Welcome!

Student Assembly General Meeting - Wednesday, November 5th, 2014 at 12 pm, W3008
Agenda

I. CEPH Accreditation Spring 2015-Self Study Preliminary Report, Karen Charron and Dean Gange

II. Student Code of Conduct Changes, Dean Ward

III. Fall Formal

IV. Fall SCF Award Winners & Annual SA Auction/Holiday

V. New Listserv Email Market

VI. VP Updates

VII. Announcements
An overview of credentialing

Credentialing

Institutions
- Accreditation
  - Hospitals
  - Health Departments
  - Academic Programs

Individuals
- Certification
  - Health Education Specialists (CHES)
  - Public Health (CPH)
- Licensure
  - Nurses
  - Physicians
  - Social Workers
- Registration
  - Sanitarians/
    Environmental
    Health Specialists
  - Dietitians

CEPH
Council on Education for Public Health
Characteristics of accreditation

• Accreditation
  • Published standards
  • Self-evaluation against the standards
  • Peer review (on site)
  • Accreditation decision
  • Publication of decision
  • Ongoing monitoring and re-evaluation

Accreditation serves a public purpose
CEPH Accreditation

- Quality is measured by competence of the graduates linking learning with application in practice or research settings.
- Graduates who prepare for professions in practice should be ready to begin professional careers with a level of competence appropriate to their education and previous experience.
- Graduates who prepare for research careers should be prepared to engage in research that addresses community-relevant public health questions.
CEPH background

- Accredit **160** total units
  - Accredit **52** schools of public health
  - Accredit **108** public health programs
- **35** schools and programs are currently applicants
- Accredit in **45** states plus DC & PR
- Accredit in **4** countries outside US (Canada, Mexico, Lebanon, Grenada)
November 19, 2013

Michael J. Klag, MD, MPH
Dean
Johns Hopkins University
Bloomberg School of Public Health
615 North Wolfe St.
Baltimore, MD 21205-2179

Dear Dean Klag:

This letter is to confirm that April 20 to 22, 2015 has been reserved for your site visit by the Council on Education for Public Health. I would suggest the following sequence of events leading up to the visit. If any of the specific dates are problematic for you or your colleagues, please let me know and we will negotiate a revised schedule. As we proceed through the schedule, there is less flexibility, particularly in terms of the mailing date for sending the final self-study document to the team members.
November 20, 2014

You should submit your preliminary self-study document to CEPH Councilors and staff, who will determine whether the documentation is sufficient for final scheduling of the visit and who may offer constructive suggestions for improving the final version. We will provide the names and mailing addresses of the individuals closer to the mailing date.

January 20, 2015

CEPH will return to you any comments from the preliminary reviewers so that you can make changes in the final version.

March 20, 2015

You should mail your final self-study document and other materials outlined in your preliminary review comments letter to members of your site visit team and to the CEPH office. I will be in contact about the individuals who will serve on your site visit team several months in advance of the visit, but you can anticipate that you will need to reserve hotel rooms for four individuals.
## Our Self-Study Process

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tr>
<td>2006</td>
<td>SPH CEPH reaccreditation Self-study. All criteria met</td>
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<td>2008</td>
<td>Strategic Plan</td>
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<tr>
<td>2012-2014</td>
<td>SPH establishes accreditation Steering Committee (SC) for both CEPH and reaccreditation and University’s Middle States Commission on Higher Education (MSCHE) reaccreditation. Monthly meetings of SC and working groups established.</td>
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<td>Nov, 2013</td>
<td>Drafts of MSCHE SS posted on SPH and JHU web sites.</td>
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<td>Jan, 2014</td>
<td>MSCHE site visit</td>
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<tr>
<td>2013-2015</td>
<td>CEPH SS preparation coordinated by Academic Affairs and SC</td>
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<td>Sept. 30, 2014</td>
<td>1st draft of Self Study (SS) completed and distributed for comments.</td>
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<tr>
<td>October 2014</td>
<td>Shared/Presented to constituents for comment</td>
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<td>Oct 2</td>
<td>SPH Advisory Board (Deans and Chairs) &amp; Faculty Senate</td>
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<td>SOURCE Community Council Meeting</td>
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<td>Oct 9</td>
<td>Maryland Association of City and County Health Officers (MACHO)</td>
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<td>Nov 5</td>
<td>Student Assembly</td>
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<td>Alumni Meeting</td>
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<td>Employing Agencies</td>
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<tr>
<td>Oct 31, 2014</td>
<td>Written comments due to <a href="mailto:academicaffairs@jhu.edu">academicaffairs@jhu.edu</a></td>
</tr>
<tr>
<td>Nov. 20, 2014</td>
<td>Preliminary self-study submitted to CEPH for initial review (Site Visit Chair, CEPH staff, 2 CEPH Councilors) and post on SPH website for public comments.</td>
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<td>Feb, 2015</td>
<td>Draft agenda submitted to CEPH with names of participants</td>
</tr>
<tr>
<td>Mar. 20, 2015</td>
<td>Final self-study submitted to CEPH for review by full site visit team</td>
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<tr>
<td>Mar. 20, 2015</td>
<td>Site Visit Agenda finalized with any changes (including participants)</td>
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<tr>
<td>Apr 20-22, 2015</td>
<td>CEPH Site visit at JHSPH</td>
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# Self-Study Steering Committee Membership

**University and Bloomberg Accreditation**  
**July 14, 2014**

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<tr>
<td><strong>Self-Study Coordinators</strong></td>
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<tr>
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<td><strong>Departments</strong></td>
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CEPH Self-Study Standards

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

Interpretation. The core areas of public health knowledge are defined in Criterion 2.1: Concepts and competencies in these five areas must be integrated into all professional public health degree curricula offered by the school of public health, including those offered at the master’s and doctoral levels. Schools may define the public health core requirements more broadly, depending on the mission of the school and the competencies it establishes for its graduates. At a minimum, the five core areas constitute the intellectual framework through which public health professionals in all specializations approach problem solving.

Required Documentation. The self-study document should include the following:

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

b. Assessment of the extent to which this criterion is met and an analysis of the school’s strengths, weaknesses and plans relating to this criterion.

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

Interpretation. The school must provide opportunities for professional public health degree students at the masters and doctoral levels to apply the knowledge and skills being acquired through their courses of study. Practical knowledge and skills are essential to successful practice. A planned, supervised and evaluated practice experience is an essential component of a professional public health degree program. These opportunities can take place in a variety of agencies and organizations and should include local and state public health agencies to the extent possible and appropriate. Opportunities may also include those in appropriate local, state, national and international non-governmental agencies and organizations. An essential
1.3.a A brief description of the institution in which the school is located and the names of accrediting bodies (other than CEPH) to which the institution responds.

The Johns Hopkins University was incorporated in 1867 under the terms of a $7M bequest from Johns Hopkins, a Quaker merchant of Baltimore, who directed that the funds be used to establish a university and a hospital. Johns Hopkins University opened its doors in 1876 as America’s first research university, founded for the express purpose of expanding knowledge and putting that knowledge to work for the good of humanity. The creation of this model and its subsequent replication at other schools led to the American research university system we know today. A concise summary of the University is found in its 2014 Factbook.

1.3.b Organizational charts of the university indicating the school’s relationship to other components of the institution, including reporting lines.

Figure 1.3.b.1 shows the organizational structure of the University. The deans of the nine academic divisions, including the School of Public Health, and the Dean of Libraries and Museums report directly to the president.

1.3 Institutional Environment

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<td>Johns Hopkins Factbook.2014.pdf</td>
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1.8 Diversity

- Systematic, coherent and long-term efforts to incorporate elements of diversity are expected at all levels including faculty, staff, students, curriculum, research and service.
Criteria 2: Instructional Programs

2.1-2.2: Degree program list and degree length

2.3-2.5: MPH and MSPH
  - Public health core knowledge, practical skills, culminating experience

2.6: Degree competencies

2.7: Assessment procedures
  - Graduation rates
  - Employment rates

2.8, 2.11, 2.12: Other professional, academic, and doctoral degrees

2.13-2.14: Joint degrees and distance education
1. Apply principles of ethical conduct to public health research and practice.

2. Integrate and synthesize information to solve problems, inform policy, formulate appropriate questions, generate hypotheses, and practice evidence-based decision making in public health settings.

3. Prepare and deliver effective written and oral communications for scientific and professional public health audiences.

(Approved 10/13/14 and not yet in current draft)
3.1 Research
   a. Research collaborations with local, state, national, international health agencies and community-based organizations
   b. Current research activity
   c. Student involvement in research

3.2 Service
   a. Service activities & partnerships
   b. Service of faculty
   c. List of service activities
   d. Student involvement in service

3.3 Workforce Development
   a. Assessment of continuing education needs
   b. Continuing education activities – OCW, MOOCs, Trainings
   c. Certificate programs
   d. Policy/procedures that support training
   e. Other collaborations with educational or PH practice organizations
Criteria 4.1 - 4.2 Faculty

4.1: Faculty qualifications
   - Table of all primary faculty with degrees, research and teaching areas

4.2: Faculty policies and procedures
4.3: Student recruitment and admissions

- SPH should seek individuals who have the educational prerequisites, interest and motivation for undertaking and advancing in public health careers, consonant with the school’s stated mission, goals and objectives.

- The number of applicants, acceptances and enrollment, by concentration, for each degree, for the last three years.
4.4: Advising and career counseling.

- Each student should have access to advisors who are knowledgeable about the curricula overall and about specific courses and programs of study. Orientation should be provided for all entering students.
- Career and placement counseling should be available to students. Advisors should be sensitive to differing needs.
4.2.b Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

In 2012, the Associate Dean for Research and Faculty responsibilities were revised to including faculty development. The associate dean has worked with the Faculty Senate to review and revise existing programs and develop new initiatives, described in the Faculty Development and Mentoring Plan. A summary of these efforts follows:

**Career guidance and advancement.** The chair of the A&P Committee and the Associate Dean for Research and Faculty annually convene meetings by faculty rank (assistant professors, associate professors, and non-tenure-track primary faculty) to discuss the promotions criteria and process and the expected career trajectory. These discussions supplement, clarify, and reinforce the information provided by department chairs and faculty mentors; these are included in PPM Faculty_01 and in the Faculty Handbook.

Department chairs are responsible for ensuring that junior faculty receive career guidance from senior faculty. The SPH’s November 2013 Faculty Development and Mentoring Plan requires all departments to implement basic practices to foster faculty development (see Criterion 4.3). The Senate and Associate Dean monitor the departmental programs to ensure compliance with and evaluate the effectiveness of both the school-wide and departmental programs.

**Sabbatical leave** provides an uninterrupted opportunity for intellectual refreshment and concentrated periods of scholarship, which may include reading, writing, attending courses or conferences, or engaging in academic activities at another institution. The average sabbatical leave is three months, with some flexibility. Primary faculty who have been in a professorial position in the School for a minimum of three full-time years are eligible for sabbatical leave; other policies are provided in PPM Faculty_02.
### Example: Quantitative Outcome Measures

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</tr>
<tr>
<td>Doctoral student-to-primary faculty ratio will be less than 2</td>
<td>Less than 2</td>
<td>1.8</td>
<td>1.8</td>
<td>1.6</td>
<td>1.4</td>
</tr>
<tr>
<td>100% of students report being satisfied or very satisfied with library services on exit survey</td>
<td>100%</td>
<td>86.5%</td>
<td>86.6%</td>
<td>96%</td>
<td>Not avail</td>
</tr>
</tbody>
</table>
4.4: Advising and career counseling

4.4.e  Assessment of the extent to which this criterion is met and an analysis of the school’s strengths, weaknesses and plans relating to this criterion. This criterion is met.

**Strengths**

Students have access to a wide array of resources for advising and student support. Doctoral students have a particularly wide variety of options for gaining experience with teaching.

**Challenges**

Improve navigation on the School website so students are better able to find pertinent information.

**Plans**
November 20, 2014

Posted on website for review

http://www.jhsph.edu/about/school-at-a-glance/accreditation/

Email comments and questions

academicaffairs@jhu.edu
April 20-22, 2015: Site Visit!

Who will need to attend?

10-15 constituents / meeting

- Faculty
  - Primary and other faculty
  - SPH dean or PHP director

- Administration
  - President and/or provost
  - PHP only: dean and/or department chair
  - Typically meet toward visit’s end

- Students
  - Invite all or selected group
  - Meet during lunch

- Alumni, Community Representatives, Preceptors, Advisory Boards
  - Give advance notice!
  - Parking will be an issue!
Questions?
Changes to Student Code of Conduct
to comply with VAWA, Title IX and University policy
M. Ward
Additions to Student Code of Conduct

to make the Code compliant with Violence Against Women Act, Title IX, and University policy the following language is being proposed as additions to the Code.
Policy

The Bloomberg School of Public Health is committed to providing members of its community with an environment free from discrimination and harassment, including sexual harassment, sexual violence and sexual assault (collectively, “sexual misconduct”); domestic violence and dating violence (collectively, “relationship violence”); and stalking. The School will not tolerate discrimination, harassment, sexual misconduct, relationship violence and stalking.

To the extent there is any inconsistency between University and School policy and Procedures, the University Policy and Procedures control.

Complaints brought under these policies will be investigated and resolved in accordance with the University Procedures.
PROCEDURE, SECTION 2

If mediation or other informal mechanisms of resolution are used to resolve complaints of discrimination, harassment, sexual assault, relationship violence, or stalking, these informal mechanisms may be used only on a voluntary basis, and for complaints of sexual harassment, in the presence of a trained counselor, trained mediator, or other appropriate administrative or staff member. Mediation and other informal mechanisms may not be used to resolve complaints of sexual violence (including sexual assault), regardless of whether participation is voluntary. A complainant may end an informal process at any time for any reason and begin the formal stage of the complaint process.
Procedures

Section 4
The complainant and respondent are to have an equal opportunity to present relevant witnesses and evidence during the investigation and hearing.

Section 5
Interim Accommodations. Pending the outcome of an investigation, the School may implement interim accommodations to address any safety or security concern, if requested by a complainant or respondent or if otherwise deemed appropriate or to protect the integrity of the investigation, subject to the reasonable availability of such accommodations and based on available facts and circumstances. Interim accommodations include, but are not limited to, the placement of the respondent on academic or administrative leave or suspension, no-contact orders, transfer to an alternate work or lab location, academic program adjustments, reassignment of housing and other interim accommodations to academic, living, transportation or working situations.
Section Five
Continued
Interim accommodations are available regardless of whether the complainant chooses to report the crime to campus security or law enforcement authorities or pursue a complaint through the University’s disciplinary process. Interim accommodations are coordinated by one of the deans responsible for student affairs. The School will maintain as confidential any accommodations or protective measures provided to the victim to the extent that maintaining such confidentiality would not impair the ability of the University to provide the accommodations.
Hearing Panel Procedures
Section Three

The complainant and the respondent will be afforded similar and timely access to any information used in connection with the hearing, consistent with the University’s obligations under FERPA (Family Educational Rights and Privacy Act) and other laws protecting privileged and confidential information.
Hearing Panel Procedures
Section Six

For cases involving sexual assault, relationship violence, or stalking, the complainant and respondent are entitled to the equal opportunity to be accompanied to any related meeting or proceeding by an advisor of their choice. The advisor may counsel and provide support to the party during a meeting or proceeding, but may not participate or speak on the party's behalf. The advisor may make written submission on the party’s behalf.
QUESTIONS?
COME PARTY WITH THE BIG FISH

Oceans 14

Come Party with the Big Fish
Formal attire required.

Tickets will be on sale Tuesday, Nov 11 and Wednesday, Nov 12 in Sommer Hall between 12-1:30pm.

$30 cash or check made out to “Johns Hopkins University.”

This grants you early entrance to the aquarium so you can tour the exhibits until 9:30pm, coat check, a professional photographer, DJs, food, complimentary drinks, and much more fun!

After Party at Mosaic

$4 domestics, $5 call drinks, $6 bombs/specialty. The first 25 people get a free glass of champagne. Just mention JHSPH at the Door
Student Conference Fund Winners

Aadi Kalloo  Samira Soleimanpour  Angela Hilmers
Nicklas Sapp    Saba Rouhani       Katie Washington Cole
Elizabeth Kelley    Anna Kaagesten  Goro Yamada
Julia Wolfson    Xuezhou Hou     Jeremy Tanner
Karyn Warsow    Jerome Chelliah   Raymond Desautels
Miren Dhudasia    Raimee Eck     Rebecca Campbell
Gwen Chodur    Lucas Divine     Mary Burner
Katherine Reiter    Amber Cox    Nicola Diny
         Clark Hagen

SCF Winners received $300 towards their conference registration and travel related expenses.
New Activities-L Listserv

jhsph.activities@lists.jhu.edu
VP Updates

1. Finance
2. Community Affairs
3. Communications
4. Quality of Life
5. MPH Co-Officers
6. Honors and Awards
7. Social and Cultural Affairs
8. Student Groups
Save the Dates!

November 5th: SA General Meeting at 12 pm in W3008
November 11th and 12th: Fall Formal Ticket Sales in Sommer Hall ($30/ticket; 2 tickets/guest max)
November 12th: Student Wellbeing Workshop, “Personal Values: Identifying and Cultivating What is Most Important to You” with Jessica Harrington, RSVP required by November 10th at jharring7@jhu.edu
November 15th: Oceans ‘14 Fall Formal at the National Aquarium, 7 pm – 12 am
November 24th: Town Hall-Student State of the School Address with Dean Klag
Announcements