fall through summer). Students receive their initial academic advising and first semester registration through Graduate Programs staff once they accept the offer of admission. The assigned faculty advisor for all students is the MS Biostatistics Program Director (Dr. Tulay Koru-Sengul). Students work closely with Dr. Koru-

Sengul throughout the duration of their degree completion. Faculty instructors for the two-courses in the final semester serve as additional advisors for the completion of the students' culminating projects.

For master's students enrolled in the MS in Climate and Health and the MS in Prevention Science and Community Health programs, the assigned faculty advisor, at program entry, is the respective program director (Dr. Naresh Kumar for Climate and Health and Dr. Sara St. George for Prevention Science and Community Health). Once students reach the culminating experience for their degree (research thesis), the faculty advisor (respective program director) serves on the thesis committee as a committee member or the committee chair, depending on the research topic selected.

For doctoral students (PhD in Biostatistics, Epidemiology and Prevention Science and Community Health), the assigned faculty advisor, at program entry, is the respective program director (Dr. Hemant Ishwaran for Biostatistics, Dr. WayWay Hlaing for Epidemiology, and Dr. Eric C. Brown for Prevention Science and Community Health). Doctoral students are required to meet with their program director/faculty advisor at a minimum once every fall semester. Advising for first year and second year students consists of curriculum planning and faculty mentor selection/stipend support. The Senior Director of Accreditation and Doctoral Administration (Ms. Heather Rose) also serves as an advising resource for doctoral students throughout the length of their program. For doctoral students, after successful completion of the qualifying and/or comprehensive examinations, students advance to candidacy, and primary advising shifts to the faculty dissertation committee (e.g., the dissertation committee faculty chair). Candidacy students are still required to meet with their program director each fall semester to track dissertation progress.

Faculty advisors, program directors and program staff may also provide advising and referrals to students on topics such as mental health services and wellness, international student services, disability services and academic accommodations, writing consultations and financial matters. Details on accessing these services are provided to students in their program handbooks, in the Blackboard One-Stop-Shop and information is available on the Graduate Programs website.

2) Explain how advisors are selected and oriented to their roles and responsibilities. (self-study document)

Faculty advisors for the MPH, MD/MPH and MSPH degree programs are selected/invited to serve in this role by the director of each degree program. Selection and recruitment to advising roles takes into consideration faculty areas of research and practice expertise, aiming to provide diverse areas of topical and methodological research and service expertise to students. Faculty advisor appointments are for one fiscal/academic year and re-evaluated each year. The Director of Academic Affairs and the Director of Career and Professional Development provide individual onboard training sessions to new faculty advisors on degree requirements and on use of the student database management system, FileMaker. Faculty advisors receive program handbooks that outline all program requirements and guidance on policies and procedures related to curriculum management. Group advisor meetings are held quarterly for MPH and MSPH and MD/MPH faculty advisors. Graduate Programs staff provide important advising updates at each meeting, and advisors can raise any concerns or items for discussion. Reminder emails are sent to faculty advisors each semester before a new course schedule is released and advisors are notified of appropriate timelines for outreach to students to meet registration deadlines.

3) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide guidance to students. (electronic resource file)

Student handbooks and advising training materials for faculty are available as ERF H1.3.

See additional information:

Academic Advising: https://graduatestudies.publichealth.med.miami.edu/current-students/course-information/academic-advising/index.html

Graduate Programs in Public Health Degree Program Student Handbooks: https://graduatestudies.publichealth.med.miami.edu/current-students/course-information/forms-handbooks/index.html

Counseling Center (Student Affairs): https://counseling.studentaffairs.miami.edu

Counseling Center (Medical Campus): https://counseling.studentaffairs.miami.edu/services/medical-campus/index.html

Student Health Center: https://studenthealth.studentaffairs.miami.edu/index.html

Office of Student Financial Assistance and Employment: https://grad-prof.miami.edu

International Student and Scholar Services (ISSS): https://isss.miami.edu/students/newly-admitted-undergraduate-students/graduate/index.html

Office of Disability Services (ODS): https://camnercenter.miami.edu/disability-services/index.html

The Writing Center: https://english.as.miami.edu/writing-center/index.html

4) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable. Schools should present data only on public health degree offerings. (self-study document)

Students provide feedback on faculty academic advising in two separate survey instruments, the Student Satisfaction Survey (for exiting students) and the Faculty Advisor Evaluation Survey (with completion of the culminating capstone project or thesis, for MPH, MD/MPH and MSPH, respectively).

Graduating students are asked to complete the Student Satisfaction Survey at the conclusion of their last semester in their degree program. The Student Satisfaction Survey is administered online and takes approximately 15 minutes to complete. The survey allows students an opportunity to anonymously rate their level of satisfaction in several areas of the Graduate Programs, including education/instruction, academic advising, career counseling, program administration support and resources. Open response questions also are included, which allow students to provide more focused and detailed feedback. The Student Satisfaction Survey includes three question/ratings statements specifically about academic advising.   Students are asked to rate their level of agreement with each statement. Overall, students were satisfied with the academic advising provided to them in the Graduate Programs with a mean score of 88% across the 3 calendar years. Data for the calendar years 2018 – 2020 are provided below.

For the 2018 graduates (MPH, MSPH, MS and PhD), the response rate was 28% for the satisfaction survey (n = 20 of 71 graduates). This includes 17 master's level responses (MPH, MSPH and MS) and 3 doctoral responses (biostatistics and epidemiology).

For the 2019 graduates (MPH, MSPH, MS and PhD), the response rate was 32% for the satisfaction survey (n = 23 of 71 graduates). This includes 20 master's level responses (MPH, MSPH and MS) and 3 doctoral responses (epidemiology and prevention science and community health).

For the 2020 graduates (MPH, MSPH, MS and PhD), the response rate was 44% for the satisfaction survey (n = 28 of 63 graduates). This includes 25 master's level responses (MPH, MSPH and MS) and 3 doctoral responses (biostatistics and prevention science and community health).

Student Satisfaction Survey	"Strongly Agree" or "Agree", 2018	"Strongly Agree" or "Agree", 2019	"Strongly Agree" or "Agree", 2020
Academic advising for my degree was clearly provided	89%	84%	96%
Faculty advisor was readily available	84%	89%	81%
Faculty advisor understood my career and academic goals	95%	84%	89%

Students enrolled in the MPH, MD/MPH and MSPH programs also complete the Faculty Advisor Evaluation Survey at the conclusion of their culminating experience credits (integrative learning experience credits for MPH and MD/MPH and thesis credits for MSPH). The Faculty Advisor Evaluation Survey is administered online and takes approximately 10 minutes to complete. The survey allows students an opportunity to anonymously rate their level of satisfaction with their faculty advisor in relation to fulfilling their integrative learning project or thesis. Open response questions are also included, which allow students to provide more focused and detailed feedback. The advisor survey includes sixteen question/ratings statements on academic advising.   Students are asked to rate their level of agreement with each statement. Overall, students were satisfied with the academic advising provided in their culminating experience (integrative learning project or thesis) with a mean score of 88% across the 3 calendar years. Data for the calendar years 2018 – 2021 are provided below.

Faculty Academic Advisor Evaluation Survey	"Strongly "Agree or "Agree", 2018 - 2019		"Strongly Agree or "Agree", 2019 - 2020		"Strongly Agree" or "Agree", 2020 - 2021	
	MPH and MDMPH	MSPH	MPH and MDMPH	MSPH	MPH and MDMPH	MSPH
Your advisor was accessible	86%	86%	91%	100%	82%	100%
Your advisor was approachable	86%	100%	91%	100%	92%	100%
Your advisor was responsive	92%	100%	85%	100%	84%	100%
Your advisor was respectful	89%	100%	91%	100%	92%	100%
Your advisor guided you effectively	83%	100%	88%	100%	80%	100%
Your advisor explored MPH capstone options or MSPH topics with you	64%	71%	82%	100%	78%	83%
Your advisor brainstormed problem-solving solutions	75%	100%	76%	100%	74%	67%
Your advisor connected you to other professionals	61%	100%	61%	75%	68%	83%
Your advisor encouraged you to think creatively	78%	100%	88%	100%	74%	100%
Your advisor encouraged you to think critically	83%	86%	91%	100%	76%	100%
Your advisor helped shape and conceptualize the scope of your capstone program or thesis project within a public health framework.	72%	71%	82%	100%	78%	83%
Your advisor helped you develop capstone or thesis related deadlines and set realistic timelines	75%	100%	82%	100%	69%	83%

Your advisor helped you define clear goals and objectives	78%	100%	85%	100%	78%	100%
Your advisor took the time to help you improve your writing and reporting skills	78%	86%	88%	100%	84%	83%
Your advisor guided you in preparing your oral thesis project defense	NA	100%	NA	100%	NA	100%
Your overall evaluation of your advisor is positive	81%	100%	91%	100%	86%	100%

Likert scale, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

The results of the faculty academic advisor evaluation survey are available in ERF H1.4 and the student satisfaction survey summary reports are available in ERF C2.5.

5) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each. (self-study document)

Prior to commencing their first semester of study, students in all degree programs are required to complete online modules/activities and attend a one-day new student orientation. Orientation sessions are offered for matriculating students each fall and spring semester. The MD/MPH program holds a new student orientation each summer semester for their entering cohort. The online orientation modules/activities include introductory information on policies and procedures, academic requirements, enrollment services and advising and career services. The orientation session provides students with an opportunity to meet their peers, the faculty, staff, and School of Medicine and Department leadership. The orientation session introduces students to their academic program, in addition to campus resources (health, counseling, financial aid) and the Public Health Student Association and Delta Omega (Public Health Honor Society).

The vast majority of orientation activities are the same for all students, with one exception. Breakout sessions are scheduled for the last hour of the orientation; MPH students remain as a group and the MS and PhD students break out to meet with their program directors to review their specific program requirements. Additionally, a "Week of Welcome" events are scheduled the first week of the semester (fall and spring) to further answer students' questions and provide opportunities to connect with faculty, staff, and peers. For example, a speed-networking session is held to provide students with a networking opportunity with Graduate Programs and Department faculty. Recognizing that the orientation session is loaded with information, a Blackboard One-Stop-Shop page is maintained so students can refer back to important documents and information about academic and non-academic resources including health/wellness, safety (e.g., hurricane storm information), transportation, policies and procedures, the code of conduct (honor code), grievance policies and other issues throughout their time in the program.

Orientation materials are available in ERF H1.5.

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 a robust comprehensive advising system for public health students. Student progress is monitored from the start of the degree program to the end. Program faculty are committed to serving in this role and students consistently express satisfaction with the advising system.

Weaknesses: Faculty/student match for academic advising can be limited due to faculty availability rather than student interest.

Plans for Improvement: With program growth, the number of faculty needed to serve in the academic advisor role (and the student load each advisor maintains) continues to increase. The Graduate Programs has expanded the faculty advisor roster with non-primary faculty and will continue to do so as funding permits.

H2. Career Advising (SPH and PHP)

The school or program provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to quality faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The school or program provides such resources for both currently enrolled students and alumni. The school or program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

Required documentation:

1) **Describe the school or program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs. Schools should present data only on public health degree offerings. (self-study document)**

The Graduate Programs in Public Health employ a dedicated career services professional (Ms. Megan Garber, MS, MSEd) who gauges the needs of the student population and provides relevant and timely career service and professional development activities and initiatives. Comprehensive career advising and professional development services are available to all public health students (masters and doctoral). All students can meet with the Director of Career and Professional Development for an individual appointment to receive counseling and advising services, discuss their career interests, resume/CV/cover letter review, practice their interviewing skills, receive networking assistance, and define and/or review job search strategy.

The Graduate Programs Career Services Office offers a wide variety of workshops, trainings, panel discussions, classroom presentations and networking sessions each fall, spring and summer semester. General topics include resume building, interviewing skills, effective communication, opportunities to network, and job search strategy, while other topics are specific to a degree program or focus area (selecting a field placement/internship, research/academia employment, continuing education advising). For example, in Summer 2020, a networking session event was offered with Department Division of Biostatistics faculty for the MS Biostatistics students, and the faculty shared career advice and job search advice specific to employment in the area of biostatistics. Additionally, recent MS Biostatistics alumni joined the session to share their recent employment experiences.

Career panels with public health professionals holding MPH, MS and PhD degrees are offered to showcase the breadth of careers available to students in public health. For example, a panel event held in Spring 2020 featured MPH, PhD and MSPH alumni who are specifically responding to the COVID-19 pandemic through their current employment. In-person career panels have typically featured local public health professionals; however, the diversity of speakers has expanded with the use of Zoom during 2020. The Director of Career and Professional Development works with student leaders (e.g., Public Health Student Association and Delta Omega) and graduate assistants for input on specific programs and events students would like to see offered, and then events and services are offered according to student input. Additionally, student input has been solicited via survey and social media.

Besides the one-on-one consultations and group workshops and panels listed above, a number of online career resources are available to students and alumni through the program's website (online library) and career newsletter. The Graduate Programs website offers the traditional career services such as resume/CV and cover letter assistance, interviewing skills and training, resources for job searches, internship placements and notice of upcoming career events. The weekly *Public Health Jobs and*

Professional Development News features current job postings and applied practice/field experience opportunities, upcoming career services and professional development events, external networking opportunities, alumni spotlight profiles (where new graduates are landing jobs) and weekly career tips. Additional online resources managed by the Graduate Programs Career Services Office include a LinkedIn group for public health students, alumni, faculty and staff as well as a Facebook alumni group for sharing professional development event and job postings.

Please view:
https://graduatestudies.publichealth.med.miami.edu/current-students/career-services/index.html.

A sample of workshop, panel events and newsletters are available in ERF H2.1.

Public health students (and alumni) also have access to campus-level career services offered through the University of Miami Toppel Career Center. The center employs dedicated staff to advise both undergraduate and graduate students. Through the Toppel Center, public health students have access to Toppel career fairs and workshops, and employer information sessions as well as the recruiting portal *Handshake*, an easy-to-use, online career management and job board tool. Through *Handshake*, students and alumni are able to register for Toppel career fairs, events and information sessions, participate in resume critique, research thousands of employers and apply for jobs and internships. Positions specific to public health/health professions are highlighted each week in the *Public Health Jobs and Professional Development News* newsletter.

Doctoral students in Epidemiology and Prevention Science and Community Health are required to complete *EPH 700 Professional Development Seminar* for one credit, a minimum of 2 semesters. This course provides students with an overview of the skills that are necessary to achieve successful completion of their doctoral program and prepare for a career in research and academia. Topic areas include presenting research at conferences, writing manuscripts for publication, comprehensive examinations, preparing the dissertation, effective teaching and mentoring, and interviewing and obtaining employment in academia. Master's students have the opportunity to complete *EPH 608 Master's Professional Development Seminar* as a 2-credit elective course. This course provides students with opportunities to gain experience with professional skills such as job interviewing, public speaking, preparing budgets, grant proposal writing, and working with community organizations.

The UMMSOM employs faculty and staff in career services and professional development to service both MD and MD/MPH students. The Office of Professional Development and Career Guidance (OPDCG) is under the direction of Dr. Hilit Mechaber, Associate Dean for Student Services and Ms. Cristina Garcia, MBA, Assistant Director of Career Services and Wellness. The OPDCG offers MD and MD/MPH students a comprehensive, four-year longitudinal system of career guidance with curricular and extracurricular components which include: individualized guidance throughout medical school and transition to residency match, an assigned faculty advisor and advising dean, learning community facilitators (MD/MPH), mandatory clinical shadowing program, and instructional and self-directed use of web-services (e.g., AAMC Careers in Medicine, and large group workshops and programs). MD/MPH students have access to both Graduate Programs and UMMSOM career services offices and events.

2) **Explain how individuals providing career advising are selected and oriented to their roles and responsibilities. (self-study document)**

The Director of Career and Professional Development position was established in 2013. Prior to this time, the Graduate Programs did not have dedicated staff and services in this area. Selection for filling this position utilized a variety of criteria, which included prior work experience in a career services capacity, ability to be informed as to general career trends in public health, and ability to be accessible to current students and alumni. Ms. Megan Garber, MS, MSEd, was hired in Spring 2013. Prior to joining the Graduate Programs, Ms. Garber worked in academic career services for nearly 8 years at the UM Toppel Career Center. In addition to Ms. Garber's wealth of experience, her time in the position includes service as the Co-Chair for the Association of Schools and Programs in Public Health career services forum, 2014 – 2017.

The Assistant Director of Career Services and Wellness for the UMMSOM (MD and MD/MPH), Ms. Cristina Garcia, MBA, has served in her role since 2015. Prior to joining the OPDCG, Ms. Garcia worked with various non-profits and universities to assist students in finding volunteer opportunities, optimize curriculum and instruction, and foster the highest standard of quality and educational value for medical students.

Members from the public health community are recruited to serve as career panelists for career services events based on their industry and level of experience. The majority of selected career panelists are Graduate Programs alumni, applied practice/field experience community partners, advisory committee members, or previous/current employers.

Faculty are qualified to offer career advising to their students and advisees through their individual expertise, current knowledge of opportunities in public health careers and connections with public health practitioners. Applied practice/field experience community partners are also a valuable resource in public health employment and often serve as contacts for future employment opportunities.

3) **Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating. (self-study document)**

Student Example 1

In Fall 2015, the Graduate Programs Career Services Office hosted an inaugural *Capstone and Career Meet and Gree*t event where students had the opportunity to meet and network with local community partners, local employers, and recent alumni. The success of the first *Meet and Greet* offering led to its establishment as an annual event, growing from 12 organizations participating and over 50 students attending in 2015 to 25 organizations participating and 71 students attending in 2019. A post-event survey from the Fall 2019 *Meet and Greet* event indicated that 100% of the students who responded rated their overall experience at the event as excellent (50%) or good (50%). The Florida Department of Health, Miami-Dade County, Division of Epidemiology, has attended the *Capstone and Career Meet and Greet* event each year, resulting in an MPH or MSPH student being placed annually in their student internship program. These placements have led to several full-time employment positions with the Florida Department of Health.

Student Example 2

In Spring 2019, the Graduate Programs Career Services Office hosted a *Job Search Series* of four workshops to educate students on where and how to start job searching, how to market themselves effectively, interviewing skills and salary negotiation, and understanding the job search from the recruiter's perspective. The Director of Career and Professional Development led two of the four workshops: *Getting Started with Your Job Search* (12 attendees) and *Interviewing and Salary Negotiation* (3 attendees). The Assistant Director for Graduate Student Programs led the workshop of personal branding (10 attendees), and an experienced UM/UHealth employment recruiter explained how organizations recruit and what to expect as an applicant (12 attendees).

Student Example 3

In Fall 2020, the Graduate Programs Career Services Office hosted two information sessions for students seeking to continue their education post-graduation, in doctoral training and in medical school.

The *PhD Information Session* was offered for students and alumni interested in applying to the Graduate Programs PhD Epidemiology Program and PhD Prevention Science and Community Health Program. The speaker panel included the Program Directors of Epidemiology and Prevention Science (Drs. WayWay Hlaing and Seth Schwartz), the Senior Director of Doctoral Administration (Ms. Heather Rose), the Director of Admissions (Ms. Andria Williams) and 3 currently enrolled doctoral students. Topics included a program overview of each doctoral program, a review of the current admission requirements,

and lengthy discussion on elements that constitute a competitive application. Current doctoral students contributed to the discussion with their experiences while enrolled in the program including matching with a faculty mentor, securing stipend funding and selecting a dissertation topic. The information session included 16 participants (15 current students and 1 alumni). This information session series has been offered by the Career Services Office each fall semester to current students and alumni since 2016.

The *Medical School Admissions Information Session* was offered for master's students interested in applying to medical school. The information session was led by the Director of Admissions (Ms. Andria Williams) who has over ten years of experience in medical school admissions. Additionally, a faculty member from the UMMSOM Admissions Committee presents at each workshop. In Fall 2020, 21 students attended the medical school admissions workshop. This information session series has been offered by the Career Services Office each fall and spring semester to current students since 2018.

Student Example 4

In Spring 2020, the Graduate Programs Career Services Office hosted an *Alumni Career Panel* event with five alumni from our MPH, MD/MPH and MPH/MAIA degree programs, working both domestically and abroad. The panel showcased the diverse career opportunities for public health graduates. Discussion topics included how to gain experience as an early career professional. The alumni career panel event included 27 participants.

Student Example 5

In Spring 2020, the OPDGC hosted the annual Residency Program Director Meeting for MD and MD/MPH students in Year 2 and Year 3 of the program.   Attendance at the event included approximately 200 MD and MD/MPH students. The meeting provides an opportunity for students to preview residency programs and network with residency program directors and house staff from 20 specialties and to discuss careers in the field and the application process.

Alumni Example 1

Alumni periodically reach out to Graduate Programs administration for letters of recommendation or other career support (employment references/connections or continuing education recommendation letters). For example, the Graduate Programs Director (Dr. David Lee) receives approximately 4-6 requests per year. Select faculty also receive requests for employment reference letters and continuing education letters of recommendation, approximately 7-10 requests per year.

Alumni Example 2

The Graduate Programs faculty and staff attend the American Public Health Association (APHA) meeting annually, with an exhibition booth in the schools/programs section for recruitment and the program hosts a networking reception/social each year. The networking reception is intended to provide an opportunity for alumni of the Graduate Programs to network with faculty, current students, other alumni and supporters and friends of the Graduate Programs. The inaugural networking reception/social was held in 2015 and events have since been held in 2016-2019. Attendance to the APHA networking events has averaged 20-30 participants per year, including 5-15 alumni in attendance per event/year.

In addition to the APHA annual meeting alumni networking events, the Graduate Programs has hosted alumni networking events/socials in Washington, DC during the annual Association of Schools and Programs in Public Health meeting, and locally in the Miami area. The alumni events at the ASSPH meetings included 8-12 alumni each year (held in 2018 and 2019). Local events in the Miami area have been held in 2018 and 2019 and included 20-25 participants each year (including 5-10 alumni).

4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable. Schools should present data only on public health degree offerings. (self-study document)

Students provide feedback on career advising/services on one survey instrument, the Student Satisfaction Survey (for exiting students). Graduating students are asked to complete the satisfaction survey at the conclusion of their last semester in their degree program. The survey is administered online and takes approximately 15 minutes to complete. The online survey allows students an opportunity to rate their level of satisfaction in several areas of the Graduate Programs, including education/instruction, academic advising, career counseling, program administration support and resources. Open response questions are also included, which allows students to provide more focused and detailed feedback. The Student Satisfaction Survey includes one question/ratings statement on professional development and career services. Students are asked to rate their level of agreement with the statement. Overall, students were satisfied with the career advising/services provided to them in the Graduate Programs. Data for the calendar years 2018 – 2020 are provided below.

For the 2018 graduates (MPH, MSPH, MS and PhD), the response rate was 28% for the satisfaction survey (n = 20 of 71 graduates). This includes 17 master's level responses (MPH, MSPH and MS) and 3 doctoral responses (biostatistics and epidemiology).

For the 2019 graduates (MPH, MSPH, MS and PhD), the response rate was 32% for the satisfaction survey (n = 23 of 71 graduates). This includes 20 master's level responses (MPH, MSPH and MS) and 3 doctoral responses (epidemiology and prevention science and community health).

For the 2020 graduates (MPH, MSPH, MS and PhD), the response rate was 44% for the satisfaction survey (n = 28 of 63 graduates). This includes 25 master's level responses (MPH, MSPH and MS) and 3 doctoral responses (biostatistics and prevention science and community health).

Student Satisfaction Survey (Graduate Programs)	"Excellent" to "Good", 2018	"Excellent" to "Good", 2019	"Excellent" to "Good", 2020
Quality of professional development and career services	74%	85%	96%

Student satisfaction survey data from the graduation questionnaire for the most recent graduating medical school class (2020), regarding medical school career development services indicate a moderate level of satisfaction. The response rate is approximately 50% for the graduating class MD/MPH.

Graduation Questionnaire, 2020 (Medical School)	"Very Satisfied" and "Satisfied", MD/MPH Regional Campus	"Very Satisfied" and "Satisfied", AAMC All Medical Schools Benchmark
Student Support: Faculty mentoring	63%	80%
Career Planning Services: Information about specialties	77%	72%
Career Planning Services: Overall satisfaction with career planning services	56%	64%

Qualitative feedback provided in the satisfaction survey, and through other venues (town hall discussions, Chair's Hour sessions and exit interview focus groups) suggested strengths in individual career advising and general expertise and attentiveness of the Director of Career and Professional Development. Qualitative feedback suggested areas of improvement were requests for additional networking events with community partners and alumni and input from students on the planning of career services/professional development events.

In response to student feedback requesting additional input on career services/professional development events offered, the Director of Career and Professional Development administered a student survey over Summer 2019 to gauge student interest in events for the 2019-20 academic year. A total of 19 students replied. The survey included questions on level of satisfaction with career and professional development services, in addition to questions on the importance of specific services, the preferred format for offering services, and open comment questions on strengths and areas of improvement in existing career and professional development services. For level of satisfaction with career and professional development services, 78% rated as extremely satisfied or moderately satisfied.

For importance of specific career services, students ranked highest in importance:
- help in researching career and employment information
- cover letter and/or CV critiques as the most important services offered
- capstone and career meet and greets with local community partners and employers
- receiving emails with job, internship and capstone opportunities
- interviewing and salary negotiation workshops
- help in understanding interests, skills, personality strengths and values, and relating them to career choices

Additional services requested included more exposure to international public health service and employment opportunities, post-doctorate position information sessions, and additional opportunities to hear from alumni working in government, academia or private sector positions to understand the process for obtaining these types of positions.

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

Strengths: With the addition of dedicated staff, student satisfaction with career advising and professional development services has increased over the past three years. Targeted career services that are tailored to student and alumni needs as well as specific degree programs provide a career advising/professional development program that is effective.

Weaknesses: Student Assistant positions supplement the Career Services staff. While these student workers are truly skilled and helpful, permanent staff would provide a continuity that is lacking. For example, additional staff is needed to conduct additional outreach to employers and alumni.

Plans for Improvement: The Graduate Programs created a Department of Public Health Sciences membership group on the student/alumni mentoring platform Cane2Cane, powered by PeopleGrove, in Spring 2021. The University Toppel Career Center oversees this centralized networking platform for University of Miami students and alumni. The Graduate Programs manages a group of alumni, students, faculty, staff, and friends to creating additional networking and mentoring opportunities for public health students.

H3. Student Complaint Procedures (SPH and PHP)

The school or program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to school or program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

Required documentation:

1) **Describe the procedures by which students may communicate any formal complaints and/or grievances to school or program officials, and about how these procedures are publicized. (self-study document)**

Formal complaints follow a procedure and review process that begins with internal review within the Graduate Programs leadership and can then move through University leadership and University committees, depending on the nature of the complaint and the level of appeal.

Each Graduate Programs student handbook (provided at orientation and available online) details the formal procedures for student grievances and student appeals within the Graduate Programs in Public Health. Formal complaints regarding administrative decisions or complaints pertaining to individual students are first reviewed by the appropriate faculty member (advisor, instructor) and Program Director. If the resolution is not satisfactory to the student, the student has the option of appealing to the Graduate Programs Director, who will review the complaint and if necessary, refer the matter to the Graduate Executive Policy Committee. Beyond the internal processes with the Graduate Programs, if a graduate student wishes to appeal further, complaints are recommended to the Office of Graduate Studies Executive Committee for Graduate Education (medical campus).

Every effort is made to resolve student complaints as soon as they are expressed. Students are provided with multiple platforms for communicating issues and complaints prior to submitting a formal complaint, including an anonymous electronic box. Graduate Programs faculty and staff are expected to be sensitive and responsive to all student concerns.

2) **Briefly summarize the steps for how a complaint or grievance filed through official university processes progresses. Include information on all levels of review/appeal. (self-study document)**

If further appeals are necessary outside of the Graduate Programs in Public Health and the medical campus (Office of Graduate Studies), students may contact the Office of the University Ombudsperson. This office is an impartial, informal, and confidential resource available to incoming students, currently enrolled students and alumni. Additional information is available online at https://ombuds.studentaffairs.miami.edu/index.html.

The University of Miami Academic Bulletin details the procedures for students to file a formal appeal with the University. Students are encouraged to seek the assistance of the University Ombudsperson for possible resolution before initiating the formal graduate grievance process. The Graduate School provides two avenues for appeals; the Graduate School Grade Appeals Process, through the Faculty Senate Student Affairs Committee (FSSAC), for cases appealing a grade assignment, and the Graduate School Grievance Process, through the Graduate Council Grievance Committee (GCGC), for cases not involving grades or matters covered by the Honor Code.

3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution. (self-study document)

Spring 2020 – A 2nd-year master's student contacted a faculty member to request a retake of a final examination. The student viewed the final examination grade once the faculty had posted it on Blackboard and, subsequently, emailed the faculty stating she had experienced a personal challenge days before the exam. The student reported that she had not been in a good state of mind when she took the exam. The faculty instructor declined the student's request based on two principles: (1) the student had waited until she viewed the final grade before requesting a retake of the examination, and (2) it would be unfair to other students in the course that may have also experienced stressful situations. The student sent a formal complaint, in writing, to the Executive Director of Master's Programs, who arranged a personal meeting with the student. The student shared details regarding the unique situation and provided documentation from a licensed therapist with validation. The Executive Director of Master's Programs consulted with the Graduate Programs Director and worked with the faculty instructor, who ultimately agreed to grant the student permission to retake the final examination. The student agreed to the conditions for retaking the exam (i.e., the same number of lectures covered, format, and time to complete), and the faculty member would determine the day/time of the examination. When the faculty instructor scheduled the retake exam time, the student rejected the invitation, stating that it conflicted with her plans to study for the MCAT. The student stated she would appeal the matter further in Graduate Programs. To date, the student has not completed the re-take final examination nor pursued the grievance further. The grades for the final examination and semester course remain as recorded at the conclusion of the semester.

Fall 2019 - A doctoral student completed a re-take of the diagnostic examination in Summer 2019 and did not earn a passing grade (required to move forward in the program) and per program and University policy, was recommended for dismissal from the doctoral program. The student did not appeal the examination results; however, they did request an appeal/review of the language for removal from the program, the student requested the option to withdraw from the program instead of a recorded dismissal on the transcripts. The appeal was received and reviewed by the doctoral Program Director and Division of Biostatistics and denied. The student appealed to the Graduate Executive Policy Committee and the appeal for withdraw (vs. dismissal) was denied. The student elected to appeal the program dismissal to the next review level, the Office of Graduate Studies Executive Committee for Graduate Education (medical campus). The OGS Executive Committee (five faculty from the biomedical PhD programs) reviewed the request in December 2019 and January 2020 and voted to grant the student's appeal. The biostatistics doctoral program revised the program handbook to include direct language for removal from the program due to diagnostic examination failure.

Spring 2019 – A 2nd-year master's student voluntarily withdrew from the MPH program in Spring 2017 after a strong recommendation from the Graduate Programs Director and the Director of Academic Affairs. The student was on academic probation for two consecutive semesters, which is the maximum period allowed before program dismissal. The student completed 42 credits, and her GPA was unrecoverable at 2.59. The student also earned a failing grade in a core course which would require re-enrollment. The student needed to achieve perfect scores (i.e., 4.0) in the remaining classes to reach the required minimum graduation GPA (3.0). The student's academic trajectory proved that this would be an unrealistic achievement. Furthermore, the additional courses would not meet the minimum requirement to obtain financial aid and the cost would significantly burden the student. Leading to the student's withdrawal from the program, the Graduate Programs Director and the Director of Academic Affairs held several meetings with the student, providing options for her to transfer some of the courses to another CEPH-accredited graduate program. In Spring 2019, the student contacted the Graduate Programs requesting to be readmitted. She stated that she had made a mistake withdrawing from the program. The Director of Academic Affairs reviewed the case with the Graduate Programs Director and communicated to the student that she was not eligible for readmission into the program on the basis discussed with her in Spring 2017.

Fall 2017 - A doctoral student completed a re-take of the comprehensive examinations in Summer 2017 and did not earn an unconditional pass (required to move forward in the program) and per program and University policy, was recommended for dismissal from the doctoral program. The student appealed the examination results. Per program policy, the written examination (exam answers and take-home grant proposal) was sent to an epidemiologist with an academic appointment at another university, to serve as an independent reviewer. The independent reviewer reached the same graded conclusion as the examination committee, the student failed the re-take comprehensive examination. The student was notified in writing of the independent examination review results and dismissed from the program in 2018. The student did not elect to appeal the dismissal further to the Office of Graduate Studies or the Graduate School.

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

Strengths: Students have numerous resources available at the program, department, school, and university level if they wish to voice concerns and complaints or to file a formal complaint or grievance. Students who feel they have been treated unfairly have a right to be heard fairly and promptly, and defined procedures are established and available to guide the student towards resolution. Enhanced student orientation sessions for all incoming students makes this information available to all students from the start of their program.

Weaknesses: No significant weaknesses are noted.

Plans for Improvement: The student grievance process is updated to reflect new procedures as needed. The Graduate Programs office plans to offer professional development opportunities for administrative staff to make them more qualified to better address concerns and complaints from students.

H4. Student Recruitment and Admissions (SPH and PHP)

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

Required documentation:

1) **Describe the school or program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Schools should discuss only public health degree offerings. (self-study document)**

The Graduate Programs in Public Health employs numerous and wide-ranging recruitment and marketing strategies to attract, recruit, admit, and retain a diverse and high-achieving public health student body. The Graduate Programs seeks to recruit individuals who are not only academically prepared, but who also support its mission in developing leaders who can generate and translate knowledge into policy and practice to promote health and prevent disease in human populations. The Graduate Programs recognizes and highly values the differing backgrounds, skills, attitudes, behaviors, and knowledge that its applicants represent, and that are necessary to improve the health and well-being of a diverse society. Recruitment strategies demonstrate the commitment to diversity in its student body and future public health leaders. The Graduate Programs adheres to the University's Equal Opportunity/Non-Discrimination/Affirmative Action Statement.

> *"It is the policy of the University to provide equal opportunity to all applicants and employees. The University prohibits discrimination on the basis of race, color, religion, sex (including pregnancy), sexual orientation, gender identity, genetic information, national origin, age, disability, marital status, familial status, citizenship status, or other protected classification. This prohibition includes harassment based upon any of the aforementioned protected classifications, including sexual harassment and sexual misconduct.*
>
> *The University also prohibits retaliation against anyone who files a complaint of discrimination; anyone against whom such a complaint is filed; or anyone who participates in an investigation of such a complaint."*

The Graduate Programs has policies and procedures in place to recruit and admit a qualified student body. The Graduate Program's Director of Admissions oversees recruitment efforts for the master's programs and works with other university partners to recruit students into the joint degree master's programs. The Graduate Programs recruits at professional meetings, at both in-person and virtual career, graduate and professional fairs and through targeted communication campaigns using a marketing and customer relationship management (CRM) system designed specifically to transform student engagement. Prospective students are encouraged to visit the campus to meet with faculty and current students and observe a class. Beginning in March 2020, applicants were given the opportunity to participate in *Virtual Canes Visits* allowing them to ask questions and meet with faculty, staff, current students and alumni. The program also has a presence on social media channels including Facebook, Instagram, Twitter, YouTube and LinkedIn.

Recruitment activities include, but are not limited to:

- Positioning advertisements and/or announcements in Petersons.com, the Association of Schools and Programs of Public Health Viewbook, the CEPH website and the American Public Health Association
- Distribution of the Graduate Programs Viewbooks and Program Brochures, which include information about all degree programs offered, outcomes data and admissions-specific information and recruitment events, and information sessions; may be mailed to prospective students upon request

- Use of recruitment videos accessible on the Graduate Programs website
- Targeted promotional efforts through the Graduate Programs website including student, alumni and faculty spotlights
- Attending UM sponsored recruitment fairs and activities
- Presenting during UM undergraduate public health courses about the field and graduate degree programs offered
- Maintaining a strong relationship with the UM Office of Pre-Health Advising and Mentoring and pre-health organizations and other local universities and institutions
- Participating in local, regional, national and virtual career, graduate and professional recruitment fairs
- Hosting virtual *All About* information sessions for each of the Graduate Programs offered
- Hosting Open Houses each Fall and Spring semester on the UM Coral Gables campus
- Participating in the ASPPH *This is Public Health* graduate and virtual recruitment fairs

Each program director oversees recruitment for the doctoral programs in biostatistics, epidemiology and prevention science and community health. These programs are included in the Graduate Programs in Public Health Viewbook and the above-mentioned recruitment activities.

Please view: https://graduatestudies.publichealth.med.miami.edu/about-us/viewbook/index.html

2) **Provide a statement of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Schools should discuss only public health degree offerings. (self-study document)**

Admissions Criteria

The admissions process for each degree program offered includes an application, official transcripts from all undergraduate and graduate programs attended, a statement of purpose or personal statement, three letters of recommendation, a resume/CV and may include a standardized test score. Effective Summer/Fall 2020, the Graduate Programs discontinued the standardized test score requirement (GRE, MCAT, LSAT) for the master's programs and the doctoral program in prevention science and community health (GRE). The doctoral programs in biostatistics and epidemiology continue to require the GRE for admissions. Scores in the 65th percentile are considered competitive.

A baccalaureate degree from an accredited institution is required. The recommended minimum cumulative GPA of all college coursework is 3.0. Academic performance in specific courses is also evaluated, such as statistics and other mathematics coursework that may predict success in required graduate courses. Applicants may be admitted with a cumulative GPA lower than 3.0 if the Admissions Committee determines that there is strong evidence of scholarly excellence from other aspects of the application to recommend acceptance (e.g., public health focus, community service, research experience, publication record, advanced degree, reputation of the training program, etc.).

The statement of purpose or personal statement should clearly explain the applicant's motivation for pursuing a degree in public health and may include examples of previous research, applied experience, and goals for using the degree in improving public health in an area of focus. A strong statement discusses a match between the applicant's background, interests, and career goals and the Graduate Programs.

Three letters of recommendation are required. Letters should reveal details about an applicant's strengths by demonstrating the letter writer's familiarity with the applicant's qualifications. Letters may also help explain weaknesses in the application (e.g., lower GRE scores or grades in certain courses) and/or resilience in the face of adversity. Letters should specifically address an applicant's potential to impact public health. Strong applicants will have solid letters from academic professors, public health-related employment supervisors, and mentors and demonstrate that the letter writer knows the applicant well.

The Resume/Curriculum Vitae (CV) should be clear and organized, documenting previous educational and work experience related to public health. Publication and presentation records should be carefully evaluated for evidence of scholarly potential. While relevant work experience in public health is not a condition of admission, demonstrated evidence of a commitment to public health principles through professional or volunteer experiences further enhances a student's application.

Domestic or international applicants who have academic credits from or attended an international institution must have their educational credentials earned outside the United States verified by an approved international credentialing evaluation service. International applicants must take either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). For Spring, Summer and Fall 2021 admissions, the Graduate Programs is temporarily accepting results from the Duolingo English Test to fulfill the English proficiency test admissions requirement. The English tests must demonstrate proficiency and students must achieve a minimum score.

Admissions Committee Purpose and Composition

There are a total of seven admissions committees within the Graduate Programs, as each degree program has its own admissions committee with the sole responsibility of holistically reviewing and recommending admission of applicants, contingent upon final approval from the Office of Graduate Studies at the UMMSOM.

- MS Biostatistics Admissions Committee (3 members)
- PhD Biostatistics Admissions Committee (2 members)
- PhD Epidemiology Admissions Committee (5 members)
- MS Prevention Science and Community Health Admissions Committee (3 members)
- PhD Prevention Science and Community Health Admissions Committee (7 members)
- MS Climate and Health Admissions Committee (6 members)
- Public Health Admissions Committee (4 members)

The Director of Admissions serves in an advisory role as a non-voting member of the master's program's admissions committees. The Senior Director of Accreditation and Doctoral Administration serves in an advisory role as a non-voting member of the doctoral program's admissions committees.

Application

Applications are received exclusively through the SOPHAS centralized electronic application management system. We have rolling admissions (MPH and MSPH) with a master's program priority deadline used for scholarship consideration of March 1 for Summer/Fall and November 15 for Spring. The final deadline for Fall is July 15 and December 15 for Spring. The MS and PhD degrees only enroll students in the Fall. The final deadline for the MS degrees is July 15. The deadline for the PhD program in Biostatistics is January 31. The deadline for the PhD in Epidemiology and the Prevention Science and Community Health programs is December 1.

Applicants to joint degree programs in law, Latin American studies, international administration, and public administration must complete a second application to their respective dual degree program in addition to the SOPHAS application. Applicants are reviewed by each program independently. Applicants to the joint four-year MD/MPH program apply through AMCAS and submit a secondary joint degree application through the University of Miami Miller School of Medicine. Joint degree MD/MPH applicants do not submit an application through SOPHAS.

Applicant Review and Scoring

Applications are reviewed within the SOPHAS portal and scored using a pre-determined admissions scoring matrix by committee members. Reviewers are required to enter a score and provide detailed comments for each scoring category. An average score is calculated automatically, however; reviewers

have the option to weigh categories or specific aspects of the application, as they deem important. Reviewers then enter a summary of the applicant's strengths and weakness in the Overall Comments section and select an Overall Remark. Reviewers are encouraged to include major and minor strengths and weaknesses, as they are important factors that could help predict an applicant's potential success in the program and field of public health. Finally, an admissions recommendation of Accept, Reject, or Further Review must also be entered.

<u>Interviews</u>

After the initial review of all complete applications, select applicants to the PhD in Epidemiology and Prevention Science and Community Health programs will be invited to participate in an on-campus (or virtual) interview day.

The Admissions Committee of each master's program may elect to interview an applicant by phone or Zoom prior to making a final admission decision. Applicants will be contacted via e-mail if an interview is required.

<u>Application Decision</u>

Final recommendations are referred to the Office of Graduate Studies at the UMMSOM for final processing. Letters of acceptance are produced by the Office of Admissions and applicants are notified via e-mail of the admissions decision.

<u>Admissions Communications and Tracking</u>

The Graduate Programs website is the primary tool for communicating admissions and academic information to prospective applicants. It contains links to program curricula, course descriptions, program plans, academic calendars, financial aid resources, application instructions, grading, and career resources. In addition, there are written recruitment materials such as the Graduate Programs Viewbook, the Department of Public Health Sciences Viewbook and Graduate Programs Brochures containing program-specific information and admissions information. Information about the Graduate Programs can also be found using the ASPPH's Academic Program Finder. The Office of Admissions manages the distribution of information and responds to e-mail inquiries from potential applicants, directing them to application materials on the Graduate Programs website.

The program tracks applications, acceptances and enrollment. The program has adequate faculty resources to support the size of the student body. The program uses several measures to evaluate its success in enrolling a qualified student body, including academic metrics, previous public health experience and previously earned advanced degrees. Most targets have been met or exceeded in the last three years.

3) **Select at least one of the following measures that is meaningful to the school or program and demonstrate its success in enrolling a qualified student body. Provide a target and data from the last three years in the format of Template H4-1. In addition, to at least one from the list that follows, the school or program may add measures that are significant to its own mission and context.**

- **Quantitative scores (e.g., GPA, SAT/ACT/GRE, TOEFL) for newly matriculating students**
- **Percentage of designated group (e.g., undergraduate students, mid-career professionals, multi-lingual individuals) accepting offers of admission**
- **Percentage of priority under-represented students (as defined in Criterion G1) accepting offers of admission**
- **Percentage of newly matriculating students with previous health-or-public health related experience**

- **Number of entering students with distinctions and/or honors from previous degree (e.g., National Merit Scholar)**
- **Percentage of multi-lingual students**

Schools should present data only on public health degree offering. (self-study document)

Template H4-1.: Master's and Doctoral Degrees, New Matriculating Students Per Fall Semester/Year

Public Health Programs (MPH and MSPH)	Target	Fall 2018	Fall 2019	Fall 2020
Priority Underrepresented Students				
Asian	Increase representation	13% (5/39)	16% (5/31)	17% (11/66)
Black/African-American	Increase representation	23% (9/39)	13% (4/31)	30% (20/66)
Hispanic	Increase representation	26% (10/39)	26% (11/31)	35% (23/66)
Percentage of matriculating students first generation college	Increase representation	13% (5/39)	13% (4/31)	27% (18/66)
Quantitative Scores				
Average undergraduate GPA	3.0	3.37	3.36	3.34
Designated Groups				
Percentage holding an advanced degree	N/A	17% (7/39)	23% (7/31)	12% (8/66)
Percentage multi-lingual	N/A	64% (25/39)	55% (17/31)	62% (41/66)
Percentage international	Increase representation	17% (7/39)	23% (7/31)	17% (11/66)

MD/MPH Joint Program	Target	Fall 2018	Fall 2019	Fall 2020
Priority Underrepresented Students				
Asian	Increase representation	20% (10/51)	13% (7/53)	6% (3/53)
Black/African-American	Increase representation	6% (3/51)	9% (5/53)	2% (1/53)
Hispanic	Increase representation	12% (6/51)	26% (14/53)	15% (8/53)
Percentage of matriculating students first generation college	Increase representation	2% (1/51)	6% (3/53)	9% (5/53)
Quantitative Scores				
Average undergraduate GPA	3.0	3.61	3.66	3.70
Average MCAT score	N/A	85.4 Percentile	84.0 Percentile	85.5 Percentile

MS Programs (BST, CLIM, PREV)	Target	Fall 2018	Fall 2019	Fall 2020
Priority Underrepresented Students				
Asian	Increase representation	17% (1/6)	21% (3/14)	15% (2/13)
Black/African-American	Increase representation	0% (0/6)	7% (1/14)	23% (3/13)
Hispanic	Increase representation	67% (4/6)	50% (7/14)	23% (3/13)
Percentage of matriculating students first generation college	Increase representation	17% (1/6)	36% (5/14)	23% (3/13)
Quantitative Scores				
Average undergraduate GPA	3.0	3.24	3.00	3.38
Designated Groups				
Percentage holding an advanced degree	N/A	0% (0/6)	7% (1/14)	15% (2/13)
Percentage multi-lingual	N/A	100% (6/6)	78% (11/14)	69% (9/13)
Percentage international	Increase representation	17% (1/6)	29% (4/14)	31% (4/13)

PhD Programs (BST, EPI, PREV)	Target	Fall 2018	Fall 2019	Fall 2020
Priority Underrepresented Students				
Asian	Increase representation	45% (5/11)	18% (2/11)	38% (3/8)
Black/African-American	Increase representation	18% (2/11)	18% (2/11)	13% (1/8)
Hispanic	Increase representation	18% (2/11)	27% (3/11)	50% (4/8)
Percentage of matriculating students first generation college	Increase representation	27% (3/11)	36% (4/11)	25% (2/8)
Quantitative Scores				
Average undergraduate GPA	3.0	3.24	2.97	3.12
Average GRE	150 V 150 Q 3.5 AW	154 V 161 Q 3.7 AW	152 V 154 Q 4.0 AW	151 V 156 Q 3.3 AW
Designated Groups				
Percentage holding an advanced degree	N/A	9% (1/11)	9% (1/11)	0% (0/8)
Percentage multi-lingual	N/A	64% (7/11)	27% (3/11)	63% (5/8)
Percentage international	Increase representation	64% (7/11)	27% (3/11)	50% (4/8)

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

Strengths: The Graduate Programs implements student recruitment and admissions policies to attract, recruit, admit, and retain a diverse and high-achieving public health student body. In addition, Graduate Programs has increased the number of current students involved in recruitment and admissions activities through its *Canes Student Ambassador Program* and has increased marketing efforts; for example, through e-mail campaigns and virtual event offerings.

Weaknesses: Recruitment and enrollment of underrepresented students has improved but remains a challenge for our masters and doctoral degree programs.

Plans for Improvement: The Graduate Programs will continue efforts to recruit and maintain a diverse student body. Due to the COVID-19 pandemic and the move to remote learning for Spring 2020 - Summer 2021, the Graduate Programs has invested efforts and resources to improve virtual recruiting, including a walking video tour of the medical campus and surrounding areas. These virtual enhancements will continue to be utilized beyond the temporary remote learning time period.

H5. Publication of Educational Offerings (SPH and PHP)

Catalogs and bulletins used by the school or program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

Required documentation:

1) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. (self-study document)

- Catalogs and Bulletins—The Graduate Programs in Public Health utilizes a number of online resources to provide information to prospective students about each of our degree programs. The University Academic Bulletin is a comprehensive listing of all graduate programs available at the University of Miami.

- University Academic Bulletin: https://bulletin.miami.edu

    - Graduate Academic Programs: https://bulletin.miami.edu/graduate-academic-programs/
    - Public Health: https://bulletin.miami.edu/graduate-academic-programs/medicine/public-health/
    - Biostatistics: https://bulletin.miami.edu/graduate-academic-programs/medicine/biostatistics/
    - MD/MPH Program: https://bulletin.miami.edu/graduate-academic-programs/medicine/md-mph/#text
    - Academic Policies/Grading Policies (Graduate): https://bulletin.miami.edu/general-university-information/graduate-policies-and-procedures/academic-policies/
    - Academic Policies (Masters Degrees): https://bulletin.miami.edu/general-university-information/graduate-policies-and-procedures/masters-degree/
    - Academic Policies (Doctoral Degrees): https://bulletin.miami.edu/general-university-information/graduate-policies-and-procedures/doctoral-degree/

- Academic Calendar: https://registrar.miami.edu/dates-and-deadlines/academic-calendars/index.html

- Admissions Policies: https://graduatestudies.publichealth.med.miami.edu/admissions/application-process/index.html

- Academic Integrity Standards – The Graduate Programs subscribes to the University Honor Code which is explained in detail at: https://doso.studentaffairs.miami.edu/honor-council/honor-code/index.html

- Degree Completion Requirements: Available from the Graduate Programs website: https://graduatestudies.publichealth.med.miami.edu/academic-programs/index.html
    - Master of Public Health (MPH): https://graduatestudies.publichealth.med.miami.edu/academic-programs/masters-degrees/mph-program-plan/index.html
    - Master of Science in Public Health (MSPH): https://graduatestudies.publichealth.med.miami.edu/academic-programs/masters-degrees/msph-program-plan/index.html

- o Master of Science in Biostatistics (MS): https://graduatestudies.publichealth.med.miami.edu/academic-programs/masters-degrees/ms-biostatistics-program-plan/index.html
- o Master of Science in Climate and Health (MS): https://graduatestudies.publichealth.med.miami.edu/academic-programs/masters-degrees/ms-climate-and-health-program-plan/index.html
- o Master of Science in Prevention Science and Community Health (MS): https://graduatestudies.publichealth.med.miami.edu/academic-programs/masters-degrees/ms-prevention-science-and-community-health/index.html
- o Joint Degree MD/MPH: https://graduatestudies.publichealth.med.miami.edu/academic-programs/joint-degrees/md-mph-program/index.html
- o Joint Degree MPA/MPH: https://graduatestudies.publichealth.med.miami.edu/academic-programs/joint-degrees/mpa-mph-program/index.html
- o Joint Degree MAIA/MPH: https://graduatestudies.publichealth.med.miami.edu/academic-programs/joint-degrees/maia-mph-program/index.html
- o Joint Degree MALAS/MPH: https://graduatestudies.publichealth.med.miami.edu/academic-programs/joint-degrees/mlas-mph-program/index.html
- o Joint Degree JD/MPH: https://graduatestudies.publichealth.med.miami.edu/academic-programs/joint-degrees/jd-mph-program/index.html
- o Doctorate in Biostatistics (PhD): https://graduatestudies.publichealth.med.miami.edu/academic-programs/doctoral-degrees/phd-biostatistics/index.html
- o Doctorate in Epidemiology (PhD): https://graduatestudies.publichealth.med.miami.edu/academic-programs/doctoral-degrees/phd-epidemiology/index.html
- o Doctorate in Prevention Science and Community Health (PhD): https://graduatestudies.publichealth.med.miami.edu/academic-programs/doctoral-degrees/phd-prevention-science-and-community-health/index.html

- Student Handbooks: https://graduatestudies.publichealth.med.miami.edu/current-students/course-information/forms-handbooks/index.html

- Graduate Programs Viewbook: https://graduatestudies.publichealth.med.miami.edu/about-us/viewbook/index.html

Graduate Programs in Public Health Electronic Resource File (ERF) Directory

Criteria	ERF Folder Name/Number	Subfolder Name or File Contents	File Type
	CEPH Required Standalone ERF	Course Schedules 2018 - 2019, 2019 - 2020 and 2020 - 2021	PDF and MS Word
		University Graduate Bulletin https://bulletin.miami.edu/graduate-academic-programs/	
		Template Intro-1 Instructional Matrix	
	Solicitation of Third-Party Comment	Website Posting and Department Newsletter and Graduate Programs/Jobs Newsletter Postings	PDF
Introduction	ERF Introduction	Department of Public Health Sciences (DPHS) Organizational Chart	PDF
		Graduate Programs in Public Health Organizational Chart	
		Office of Graduate Studies (OGS) Organizational Chart	
		Medical Education Organizational Chart	
		University of Miami Organizational Chart	
A	ERF A1.3	Faculty Manual	PDF
		Bylaws of the Medical School Faculty Council	
		Student Rights and Responsibilities Handbook	
		Graduate Student (Graduate School) Handbook	
A	ERF A1.5	Monthly Faculty Meeting Minutes, 2020 Calendar Year	PDF
B	ERF B1.2	Graduate Programs Strategic Planning Meeting Materials (2017 – 2020)	PDF
		University of Miami RoadMap 2018 - 2025	
B	ERF B4.2	Alumni Survey for Biostatistics, Epidemiology, Prevention Science and Community Health and Public Health (Copy of Survey Questions)	PDF
		Alumni Survey Summary Report Biostatistics 2016 - 2020	
		Alumni Survey Summary Report Epidemiology and Prevention Science and Community Health 2016 - 2020	
		Alumni Survey Summary Report Public Health 2016 - 2020	
B	ERF B5.3	Implementation of Evaluation Plan Documents	PDF
		Meeting Minutes (GEPC, GAOC, Curriculum Committee, DPHS Faculty, Sample Town Halls)	
		Sample SOPs	
		Strategic Planning and Other Reports	
B	ERF B6.1	Student Course Interest Survey and Summary Reports/Presentations	PDF
C	ERF C2.5	Student Satisfaction Survey Summary Data Reports	PDF
C	ERF C2.6	Mid-semester Course Evaluation Survey and Summary Reports	PDF and Excel
		End of Semester Course Evaluation Survey and Summary Reports	

D	ERF D1.2	Course Syllabi for Template D1-1 (MPH and MD/MPH)	PDF
D	ERF D2.3.1	Syllabi for the Generalist MPH Program (Template D2-1)	PDF
D	ERF D2.3.2	Syllabi for the Public Health Physician MD/MPH Program (Template D2-1)	PDF
D	ERF D4.3.1	Syllabi for the Generalist MPH Program (Template D4-1)	PDF
D	ERF D4.3.2	Syllabi for the Public Health Physician MD/MPH Program (Template D4-1)	PDF
D	ERF D5.2	Handbooks for the Applied Practice/Field Experience for MPH and MD/MPH	PDF
D	ERF D5.3	Samples of Student Work for Template D5-1 (Applied Practice/Field Experience Work Products and Competency Attainment)	PDF
D	ERF D7.3	Handbooks for the Integrative Learning Experience/Capstone Project for MPH and MD/MPH	PDF
D	ERF D7.4	Assessment Rubric for the Integrative Learning Experience/Capstone Project for MPH and MD/MPH	PDF
D	ERF D7.5	Samples of Student Work for the Integrative Learning Experience/Capstone Project	PDF
D	ERF D17.6.1	Program Handbook for the MS Thesis and Graduate School ETD Policies and Procedures, ETD Formatting	PDF
D	ERF D17.6.2	BST 610 and BST 692 Course Syllabi	PDF
D	ERF D17.7.1	MS Biostatistics Research Project Samples	PDF
D	ERF D17.7.2	MS in Prevention Science and Community Health Thesis Samples	PDF
D	ERF D17.7.3	MS in Public Health Thesis Samples	PDF
D	ERF D17.9.1	Course Syllabi for the MS in Biostatistics	PDF
D	ERF D17.9.2	Course Syllabi for the MS in Prevention Science and Community Health	PDF
D	ERF D17.9.3	Course Syllabi for the MS in Climate and Health	PDF
D	ERF D17.9.4	Course Syllabi for the MS in Public Health	PDF
D	ERF D18.6	Handbooks for the PhD in Biostatistics, PhD in Epidemiology and PhD in Prevention Science and Community Health Graduate School ETD Policies and Procedures, ETD Formatting	PDF
D	ERF D18.7.1	PhD in Biostatistics Dissertation Samples	PDF
D	ERF D18.7.2	PhD in Epidemiology Dissertation Samples	PDF
D	ERF D18.7.3	PhD in Prevention Science and Community Health Dissertation Samples	PDF
D	ERF D18.9.1	Course Syllabi for the PhD in Biostatistics	PDF
D	ERF D18.9.2	Course Syllabi for the PhD in Epidemiology	PDF
D	ERF D18.9.3	Course Syllabi for the PhD in Prevention Science and Community Health	PDF

E	ERF E1.3.1	Faculty CVs for Biostatistics	PDF
E	ERF E1.3.2	Faculty CVs for Climate and Health	PDF
E	ERF E1.3.3	Faculty CVs for Epidemiology	PDF
E	ERF E1.3.4	Faculty CVs for Prevention Science and Community Health	PDF
E	ERF E1.3.5	Faculty CVs for Generalist Public Health	PDF
E	ERF E1.3.6	Faculty CVs for Public Health Physician	PDF
E	ERF E3.1	DPHS Faculty Teaching Standard Operating Procedures (SOP)	PDF
F	ERF F1.4	Community Academic Advisory Committee (CAAC) Meeting Documentation	PDF
		Alumni Survey Summary Reports	
		Employer Survey on Program Competencies in Graduates and Survey Summary Report	
		Website Displays Requesting Written Feedback from Community Partners	
F	ERF F3.2	Workforce Development Survey and Preliminary Summary Report	PDF
		University of Miami and de Beaumont Foundation Meeting Materials	
F	ERF F4.1	Pilot Testing the BEAM Certificate Program	PDF
G	ERF G1.3	University of Miami Faculty Hiring Guidelines	PDF
G	ERF G1.4	Sample Flyers for Student Organizations and Events	PDF
G	ERF G1.5	UMMSOM Faculty Perceptions of Climate (C-Change) Survey Reports	PDF
H	ERF H1.3	Student Handbooks and Advising Training Materials	PDF
H	ERF H1.4	Faculty Academic Advisor Evaluation Survey (copy of survey questions) and Summary Survey Reports	PDF
H	ERF H1.5	New Student Orientation and Advising Materials	PDF
H	ERF H2.1	Samples of Professional Development Workshops, Panel Events and Newsletters	PDF