Self-Study Final Report
Prepared for the Council on Education for Public Health
August 2015
# Self-Study Accreditation Final Report
## Table of Contents

**PREFACE**

**SECTION 1.0: THE SCHOOL OF PUBLIC HEALTH**
- Section 1.1 – Mission
- Section 1.2 – Evaluation
- Section 1.3 – Institutional Environment
- Section 1.4 – Organization and Administration
- Section 1.5 – Governance
- Section 1.6 – Fiscal Resources
- Section 1.7 – Faculty and Other Resources
- Section 1.8 – Diversity

**SECTION 2.0: INSTRUCTIONAL PROGRAMS**
- Section 2.1 – Degree Offerings
- Section 2.2 – Program Length
- Section 2.3 – Public Health Core Knowledge
- Section 2.4 – Practical Skills
- Section 2.5 – Culminating Experience
- Section 2.6 – Required Competencies
- Section 2.7 – Assessment Procedures
- Section 2.8 – Other Professional Degrees
- Section 2.9 – Bachelor Degrees in Public Health
- Section 2.10 – Other Bachelor Degrees
- Section 2.11 – Academic Degrees
- Section 2.12 – Doctoral Degrees
- Section 2.13 – Joint Degrees
- Section 2.14 – Distance Education

**SECTION 3.0: CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE**
- Section 3.1 – Research
- Section 3.2 – Service
- Section 3.3 – Workforce Development

**SECTION 4.0: FACULTY, STAFF AND STUDENTS**
- Section 4.1 – Faculty Qualifications
- Section 4.2 – Faculty Policies and Procedures
- Section 4.3 – Student Recruitment and Admissions
- Section 4.4 – Advising and Career Counseling

**RESOURCE MATERIALS LIST**
SECTION 1.0: THE SCHOOL OF PUBLIC HEALTH

Section 1.6: Template 1.6.1 Sources of Funds & Expenditures 59
Note: Available as Word document in Electronic Resource Materials File
Section 1.7: Template 1.7.1 Headcount of Primary Faculty 62
Template 1.7.2 Student Faculty Ratio 63
Table 1.7c Administrative & Staff Personnel 65
Table 1.7d SPHAssignable Square Footage 66
Table 1.7e SPH Faculty Laboratory Assignments 67
Section 1.8: Template 1.8.1 Summary of Diversity Data 85

SECTION 2.0: INSTRUCTIONAL PROGRAMS

Section 2.1: Template 2.1.1 School’s Degree Programs 87
Section 2.3: Template 2.3.1 Required Courses for MPH Degree 95
Template 2.3.2 Required Courses for Online MPH Degree 97
Section 2.7: Template 2.7.1 Degree Completion All Degrees 133
Template 2.7.2 Destination of Graduates 136
Section 2.12 – Template 2.12.1 Doctoral Student Data 160

SECTION 3.0: CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

Section 3.2: Template 3.2.2 Funded Service Activities 192
Section 3.3: Template 3.3.1 Funded Training/Continuing Education 209

SECTION 4.0: FACULTY, STAFF AND STUDENTS

Section 4.3 Template 4.3.1 Applicants, Acceptances & Enrollments 233
Template 4.3.2 Student Enrollment Data 236

Templates & Tables - To Be Found Within the Resource Materials List

SECTION 1.0: THE SCHOOL OF PUBLIC HEALTH

Section 1.2: Table 1.2 Outcome Measures Mission, Goals & Objectives

SECTION 2.0: INSTRUCTIONAL PROGRAMS

Section 2.4: Table 2.4b Agencies & Preceptors
Section 2.6: Template 2.6.1 Competency Matrices for All Degree Programs

SECTION 3.0: CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

Section 3.1: Template 3.1.1 Research Activity of Primary Faculty
Section 3.2: Template 3.2.1 Faculty Service Activities

SECTION 4.0: FACULTY, STAFF AND STUDENTS

Section 4.1: Template 4.1.1 Primary Faculty Who Support Degree Offerings of School
Template 4.1.2 Other Faculty Used to Support Teaching Programs
PREFACE

At the UC Berkeley School of Public Health, we believe that everyone, everywhere, deserves the opportunity to live a healthy life, and that no one should be the victim of preventable disease, injury, or premature death.

The UC Berkeley School of Public Health is distinguished by a broad-based ecological perspective on health, which focuses on the interaction of biological, behavioral, and environmental determinants of human health. This approach to public health can only be pursued at a campus like Berkeley—one of the world’s finest research universities, with every graduate program ranking in the top ten. Harnessing the intellectual resources of Berkeley enables us to pursue a truly interdisciplinary approach to public health.

Known as "The Berkeley Difference," this approach is characterized by:

1. A broad-based ecological perspective on health
2. An interdisciplinary, campus-wide resource base
3. An emphasis on applying new and emerging research
4. A sensitivity to multicultural issues informed by social justice and the protection of human rights

Consistently ranked among the leading public health graduate schools in the United States, the UC Berkeley School of Public Health has a 65-year legacy of achievement in helping people live healthier lives in a safer world. Some 12,000 Berkeley graduates have put their education and skills into practice in the public health field worldwide.

Public health education at Berkeley takes place not only through the classrooms of the campus but through active involvement with our communities locally, statewide, nationally, and internationally. We work to ensure that evidence-based public health moves from publication to public action as quickly as possible. We are a community in dialogue about ideas and issues that really matter.

The first school of public health west of the Mississippi, the University of California, Berkeley, School of Public Health was founded in 1943 on the Berkeley campus, where it had its origins more than two decades earlier with the creation of the Department of Hygiene in 1919.

The total graduate student enrollment for 2014-2015 was 570, including students enrolled in the Online/On-Campus MPH Program. Of these 123 were doctoral students and 447 were master's candidates. There were also 435 undergraduate public health majors.

The School's faculty, consistently noted as among the leading scholars in their respective fields, comprises approximately 150 investigators. Among the distinctions held by the faculty are 9 Institute of Medicine Memberships, 8 American Association for the Advancement of Science Fellowships, 3 Fulbright Fellowships, and 1 National Academy of Sciences Membership.
SECTION 1.0: THE SCHOOL OF PUBLIC HEALTH

1.1 MISSION. THE SCHOOL SHALL HAVE A CLEARLY FORMULATED AND PUBLICLY STATED MISSION WITH SUPPORTING GOALS, OBJECTIVES AND VALUES.

1.1a THE SELF-STUDY DOCUMENT SHOULD INCLUDE A CLEAR AND CONCISE MISSION STATEMENT FOR THE SCHOOL AS A WHOLE.

In 2013 Stefano Bertozzi began service as the School’s tenth dean. Strategic planning began in the spring of 2014, with the goal of ensuring extensive input from stakeholders, including students, faculty, and staff of the University of California, Berkeley School of Public Health; members of the broader UC Berkeley campus; UC Berkeley School of Public Health alumni; employers of the School’s students; funders; donors; and community partners.

Dean Bertozzi established a Strategic Planning Committee composed of the School’s faculty and staff who represented a broad range of perspectives within the School. The Strategic Planning Committee was organized into five distinct working groups: Research, Education, Community Engagement, Administration, and Diversity. A 2015-2020 Strategic Plan was developed outlining priority areas for the school over the next five years and defining strategic priorities to enable the School to be primed to meet changing local and global public health needs. The strategic planning process was led by Associate Professor Lia Fernald and the co-chairs of five working groups dedicated to one of the components essential to the school:

- Research
  Co-chairs: William Dow and Michael Jerrett
- Education
  Co-chairs: Julianna Deardorff, Kristine Madsen, and Lisa Barcellos
- Community Engagement
  Co-chairs: Emily Ozer and Jeff Oxendine
- Business, Administration, and Management
  Co-chairs: Dion Shimatsu-Ong and Jennifer Ahern
- Diversity
  Co-chairs: Darlene Frances and Abby Rincon

Intensive data collection in each of these areas was used to inform the development of the goals, strategies, and objectives shared in the 2015-2020 plan. (Resource Material List/ Section 1: 1a 2015-2020_Strategy and on the web at http://sph.berkeley.edu/strategy) The process included significant and iterative involvement from faculty, staff, students, alumni, and community partners through participation in the working groups. A Strategy Summary Presentation was prepared in July 2015 as a tool for reviewing the determined strategy with all constituents. Please find this PowerPoint presentation in the Resource Materials List/ Section 1: 1.1a Strategy Summary Presentation 17-Jul-15.
The 2015-2020 Strategic Plan Vision & Mission statement is as follows:

**Healthy People, Locally and Globally**

We improve population health, especially for the most vulnerable, through:
- Radical collaborations to meet priority health needs and achieve health equity in our increasingly diverse communities
- Preeminent education that challenges convention and develops diverse leaders who transform the health of our communities
- Transformational research on the major public health threats and opportunities of today and tomorrow

As a School of Public Health, our work falls broadly into three focus areas: education, research, and service with local, national and global partners. A fourth dimension that cuts across the first three is a focus on diversity. We are in the process of finalizing a set of priority initiatives with the strategy working group heads in each of these four areas, as summarized in the table below. The new strategy has met with very positive reactions from both internal and external audiences; we are currently working to develop detailed implementation plans for each of the major initiatives below, as well as a governance process and set of metrics to track our progress.

<table>
<thead>
<tr>
<th>Education</th>
<th>Conduct a thorough curriculum review to revitalize our curriculum and ensure that our course content, pedagogical methods, and out-of-class experiences address today’s major public health challenges.</th>
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<tbody>
<tr>
<td></td>
<td><strong>Establish and charter a Center for Teaching Excellence</strong>, modeled on a similar program at the Haas School of Business, to ensure the highest quality of instruction for every student.</td>
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<td></td>
<td><strong>Create a new Division of Curricular Innovation</strong> to house the OOMPH, Interdisciplinary MPH, Joint Medical Program, Concurrent degree programs, and our Center for Health Leadership.</td>
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<tr>
<td></td>
<td><strong>Increase exposure to transdisciplinary leadership</strong> and professional development opportunities for graduate and undergraduate students.</td>
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<td></td>
<td><strong>Extend our reach to new audiences:</strong> Our On-Campus / Online Professional Master of Public Health Degree Program (OOMPH) has been a huge success for the School, and we will now:</td>
</tr>
<tr>
<td></td>
<td>• Develop a global track for OOMPH, in partnership with UCSF. Over time, this could be a cornerstone of a full Master in Global Public Health.</td>
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<td></td>
<td>• Establish certificate programs targeted at public health capacity building in developing markets.</td>
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<td></td>
<td>• Work with the Berkeley Center for Executive Education to expand our offerings for working professionals.</td>
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</tbody>
</table>

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<tr>
<th>Research</th>
<th><strong>Causal Inference Center for Big Data:</strong> Launch a Center to bring robust analytics to a broader range of health systems and clinical settings and increase the impact of UC Berkeley’s leading biostatistics capabilities on critical global health challenges.</th>
</tr>
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<td></td>
<td><strong>Health &amp; Technology:</strong> Partner with CITRIS, the College of Engineering, and leading technology firms to help develop and evaluate innovative new tools to amplify health promotion, monitoring, and behavior change efforts, particularly as scalable for delivery in under-resourced communities.</td>
</tr>
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<td></td>
<td><strong>Global health:</strong> In collaboration with UCSF, raise the Bay Area’s profile as a leading center of global population health research, including the development of a joint UCB-UCSF Institute for Global Health.</td>
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<tr>
<td></td>
<td><strong>Maternal &amp; Child Health:</strong> Build on the platform of the Bixby and (newly endowed) Wallace Centers to position the school as a leader in MCH research globally and domestically. In addition, launch a new initiative to address child environmental health exposures in the Americas, building on Berkeley’s strengths in child environmental health.</td>
</tr>
</tbody>
</table>
### Adolescent Health

Catalyze intense study of the adolescent period which shapes life course health in often irrevocable ways through biological developments, health behaviors, and sociodemographic decisions guided by larger social determinants. This will be achieved through a new interdisciplinary center for adolescent research, Innovations for Youth (I4Y).

### ‘Omics

Develop an omics initiative that brings expertise in epigenetics (examining interactions between genetics and environmental exposures), proteomics/metabolomics (in relation to both obesity and infectious disease), and exposomics (assessing environmental and infectious agent exposures) to uncover important new understanding of health dimensions and threats across the life course.

### Nutrition and Obesity

Markedly expand research on food production, nutrition and physical activity to address the rising obesity and non-communicable disease burden as well as the environmental burden of inappropriate food production. This objective will build on current campus resources such as the Berkeley Food Institute and the Center for Weight and Health.

### Community

**Create SPH Community Outreach Portal**: Organize UCB-SPH’s extensive community-based efforts within a new center for community engagement that will serve as the hub of UCB-SPH community-based participatory research, teaching and service relationships in Northern California communities, allowing for improved support and centralized information on community engagement activities.

**Community “Studio”**: Establish a signature partnership with one Northern California community (likely Richmond), working with units across the Berkeley campus and with that community to identify and sustain a set of joint research and community impact objectives.

### Advocacy

Strengthen relationships with local and state policymakers to enhance the relevance and impact of SPH research, building on current activities such as through the California Program on Access to Care. Expand the existing Policy Advocacy Initiative to train and engage students in advocacy.

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Because of the timing for the re-accreditation process, it was decided to use the 2008-2012 Strategic Plan for purposes of the Self-Study document. (Resource Material List/Section 1: 1a Strategic Plan 2008-2012) Goals and objectives were monitored through 2011/12 academic year. Work on many of the goals continues today, however, progress for these goals is no longer being monitored.

From August 2007 through January 2008, using input from processes that included the School more widely, a working group revised the School’s mission and vision statements. (Please refer to 1.1e for a brief description of the constituents who were members of this working group.) The plan affirmed the School’s core values, established and added one new value: Environmental Awareness.

**Vision Statement:**

Building on a campus tradition of pre-eminent interdisciplinary and transdisciplinary scholarship, education and public engagement that challenges conventional thinking, the University of California, Berkeley School of Public Health develops diverse leaders equipped to help solve the health challenges of the 21st century and beyond.

The mission of the University of California, Berkeley School of Public Health is to:

1. Conduct world class, rigorous research;
2. Apply knowledge to prevent disease and injury and promote the health of individuals and communities in California, the United States and the world;
3. Develop diverse leaders for professional and research careers through undergraduate, masters and doctoral programs; and
4. Enhance the knowledge and skills of the public health workforce through continuing education and technical assistance.

The University of California, Berkeley School of Public Health is distinguished by:

- Our interdisciplinary and transdisciplinary research and teaching, which draws on the rich intellectual resources of the University of California at Berkeley, considered by many to be the world’s leading public university
- Our rigorous, leading-edge research on the causes and consequences of public health problems and on the effectiveness of policies and specific interventions
- Our emphasis on public health practice
- Our location in an area of great diversity including, but not limited to, substantial subpopulations of Asian Americans, Latin Americans, African Americans, Native Americans, multi-ethnic/multi-racial people, and Lesbian, Gay, Bisexual, and Transgendered people, which provides important opportunities and challenges for educational programs and research activities
- Our location near strong, community-oriented public health departments and community-based agencies and some of the world’s great universities, medical schools, innovative bio-medical and bio-technology firms, and renowned health care systems
- Our commitment to improvement of essential public health services and to actions that provide solutions to the health challenges of the 21st century and beyond
- Our emphasis on diversity, human rights, health equity and social justice in our research, teaching and service activities
- Our concern for those who suffer disproportionately from illness and injury
- Our lifespan approach to optimization of health at every stage of life
- Our broad-based ecological perspective emphasizing the interaction of biological, behavioral, and environmental determinants of human health

1.1b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A STATEMENT OF VALUES THAT GUIDES THE SCHOOL.

The 2015-2020 Values statement is as follows:
OUR VALUES
Guiding principles and culture

HEALTH AS A RIGHT: We strive to eliminate inequities that impact the health and dignity of all people, especially those most vulnerable.

STRENGTH THROUGH DIVERSITY: We embrace our differences, seeing in them a path to stronger solutions for the communities we care about

THINK FORWARD: We foster innovation and train our students to challenge conventional thinking

IMPACT FIRST: We are committed to action with clear links to transformation of population, locally and globally

These values will be periodically reviewed and re-affirmed, provided in written materials to new and prospective faculty, staff, and students, and shared with constituents. These values are operationalized through expectations stated and reviewed in formal performance evaluations. They guide interactions among faculty, staff, students, and the greater global community in which we interact.

1.1c THE SELF-STUDY DOCUMENT SHOULD INCLUDE ONE OR MORE GOAL STATEMENTS FOR EACH MAJOR FUNCTION THROUGH WHICH THE SCHOOL INTENDS TO ATTAIN ITS MISSION, INCLUDING AT A MINIMUM, INSTRUCTION, RESEARCH AND SERVICE.

1.1d THE SELF-STUDY DOCUMENT SHOULD INCLUDE A SET OF MEASURABLE OBJECTIVES WITH QUANTIFIABLE INDICATORS RELATED TO EACH GOAL STATEMENT PROVIDED IN CRITERION 1.1c. IN SOME CASES, QUALITATIVE INDICATORS MAY BE USED AS APPROPRIATE.

The 2008-2012 Strategic Planning task force identified ten goals for the School to pursue, each of them with implications for the instruction, research and service functions as articulated in the objectives. The goals, grouped into five thematic categories, are listed below along with objectives for each goal:

Impact

Goal 1: Develop strong, sustained external relationships with public health programs, practitioners and communities in the Bay Area, California, and globally to improve health, provide valuable service, leverage expertise and resources, and increase opportunities for students, faculty, alumni, practitioners and community members

Rationale: By development of strong, sustained relationships with local and state public health programs, practitioners and communities, the University of California, Berkeley School of Public
Health can increase its impact on public health problems. With more community dialog and data, the School of Public Health can better and more precisely match research and practice to public health needs. With more interactions and trust building, the School of Public Health will have increased opportunities for synergistic internships and faculty field projects. More opportunities will be developed to impact local community health behaviors and strengthen public health education, training, and practice. (From the Council on Linkages between Academia and Public Health Practice)

Objectives:

- Establish formal relationships and secure funding to enable students and faculty to collaborate with various agencies, locally, in the state of California, nationally, and internationally to conduct research and evaluation and offer technical assistance and training, ongoing, by 2010

- Establish incentives, resources, infrastructure and guidelines that enable and facilitate faculty and students doing meaningful work on community projects. Create mechanisms that interface between the School and community that can link faculty and graduate students to community research needs and program implementation, by 2010

- Assess and pursue opportunities to work with one or more interested communities over a multi-year period to improve health status and the conditions that promote health, by 2010

- Increase the number of quality internships, projects and jobs that match the interests of students at all levels and the needs of local health organizations. Increase the prominence of the internship program as a way to increase the visibility and positive impact of the School, by 2009

- Seek consultation with local and state health organizations to ensure that the School’s curricula and course content produce public health leaders to meet their emerging workforce needs, ongoing

- Increase student exposure to career options integrated with coursework to assist them in the discovery and pursuit of their career goals, by 2009

- Develop a new Center for Public Health Leadership and Career Development that motivates and prepares SPH students to be leaders in practice and research and supports the ongoing leadership training needs of California health leaders, by 2009

- Develop a school-wide expert advisor list to serve State, local health departments, the California legislature and agencies, community-based organizations and non-profits and disseminate via the web and mailings, by 2010
Goal 2: Develop a school-wide “translational research” initiative focused on defining the theory, evidence, and strategies that ensure that new treatments, interventions, and research knowledge actually reach individuals and populations for whom they are intended and are implemented correctly

Rationale: Emerging and continuing health challenges and disparities require a high impact response with evidence-based interventions that increase the likelihood that research will move more quickly from publication to action that promotes beneficial health practices, health policies, and health outcomes. The School already has a strong presence in this area, with faculty proving leadership in the areas of translational research, community based participatory research, and evidence-based policy and management. An initiative that consolidates the School’s current contributions and promotes further explorations of translation public health research will enhance the School’s strategic position and speed the diffusion of effective public health interventions.

Objectives:

- Inventory the translational research conducted by faculty, students and staff, and identify projects that may be attractive for external funding, by 2009
- Enhance the implementation of strategies for disseminating research findings on effective evidenced-based practices to improve health, by 2011
- Encourage translational research through increased faculty support for the DrPH and PhD programs affiliated with the School’s various divisions, by 2009
- Increase awareness of faculty, students and the general public about what translational research is and how it can be integrated into teaching and service activities, by 2009
- Strengthen ties to the California Department of Public Health and to decision makers in Sacramento so that research at Berkeley is effectively used to address current public health and health policy issues in California, by 2011
- Market the translational research (and the initiative) to partners and potential donors who are interested in seeing impacts; seek more grant funding in this area, ongoing
- Engage representatives of school centers to contribute examples of their translational research and to propose focal areas or projects for the school-wide initiative, by 2009

Goal 3: Increase awareness in all stakeholders of the concept of public health and of the public health impacts of faculty, staff, and student contributions to extend the impact of the School’s contributions and build support for the School
**Rationale:** Support for the School depends upon increasing awareness of the health impact of the School on the campus, in the community, with state legislators, nationally and globally. Through research, advising, and technical assistance, the School of Public Health faculty, students, and staff have a substantial impact on the ten essential public health services: monitoring health status of populations; diagnosing and investigating health problems; informing, educating, and empowering people; mobilizing community partnerships; developing policies and plans; enforcing laws and regulations; linking people to needed services; assuring a competent workforce; conducting evaluations; and conducting research. (United States Department of Health and Human Services. *Healthy People 2010*. Washington, DC: US Department of Health and Human Services; 2000.) These activities and their impacts should be publicized widely.

Objectives:

- Increase understanding of the term "public health" and of the public and private organizations that work together to improve public health.

- Increase awareness of the health impacts of the University of California Berkeley School of Public Health on campus, in the community, with state legislators, nationally and globally

- Improve and implement strategies to track the career paths of the School of Public Health’s alumni, by 2008

- Facilitate participation of School of Public Health faculty, staff, and students in local and national radio, television, and Internet broadcasts and strengthen mass media partnerships/strategies with TV, radio, and digital media, by 2009

- Engage high-level advertising and marketing people to find different and more powerful ways to market the value of our School of Public Health, by 2010

- Continue and expand statewide and regional leadership roles in the advancement of strategies to increase health workforce diversity, by 2008

- Encourage faculty, deans, and staff to play active roles on major local, statewide, domestic and international taskforces, coalitions and other initiatives to improve health, by 2008

- Encourage faculty to write editorials and talk about their work with the media for the dual purpose of research dissemination and the education of health professionals and the lay public, by 2008

- Create a web-based process for dissemination of faculty research to the School of Public Health community and external audiences, by 2010
Growth

Goal 4: Enlarge the University of California, Berkeley School of Public Health through increases in Faculty FTE, student enrollment, and staff resources to meet the needs for more, well trained public health professionals and advances in research, and to have a more significant impact on the health of California and beyond.

Rationale: As described in The University of California 2008 - 2009 Budget Request and the Office of the President Report: Public Health Education and The University of California: Final Report of the Health Sciences Committee -- April 2004, the school of public health needs to expand enrollment to address the increasing demand for public health professionals due to new and emerging public health threats and demographic trends including the aging of the population and the public health workforce, population expansion, and the increasing ethnic diversity in California. (See Resource Material List/ Section 1: 1.1c Final Report of the Health Sciences Committee -- April 2004) A larger faculty will: (1) be able to teach more students; (2) have more strength in critical areas; (3) be able to offer a wider selection of classes; (4) cover more research areas; and (4) establish more connections with partners. A larger number of graduates will be able to fill the needs for public health leaders. The University of California, Berkeley School of Public Health would be able to increase offerings in training, continuing education, and executive education programs. Increases in the number students in the University of California, Berkeley School of Public Health must be accompanied by proportional increases in the number of faculty, staff, and in the resources and space available to the School of Public Health.

Objectives:

- Increase the total number of applicants for all graduate degrees in the school of public health by 40% (from approximately 1000 to approximately 1400) by June 2012 along with commensurate growth in ladder-rank faculty FTE

- Increase the number of authorized graduate student acceptance offers by 40% (from 360 to 504) by June 2012

- Increase the number of new enrolled graduate students by 40% (from 200 to 280) by September 2012

- Increase the number of undergraduate affiliated majors from 161 to 200 by September 2012

- Increase the total number of budgeted academic (ladder-rank) faculty FTE from 52.41 to 58.41, by August 2012

- Increase the number of permanent incumbent academic faculty FTE from 46.74 to 56.74, by August 2012
• Maintain the ratio of All Graduate Majors/Permanent Faculty FTE at approximately 10/1, on-going

• Increase the number of professors in residence from 2 to 6, by 2012

• Increase the number of adjunct professors, clinical professors, and lecturers on the School’s faculty by a modest amount (approximately 15%) above their current level, by 2012

• Increase the administrative staff in each of the school’s six academic divisions by one FTE, with additional increases in FTE in the divisions in proportion to the number of new students in the division, by 2012

• Increase the School-wide administrative staff by approximately 10 FTE, to be distributed across Student Services, External Relations and Development, Human Resources, Financial and Accounting Services, the Center for Public Health Practice, and Computer and Information Services as needed to maintain appropriate workloads, by 2012

• Increase the space available to the School in University Hall to provide office space for the additional faculty and staff, by 2008

Goal 5: Build the new University of California, Berkeley School of Public Health building to support and enhance excellence in teaching, research, service, and practice

Rationale: University Hall, the main building housing most of the School’s faculty, staff and students is not large enough to meet the needs of the School and it does not have lecture halls, seminar rooms, or laboratories. Many faculty offices, research centers, and research and teaching laboratories are located in numerous buildings scattered around the campus. There are no common areas where faculty, staff, and students can meet informally, and there are no rooms appropriate for department faculty meetings, fundraising functions and special events. A new facility is needed to provide a home for all facets of the School of Public Health to work together, increase collaboration, provide needed laboratory, research, teaching and meeting facilities, and enhance community, faculty, student, and staff interactions. A green and healthy building will serve as a model example of a sustainable, healthy environment for local public health and community partners.

Objectives:

• Design a "green and healthy" building that meets or exceeds Leadership in Energy & Environmental Design (LEED) standards and that can accommodate the School's future growth, by 2011

• Create a comprehensive campaign organization that will succeed in raising the philanthropic funds needed for the School's new building, by 2008
- Develop a plan to successfully attract state and campus resources needed for the School's new building, by 2008

- Develop a plan to successfully engage alumni, faculty, staff, and students in the School's fund-raising efforts, by 2008

- Break ground on the new School of Public Health building, by 2012

Goal 6: Enhance student, faculty, and staff retention, satisfaction and productivity and enable growth by creating a strong internal community, a supportive infrastructure, and a healthy and environmentally responsible workplace

Rationale: To increase the outreach, impact and effectiveness of the School of Public Health community it is necessary to increase organizational effectiveness and identify strategies critical to the short and long-term success of the School of Public Health; enhance the work environment, including better workload and resource distribution; improve communication with faculty, staff, and potential donors; strengthen connections and commitment of staff and faculty to the School; retain staff and faculty, especially top performers; and develop leaders among faculty and staff within academic divisions and operational units within the School.

Objectives:

- Survey students to find out what they think could improve their learning environment, by 2009

- Provide students with an outstanding experience from their first contact with the School through graduation and getting a job that best suits them and enables them to apply their degree in public health, by 2011

- Survey faculty, staff and students to identify the most important infrastructure needs, by 2009

- Develop and implement a plan to enhance a collaborative environment and build a strong internal community, by 2010

- Develop and implement a formalized staff training program by fiscal year 2010/2011, ensured by creation of a minimum 50% position designated training coordinator, including comprehensive orientation, coaching and mentoring, best practices and standard School procedures

- Increase IT (information technology) support for faculty, researchers, and staff, by 2009
• Evaluate office equipment needs of staff and faculty and begin acquisition of needed equipment by 2009

• Develop a plan to achieve a healthy and environmentally responsible workplace

**Diversity**

**Goal 7: Increase faculty and student diversity to enhance the educational experience and to prepare effective leaders to serve diverse populations**

*Rationale:* In order to serve and protect our increasingly diverse populations, the University of California, Berkeley School of Public Health is committed to preparing diverse public health leaders to be able to interact with communities and understand community-based cultural, linguistic, social, biologic, and other factors that might affect health behaviors and health disparities.

**Objectives:**

• Conduct an assessment of diversity, equity and inclusion at the SPH and develop a strategy and action plan for achieving objectives and sufficient resources, by December 2009

• Expand the resources and activities dedicated to increasing diversity in the School

• Demonstrate institutional commitment to create an organizational environment that embraces and promotes student, faculty and staff equity and inclusion, ongoing

• Increase the proportions of underrepresented groups in the faculty and student body to more closely reflect the demographics of our state and surrounding communities (specific benchmarks to be developed), by 2012

• Significantly strengthen and expand curriculum, practice opportunities and interactive activities to prepare all students to work effectively in addressing health disparities and other priority public health issues, by 2010

• Encourage faculty participation in teaching, research and related activities aimed at reducing health inequities, ongoing

• Work with community and education partners to inspire, empower and support diverse and disadvantaged students to pursue public health as a career and educational option and to become well prepared and qualified graduate school candidates, by 2012

• Assess the current admissions process and propose changes that offer a more comprehensive and equitable evaluation of all applicants, by December 2008
• Play a visible leadership role in research, programs, systems and policy change to advance health work force diversity in California, on-going

Research

Goal 8: Sustain the School’s leadership position in basic and applied research in global and domestic public health

Rationale: World-class research and scholarship is one of the School’s greatest strengths and an important priority for the faculty and the Campus. Many stakeholders including government, industry, foundations, community agencies and individuals rely on the School for rigorous, high quality research across the many sub-fields of public health. The outstanding research reputation of the School also draws outstanding masters and doctoral students and is an important factor in recruiting outstanding new faculty.

Objectives:

• Enhance the support provided to faculty for preparing and submitting large grant proposals requiring multi-disciplinary research teams and addressing important public health concerns, by 2009

• Provide resources to the Assistant Dean for Research to identify and disseminate important research opportunities to relevant faculty and provide incentives to faculty to submit proposals to conduct that research at U.C. Berkeley, by 2010.

• Develop communication strategies to disseminate the results of the School’s research to other researchers, interested public health organizations, and others, by 2010

• Promote faculty for research awards and membership in prestigious societies such as the Institute of Medicine, by 2009

Goal 9: Encourage interdisciplinary and transdisciplinary scholarship within the University of California, Berkeley School of Public Health and between the School, the larger University, and communities

Rationale: The School of Public Health should capitalize on its strengths in addressing chronic illness, infectious disease, environmental exposure to the determinants of health, health policy and delivery system reform, health disparities, community empowerment and change, and global health. Interdisciplinary and transdisciplinary scholarship is needed to produce the innovative and creative solutions required to solve complex, difficult problems associated with in these fields. Through rigorous collaborative research that utilizes the tools of quantitative and qualitative analysis to address the combined impact of biological, environmental, behavioral, and
other factors on population health, the School community can work together to impact the public health issues of the future that are not confined to the boundaries of any one discipline.

Objectives:

- Pursue Integrative Graduate Education and Research Traineeship (IGERT) and other grants for training graduate students across disciplines and involve faculty from other departments and schools in IGERT applications and planning, by 2009

- Seek donors who are interested in interdisciplinary and transdisciplinary research who could support an annual fellowship that would support graduate student interdisciplinary and transdisciplinary research, by 2009

- Seek an endowed chair in interdisciplinary and transdisciplinary research and teaching that would reward faculty for engaging in interdisciplinary and transdisciplinary work and create support for continued interdisciplinary and transdisciplinary efforts, by 2010

- Sponsor an annual dinner or reception for non-School of Public Health faculty who serve on School of Public Health doctoral committees to create a forum for strengthening ties across departments, by 2010

- Identify several major University of California, Berkeley initiatives in which to engage faculty and students, and develop strong interdisciplinary and transdisciplinary linkages (like the Energy Biosciences Initiative). Post these to the School of Public Health intranet and internet websites that list funding opportunities for interdisciplinary and transdisciplinary work. In addition, use these websites to highlight on-going interdisciplinary and transdisciplinary research and teaching within the School of Public Health, by 2009

Resources

Goal 10: Increase financial resources to ensure sufficient income for operations, faculty, staff, and student support and increased endowment

Rationale: All of the above goals and objectives, as well as the on-going operations of the School’s existing programs and activities, depend upon a substantial increase in the School’s resources. At the present time, it appears that the State and UC budgets are going through a “down” cycle. Achieving an increase in the School’s resources will be a challenge. But, there are opportunities to increase selected revenue streams from the campus as well as gifts and endowments from private individuals and organizations. A high level of effort to secure such resources will be required.

Objectives:
• Raise $50 million over 5 years in student, faculty, staff, and programmatic support, by 2012

• Raise $60 million over 5 years of philanthropic support for the new School of Public Health building, by 2012

• Double the School’s major gift ($50,000+) donor base, by 2012

• Increase the percentage of alumni who contribute to the School to 30%, by 2012

• Increase the School’s visibility through communications, events, the press, and other media, by 2009

• Ensure an adequate recovery of indirect costs to support research and related functions, by 2009

• Increase the budgetary allocation to the School of Public Health from the central campus for school operations, ongoing

• Work with the Office of the President and the Chancellor of the University of California, Berkeley to inform legislators of the contributions of the School of Public Health to the overall health of California and the continuing need to invest heavily in training the next generation of professionals, ongoing

• Increase the amount of funding provided by research and training grants, on-going

1.1e THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE MANNER THROUGH WHICH THE MISSION, VALUES, GOALS AND OBJECTIVES WERE DEVELOPED, INCLUDING A DESCRIPTION OF HOW VARIOUS SPECIFIC STAKEHOLDER GROUPS WERE INVOLVED IN THEIR DEVELOPMENT.

The 2008-2012 Strategic Planning Task Force consisted of thirty-seven people representing many of the School’s stakeholder groups, including students, faculty, Division Heads, Program Directors, administrative staff, alumni, community, and the Dean’s Policy Advisory Council. The Task Force had available to it resource people with experience in the School’s previous strategic planning efforts.

The Task Force began meeting in August 2007, and continued to meet monthly through January 2008. These meetings involved structured discussions and exercises to review, and where deemed necessary, make changes to the School’s statements of core values, vision, mission, goals and objectives. Meeting attendance was generally high, ranging from 15 to 30 members. All meeting materials were distributed to Task Force members via e-mail, and members who could not attend a particular meeting were encouraged to respond to the exercises conducted in
the meetings electronically. There was a very strong response from the members to these requests, resulting in a rich flow of comments and ideas.

To extend participation in the process even further and to receive feedback on features of the plan as they were being developed, Executive Committee members also attended numerous meetings with stakeholder groups. Throughout December 2007 and January 2008 members of the Executive Committee met with the Faculty Council, the Management Advisory Committee, the Division Managers, the Alumni group, and the Dean’s Policy Advisory Council. Progress reports were given to the School’s faculty at monthly Department Faculty meetings.

Final decisions about the goals, objectives and values to include in the final plan were made collectively based on the outcomes of the meetings discussed above and input from numerous stakeholder groups who participated in this exercise.

1.1f THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF HOW THE MISSION, VALUES, GOALS AND OBJECTIVES ARE MADE AVAILABLE TO THE SCHOOL’S CONSTITUENT GROUPS, INCLUDING THE GENERAL PUBLIC, AND HOW THEY ARE ROUTINELY REVIEWED AND REVISED TO ENSURE RELEVANCE.

The work of the Task Force benefited from numerous previous assessments of the School conducted for other purposes, including the 2007 self-study prepared for the School’s re-accreditation review by the Council on Education for Public Health, a related 2007 assessment of the School’s performance on the goals and objectives identified in the 2002-2007 Strategic Plan, the 2004 University of California Health Sciences Committee Report on Public Health, and interviews conducted in 2007 of internal and external stakeholders as part of the School’s capital campaign planning. Using this information, the Task Force completed a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the School, which informed the review of the School’s core values, vision and mission and the development of the plan’s goals and objectives.

The School’s vision, mission, goals, and objectives are widely disseminated through the Office of Strategic Planning, External Affairs and Development; through the School’s web site at http://sph.berkeley.edu/about-us/mission; student handbooks; the Center for Public Health Practice; and through the everyday activity of faculty, staff, and students.

1.1g 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: The School has a clearly articulated vision and mission statement with an accompanying set of goals and objectives for achievement. A wide range of stakeholders have
been involved in their formulation and are committed to their implementation. The 2015-2020 Strategic Plan outlines priority areas for the school over the next five years and defines strategic priorities to enable the School to be primed to meet changing local and global public health needs.

Challenges: The 2008-2012 Strategic Plan goals and objectives were monitored through the 2011/12 academic year when Professor Steve Shortell retired from the deanship. Although work continues on many of the goals today, progress for them is no longer monitored. The 2015-2020 Strategic Plan is just being put into place and monitoring goals and objectives only begun.

Plans: Timelines and next steps for the 2015-2020 Strategic Plan goals and objectives are now being developed. A monitoring system is being developed which will enable the School to carefully observe the progress made during each year. Faculty, staff, students, and School constituents are engaged and committed to ensuring the success of the new plan.
1.2 EVALUATION. THE SCHOOL SHALL HAVE AN EXPLICIT PROCESS FOR
MONITORING AND EVALUATING ITS OVERALL EFFORTS AGAINST ITS
MISSION, GOALS AND OBJECTIVES; FOR ASSESSING THE SCHOOL’S
EFFECTIVENESS IN SERVING ITS VARIOUS CONSTITUENCIES; AND FOR USING
EVALUATION RESULTS IN ONGOING PLANNING AND DECISION MAKING TO
ACHIEVE ITS MISSION. AS PART OF THE EVALUATION PROCESS, THE
SCHOOL MUST CONDUCT AN ANALYTICAL SELF-STUDY THAT ANALyzES
PERFORMANCE AGAINST THE ACCREDITATION CRITERIA DEFINED IN THIS
DOCUMENT.

1.2a THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE
EVALUATION PROCESSES USED TO MONITOR PROGRESS AGAINST
OBJECTIVES DEFINED IN CRITERION 1.1d, INCLUDING IDENTIFICATION OF
THE DATA SYSTEMS AND RESPONSIBLE PARTIES ASSOCIATED WITH EACH
OBJECTIVE AND WITH THE EVALUATION PROCESS AS A WHOLE. IF THESE
ARE COMMON ACROSS ALL OBJECTIVES, THEY NEED BE DESCRIBED ONLY
ONCE. IF SYSTEMS AND RESPONSIBLE PARTIES VARY BY OBJECTIVE OR
TOPIC AREA, SUFFICIENT INFORMATION MUST BE PROVIDED TO IDENTIFY
THE SYSTEMS AND RESPONSIBLE PARTY FOR EACH.

The comprehensive plan that the School uses to evaluate achievement of its mission, goals, and
objectives takes place at many levels and involves a portfolio of approaches and constituents.
The evaluation data is not housed in one location. The progress on the 2008-2012 Strategic Plan
goals and objectives was tracked by many within the school and compiled for Dean Shortell. He
provided the progress reports to the School and its constituents through reports and progress
reports. These mechanisms were used for ongoing evaluation and planning: 1) an annual Dean’s
Performance Report accessing the School’s progress against its stated goals and objectives; 2)
summer “Advances” attended by the Deans, Division Heads, and Faculty Council leaders along
with relevant staff; 3) annual retreats held by the School’s divisions and programs; 4) student
exit surveys, including a planned exit survey for first year students to take advantage of their
feedback so that changes can be made for their second year; 5) individual course evaluations; 6)
alumni feedback; and 7) dialogue with the School’s Policy Advisory Council. As a whole, these
mechanisms provided a portfolio of opportunity to learn how well the School was doing in
meeting the goals and objectives stated in Criterion 1.1d and to make changes as appropriate.
These varying mechanisms involved all the School’s major constituents.

An All-School Strategic Plan Progress Report was presented by Dean Shortell at the annual All-
School meeting held each January. It summarized largely quantitative data against each goal and
objective contained in the strategic plan. (See Resource Material List/ Section 1: 1.2a 2009 Jan
-All-School Strategic Plan Progress Report; 1.2a 2010 Jan - All-School Strategic Plan Progress
Reports; and 1.2a 2011 Jan - All-School Strategic Plan Progress Reports)

Traditionally, a summer “Advance” was held as an opportunity for the School’s leadership team
to reflect on progress of the past year and set priorities for the coming year. (See Resource
The School’s overall strategic plan was developed through consultation with all SPH faculty. Within the context of its vision, mission, goals, and objectives, each division carries out its own activities. These are reviewed annually in planning retreats held by almost every division and concentration area in the School.

Student exit surveys are routinely conducted upon graduation and summarized for use by the Associate Dean of Students, the Associate Dean of Academic Affairs, the Dean’s Administrative Council, and the Faculty Council. (See Resource Material List/Section 1: 1.2a 2011 Student Exit Surveys; 1.2a 2012 Student Exit Surveys; 1.2a 2013 Student Exit Surveys)

The School enjoys a very productive alumni association relationship. It also benefits from the distinguished and highly committed Policy Advisory Council. The Assistant Dean of Strategic Planning and External Relations and Development routinely participates in Alumni Association meetings as does the Dean on a more periodic basis. Every summer there is an Alumni Association Retreat attended by the Dean and Assistant Dean which provides an opportunity for feedback on School priorities and assessment of the impact that its graduates are having on the field. The Policy Advisory Council meets three times a year. This group has been particularly helpful in thinking through the strategic issues facing the School and in providing input to the School’s fund-raising campaign.

At the campuswide level evaluation of the School takes place through:

1. **Development of a five year academic faculty recruitment plan:** A five year faculty academic recruitment plan focuses on the establishment of increases or adjustments in student enrollment with increases or adjustments in primary faculty FTE and support resources. Each School submits its current and past data and its plans for the future which are then reviewed by the campus’ Academic Personnel Budget Committee and the Office of the Provost. All of this takes place within the overall context of planning on the part of the Office of the President of the UC system (Berkeley is one of 10 campuses within the system) the Governor’s Office, and California State Legislature.

2. **An annual academic faculty recruitment plan:** The annual academic faculty recruitment plan provides the School with an opportunity to submit its plan and rationale for new recruitments for the coming year. The School’s vision, mission, goals, and objectives as expressed through the strategic plan are drawn on to guide this process.

3. **An annual budget plan:** Each fall semester, the School prepares a comprehensive budget plan which is submitted to the campus’ financial officers. This budget is linked programmatically to the School’s vision, mission, goals, and objectives as reflected in its strategic plan. This serves as part of the basis for the Dean’s annual luncheon meeting with the Executive Vice Chancellor & Provost (EVCP).

4. **An annual meeting between the Dean and the Provost (EVCP):** This meeting is held to review the School’s performance in conformance with the faculty recruitment plan, the budget, and the School’s priorities. In addition to reviewing the budget, the Dean’s annual meeting with the Executive Vice Chancellor & Provost is used to discuss various
issues and opportunities facing the School and to seek advice. Perennial topics in recent years have been the School’s need for a physical home and the need to expand student enrollment and associated faculty resources to meet the growing Public Health workforce shortage in California and the nation at large.

5. **Periodic external School reviews:** The Council on Education for Public Health is the main review program which the School undergoes. The new On-Campus/Online MPH Degree program was recently reviewed successfully by the Western Association of Schools and Colleges (WASC).

6. **A UC Berkeley Campus Academic Review:** The School of Public Health is currently in the process of undertaking an Academic Program Review overseen by the Program Review Oversight Committee (PROC) and coordinated by the Office of the Vice Provost for Teaching, Learning, Academic Planning & Facilities. The review process takes approximately 18 months. The centerpiece of the review is the School’s self-study which will assess its intellectual agenda, its programmatic goals and resources, and identify critical challenges and opportunities facing it. It is expected that this self-study will express the School’s unique culture and provide an opportunity for reflection and critical assessment of the School’s scholarly directions and academic programs. The emphasis of the review is on forward planning, informed by analysis of recent data trends, identifying through the self-study and the review process, the necessary steps to maintain excellence.

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1.2b **THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF HOW THE RESULTS OF EVALUATION PROCESSES DESCRIBED IN CRITERION 1.2a ARE MONITORED, ANALYZED, COMMUNICATED AND REGULARLY USED BY MANAGERS RESPONSIBLE FOR ENHANCING THE QUALITY OF PROGRAMS AND ACTIVITIES.**

The results of both campuswide and School initiated evaluation and planning mechanisms are routinely used to improve the quality of the School’s programs and activities. Specifically, we use the available data and information in the following forms of decision making: 1) individual meetings with the School’s Dean; 2) monthly meetings of the Dean’s Administrative Council and the Faculty Council; 3) bi-monthly School-wide faculty meetings; and 4) various ad-hoc meetings that are called to deal with specific issues.

1.2c **THE SELF-STUDY DOCUMENT SHOULD INCLUDE DATA REGARDING THE SCHOOL’S PERFORMANCE ON EACH MEASURABLE OBJECTIVE DESCRIBED IN CRITERION 1.1d MUST BE PROVIDED FOR EACH OF THE LAST THREE YEARS. TO THE EXTENT THAT THESE DATA DUPLICATE THOSE REQUIRED UNDER OTHER CRITERIA (EG. 1.6, 1.7, 1.8, 2.7, 3.1, 3.2, 3.3, 4.1, AND 4.3) THE SCHOOL SHOULD PARENTHETICALLY IDENTIFY THE CRITERIA WHERE THE DATA ALSO APPEAR.**

Dean Stefano Bertozzi began service as the dean of the School of Public Health in Fall 2013. A strategic planning working group was formed in spring 2014 and a new strategic plan for 2015-
2020 was released in spring 2015. In order to identify three years of required measurable data we have chosen to use outcomes from the 2008-2012 Strategic Plan for this Self-Study.

Table 1.2c – Outcome Measures Used to Monitor Mission, Goals & Objectives may be found in the Resource Materials List/ Section 1: 1.2c.

1.2d THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE MANNER IN WHICH THE SELF-STUDY WAS DEVELOPED, INCLUDING EFFECTIVE OPPORTUNITIES FOR INPUT BY IMPORTANT SCHOOL CONSTITUENTS, INCLUDING INSTITUTIONAL OFFICERS, ADMINISTRATIVE STAFF, FACULTY, STUDENTS, ALUMNI AND REPRESENTATIVES OF THE PUBLIC HEALTH COMMUNITY.

The 2015 SPH Accreditation is guided by the Accreditation Steering Committee, consisting of the Dean, Associate Deans, Assistant Deans, faculty members, students, alumni, a Policy Advisory Board member, and a consultant. (See Resource Material List/ Section 1: 1.2d Steering Committee List) Identification of who would manage the accreditation process began in December 2013 because of the leadership transition taking place within the School. Stefano Bertozzi began his service as dean of the School in Fall 2013.

In developing the self-study document, the Accreditation Steering Committee is seeking input from many constituents including: Faculty Council, Curriculum Committee, Research Committee, Academic Personnel Committee, Director of Diversity, Director of the Online MPH Program, Director for the Center for Public Health Practice, faculty members, and SPH staff. Review and comments are requested from the SPH community, including faculty, staff, students, alumni, community partners, and UC Berkeley administrators as the self-study document is made available on the School’s website. The website provides notice that an accreditation review is scheduled and indicates that written third-party comments will be received by CEPH until 30 days before the scheduled site visit - name and mailing address of CEPH are both available on the website. (Website: http://sph.berkeley.edu/planning-analysis/accreditation; Resource Materials List Section 1: 1.2d Website Invitation for Written Comments to CEPH; and 1.2d Berkeley Health Monthly with invitation for written comments to CEPH. Website for the Berkeley Health Monthly: http://berkeleyhealth.berkeley.edu/bhm/)

Essential information and insight for Section 1 of the self-study document is developed from the 2008-2012 Strategic Plan and the ongoing evaluation efforts described in Section 1.2. The faculty, through the development of the school’s strategic plan and follow-up retreats, were responsible for developing and for assessing outcomes of the criteria for the School of Public Health’s mission, evaluation and planning, and goals and objectives. The new 2015-2020 Strategic Plan was developed by faculty, students, staff, alumni, and community partners all of whom will continue to provide feedback and participate in the ongoing planning efforts of the School.
1.2e 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: The School uses a portfolio of processes involving relevant constituent groups to assess our progress against our mission, goals, and objectives. We have found that these processes provide us with relevant feedback to make changes and improvements meant to meet our goals and objectives. Over the past seven years the School has expanded its faculty, increased faculty and student diversity, expanded its teaching and research partnerships with both internal and external entities, strengthened its teaching and research initiatives, increased its financial resources, and raised its visibility.

Challenges: Multiple re-enforcing evaluation and planning mechanisms exist against which to measure the School’s progress on its mission, goals, and objectives. However, the progress made can be challenging to quantify and difficult to track consistently. Determining if the program has the correct number of objectives to provide a meaningful evaluation and deciding how they should be tracked is the challenge.

Plans: The School now has an Assistant Dean for Strategy, External Relations, Development & Communications. Incorporating planning and evaluation activities in a key administrative office will enable the School to consistently and routinely track and report progress on these important goals and objectives.
1.3 INSTITUTIONAL ENVIRONMENT. THE SCHOOL SHALL BE AN INTEGRAL PART OF AN ACCREDITED INSTITUTION OF HIGHER EDUCATION AND SHALL HAVE THE SAME LEVEL OF INDEPENDENCE AND STATUS ACCORDED TO PROFESSIONAL SCHOOLS IN THAT INSTITUTION.

1.3a THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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 University of California was created in 1868 by state law with the merger of the College of California and the Agricultural, Mining, and Mechanical Arts College, a land grant institution. The intent was to blend the curricula of both institutions to form “a complete university.” The new University of California was built on a site in Berkeley. Consistent with the rapidly expanding population of California and responding to the educational needs of the state, the University grew, adding academic programs and eventually new sites. Today, Berkeley is part of a large system which includes 10 UC campuses located throughout the state of California and is governed by the Board of Regents and the UC Office of the President.

Although each campus is a member of the University of California system, each maintains a unique identity. Berkeley is particularly proud of its heritage as the original campus. In 1966, the American Council on Education recognized Berkeley as “the best balanced, distinguished university in the country.” In 2004, The Times Higher Education Report ranked Berkeley 2nd (only to Harvard) among the world’s top 10 universities. Ranking doctoral programs at American universities, the National Research Council collected data in 2005-06 on more than 5,000 doctoral programs in 62 fields at 212 colleges and universities. Their analysis, published Sept. 28, 2010, assigned each doctoral program a range within which the program likely ranks, such as between first and third for Agricultural and Resource Economics. Out of the 52 UC Berkeley programs evaluated, 48 were ranked in the top 10 nationwide. The national and international awards held by faculty underscore Berkeley's preeminence. A total of 22 faculty have been named Nobel Prize winners, including the seven who are current faculty members, along with 32 MacArthur Fellows and 4 Pulitzer Prize winners. In Fall 2014, there were 37,581 students enrolled at UCB: 27,126 undergraduates and 10,455 graduate students.

UC Berkeley has been fully accredited since 1949 and had its accreditation reaffirmed most recently in 2015 by the Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges (WASC). UC Berkeley was accredited as part of the second cohort of institutions accredited under WASC’s pilot of its new institutional review process. The process focused on the meaning, quality and integrity of degrees; evidence of student learning at all degree levels, emphasizing undergraduates’ skills acquisition; undergraduate graduation and retention rates; and institutional sustainability and strategic planning for the future. Information is available at: http://vcue.berkeley.edu/wasc/index.html.

There are many other accreditations across campus similar to the CEPH accreditation; other academic units have their own accrediting bodies. University Health Services has an
accreditation process and the UC Berkeley campus undergoes an accreditation process with the American Association for Accreditation of Laboratory Animal Care. However, for the campus as a whole, the foremost accreditation is prepared for the Western Association of Schools and Colleges (WASC).

In addition to CEPH, the School of Public Health responds to the following accrediting agencies:

- American Council for Graduate Medical Education (ACGME): UCB/UCSF Joint Residency Program in Preventive Medicine
- Liaison Committee on Medical Education (LCME): UCB/UCSF Joint Medical Program

1.3b THE SELF-STUDY DOCUMENT SHOULD INCLUDE ONE OR MORE ORGANIZATIONAL CHARTS OF THE UNIVERSITY INDICATING THE SCHOOL’S RELATIONSHIP TO THE OTHER COMPONENTS OF THE INSTITUTION, INCLUDING REPORTING LINES.

The organizational chart reflecting the School’s reporting line to the Executive Vice Chancellor and Provost follows this section. Additional University organizational charts may be viewed online at http://www.berkeley.edu/admin/org.shtml#charts.
1.3c THE SELF-STUDY DOCUMENT SHOULD INCLUDE A BRIEF DESCRIPTION OF THE SCHOOL’S LEVEL OF AUTONOMY AND AUTHORITY REGARDING: BUDGETARY AUTHORITY AND DECISIONS RELATING TO RESOURCE ALLOCATION; LINES OF ACCOUNTABILITY, INCLUDING ACCESS TO HIGHER-LEVEL UNIVERSITY OFFICIALS; PERSONNEL RECRUITMENT, SELECTION & ADVANCEMENT, INCLUDING FACULTY & STAFF; ACADEMIC STANDARDS & POLICIES, INCLUDING ESTABLISHMENT & OVERSIGHT OF CURRICULA.

Budgetary Authority and Decisions Relating to Resource Allocation
The University of California is governed by The Regents, a 26-member board, as established under Article IX, Section 9 of the California Constitution. The Office of the President is the systemwide headquarters of the University of California, managing its fiscal and business operations, and supporting the academic and research missions across its campuses, labs, and medical centers.

The UC Office of the President (UCOP) prepares the annual budget request for the UC system. The budget request is submitted for approval to the Board of Regents. The Regentally-approved budget is then submitted to the Governor for consideration during the annual State budget process. Priorities and allocation decisions are a product of extensive negotiations between the UCOP staff, the Governor’s Office, the Department of Finance, and the Legislature of the State of California. Once agreement has been reached between the Legislature and the Governor, the budget for the University of California system is adopted as part of the overall State budget.

Upon adoption of the final budget, the State allocates funds to the University of California Office of the President. UCOP in turn makes funding allocations to each of the campuses based upon several specific factors and individual campus negotiations. The primary basis for funding to the campus level is student enrollment.

When funding is received, UC Berkeley distributes allocations to schools and programs. The School of Public Health resides in the Executive Vice Chancellor and Provost’s (EVCP) area. An annual budget process, as discussed in Section 1.2a, includes submission of requests for funding to the Executive Vice Chancellor and Provost to cover all or part of the costs of programmatic needs (e.g., temporary instruction, research start-up costs for faculty, and replacement of instructional equipment). Approval for a new faculty position is determined through the five year academic faculty recruitment plan and the annual academic faculty recruitment plan, also discussed in Section 1.2a. On the Berkeley campus there is an overlap between academic planning and budgeting. The campus requires that requests for funding for new primary faculty be approved by the Budget Committee of the Academic Senate, in addition to the EVCP. The Budget Committee membership includes Senate faculty from various schools and colleges across campus. The School must have approval from both campus units before beginning a recruitment process for an academic faculty position.

Once monies are allocated from the Executive Vice Chancellor and Provost, the SPH is responsible for expending them in accordance with the general fiscal guidelines and policies of the Regents and the University of California. Within these policies and guidelines, the SPH has
the autonomy to manage and expend its resources as it deems appropriate to accomplish its mission in the most effective way. Budgeting of available resources within SPH involves the Dean, Division Heads, Associate Deans, and Assistant Deans.

Lines of Accountability including Access to Higher-level University Officials

Under the State Constitution, the government of the University is entrusted to the Board of Regents. The Regents appoint the President of the University (systemwide position), and with the President’s advice, appoint the Chancellors for each campus, Directors of major laboratories, Provosts, and Deans who administer the affairs of the individual campuses and other divisions of the University. Authority in academic matters is delegated by the Regents to the Academic Senate which determines academic policy for the University as a whole.

The President is executive head of the ten-campus University system. The Office of the President, located in Oakland, is the University’s central administrative headquarters. Each of the campuses has a Chancellor as its chief administrative officer and an Executive Vice Chancellor and Provost (EVCP). The Chancellor is responsible for the organization and operation of the campus, including academic, student, and business affairs. The UC Berkeley campus is divided into 14 colleges and schools, the larger of which are further divided into departments. Each School/College is headed by a Dean, who is responsible to the EVCP. The EVCP convenes all the Deans bi-monthly in the Council of Deans for purposes of information sharing, advice, and consultation.

On the UC Berkeley campus, the Academic Senate, consisting of faculty and certain administrative officers, determines the conditions for admission and degrees, subject to the approval of the regents; authorizes and supervises courses and curricula; and advises the University administration on the important matters of faculty appointments and promotions and budgets. Students participate in policy-making at both the campus and University-wide levels.

On the Berkeley campus, Deans have administrative, fiscal, and policy responsibilities for the school or college of which they are the chief officer. Department Chairs are the academic leaders and administrative heads of departments within a school or college. In the School of Public Health which has only one department, the Dean carries out the dual functions of Dean and Department Chair.

Personnel Recruitment, Selection and Advancement, including Faculty and Staff

Policies and procedures are in place at the University and campus levels to recruit, select, develop, and retain a qualified and diverse work force to promote and support the University in its mission. Two main personnel systems exist: academic and staff.

The Academic Personnel system is University-wide and covers all faculty appointments which includes full, associate, and assistant professors, adjuncts, clinical professors, in-residence and visiting professors, lecturers, field program supervisors, specialists and academic coordinators. The recruitment, selection, and advancement of academic appointees are covered by the Academic Personnel Manual. The Academic Personnel Manual may be found online at http://www.ucop.edu/academic-personnel/academic-personnel-policy/. Lecturers in the
University of California are covered by a Memorandum of Understanding between the Regents and the University Council, American Federation of Teachers.

The need for academic recruitment is identified by the School of Public Health in its five-year and annual academic faculty recruitment plans, but approval for authorization, recruitment, hiring and promotion must conform to well-established University policies. Approval for authorization is determined by the Academic Senate’s Budget Committee along with campus administrators.

**Personnel Policies for Staff Members (PPSM)** apply to all Managers and Senior Professionals (MSP) and Professional and Support Staff (PSS). They include policies and procedures pertaining to the employment relationship between an MSP or PSS employee and the University of California. The PPSM are systemwide or University-wide policies that apply on all campuses. However, many of these policies have implementing procedures specific to the Berkeley campus. Each systemwide policy should be read in conjunction with the corresponding Berkeley implementing procedure. The PPSM manual may be found online at http://policy.ucop.edu/manuals/personnel-policies-for-staff-members.html. Additional information is available on the UC Berkeley Human Resources website at http://hrweb.berkeley.edu/.

The School of Public Health makes its own hiring and promotion decisions in conformance with campus policies and regulations. The School has the right and the responsibility to determine its staffing needs, to recruit for new positions, and to hire replacement staff.

**Academic Standards and Policies, including Establishment and Oversight of Curricula**

On campus, the Academic Senate exercises its responsibility for admissions, degrees and curricula through the Graduate Council and the Campus Committee on Courses.

The Graduate Council is a committee of the Academic Senate. The functions and membership of the Graduate Council are defined by Statewide Senate By-Law 330 and Berkeley Division By-Law 37. Three student members are appointed in accordance with Berkeley Division By-Law 13. The Graduate Council reviews new degree programs proposed by Departments or Schools and Colleges without Departments, and forwards approved programs to the Regents for final action. The Council conducts periodic program reviews of Berkeley Departments and Academic Programs. The Graduate Council also develops through its administrative agency the Graduate Division: policies and standards for admissions; fellowships and degrees; and qualifications for Graduate Student Instructors (GSIs) and Graduate Student Researchers (GSRs).

Course proposals originate in schools/departments, but must meet the standards set by the Campus Committee on Courses and be approved by that faculty/student body. In the SPH, course requests must first be approved by the School’s Education Policy and Curriculum Committee (EPCC) which has faculty and student representatives. The EPCC also reviews the total body of courses taught in the School, looking for both gaps and redundancies.

The Graduate Division oversees the admissions process and student degree progress. SPH
selects its students (both professional and academic) and recommends their admission to the Graduate Division. The Graduate Division has the final authority to offer admission and does so if the recommendation meets established standards. SPH initially approves the membership of Qualifying and Dissertation Committees but the Graduate Division has final approval.

1.3d **THE SELF-STUDY DOCUMENT SHOULD INCLUDE THE IDENTIFICATION OF ANY OF THE ABOVE PROCESSES THAT ARE DIFFERENT FOR THE SCHOOL OF PUBLIC HEALTH THAN FOR OTHER PROFESSIONAL SCHOOLS, WITH AN EXPLANATION.**

The processes for the School of Public Health are the same as other professional schools at UC Berkeley.

1.3e **THE SELF-STUDY DOCUMENT SHOULD INCLUDE IF A COLLABORATIVE SCHOOL, DESCRIPTIONS OF ALL PARTICIPATING INSTITUTIONS AND DELINEATION OF THEIR RELATIONSHIPS TO THE SCHOOL.**

Not applicable.

1.3f **THE SELF-STUDY DOCUMENT SHOULD INCLUDE IF A COLLABORATIVE SCHOOL, A COPY OF THE FORMAL WRITTEN AGREEMENT THAT ESTABLISHES THE RIGHTS AND OBLIGATIONS OF THE PARTICIPATING UNIVERSITIES IN REGARD TO THE SCHOOL’S OPERATION.**

Not applicable.

1.3g **ASSESSMENT OF THE EXTENT TO WHICH THE CRITERION IS MET AND AN ANALYSIS OF THE SCHOOL’S STRENGTHS, WEAKNESSES AND PLANS RELATING TO THIS CRITERIA.**

This criterion is met.

**Strengths:** The School of Public Health is an integral part of an accredited campus that is world renowned for its academic excellence. Its rights, privileges and responsibilities are parallel to those of all other schools, colleges and departments on the UC Berkeley campus. As a graduate professional school, it maintains its independence within a framework that provides policies and procedures which apply to all campus academic units, resulting in consistency and rigor across academic programs. Its integrity in decision making extends to the areas of budget and resource allocation; personnel recruitment, selection and advancement; and establishment of academic standards and policies.

**Challenges:** The University of California’s system of governance at the university, campus, and school level is characterized by extensive consultation, a process in which administrators and faculty seek advice from each other and from staff and students before setting or changing
policies and practices. While this consultative process contributes to the School’s viability, it can also slow response time to current demands and encumber change.

Plans: The School and Dean Bertozzi will continue to seek opportunities to strengthen the School’s degree programs and to expand its role in the University.
1.4 ORGANIZATION AND ADMINISTRATION. THE SCHOOL SHALL PROVIDE AN ORGANIZATIONAL SETTING CONDUCIVE TO PUBLIC HEALTH LEARNING, RESEARCH AND SERVICE. THE ORGANIZATIONAL SETTING SHALL FACILITATE INTERDISCIPLINARY COMMUNICATION, COOPERATION AND COLLABORATION THAT CONTRIBUTE TO ACHIEVING THE SCHOOL’S PUBLIC HEALTH MISSION. THE ORGANIZATIONAL STRUCTURE SHALL EFFECTIVELY SUPPORT THE WORK OF THE SCHOOL’S CONSTITUENTS.

1.4a THE SELF-STUDY DOCUMENT SHOULD INCLUDE ONE OR MORE ORGANIZATIONAL CHARTS SHOWING THE ADMINISTRATIVE ORGANIZATION OF THE SCHOOL, INDICATING RELATIONSHIPS AMONG ITS COMPONENT OFFICES, DEPARTMENTS, DIVISIONS, OR OTHER ADMINISTRATIVE UNITS.

Please find the School of Public Health’s current administrative organizational chart on the following page. In addition, charts representing a more generalized administrative structure, faculty governance, and academic structure may be found in the Resource Materials List/Section 1: 1.4a SPH Organizational Charts.
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1.4b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE ROLES AND RESPONSIBILITIES OF MAJOR UNITS IN THE ORGANIZATIONAL CHART.

The administration of the school is a shared responsibility of the Dean; Associate Dean for Academic Affairs; Associate Dean for Research; Associate Dean for Student Affairs; Associate Dean for Public Health Practice; Assistant Dean for Strategy, External Relations, Development & Communications; Assistant Dean for Student Services; Assistant Dean and Chief Operating Officer; and Assistant Dean and Chief Financial Officer. The School operates in a collegial fashion with administrative decisions evaluated and determined by the Dean, Associate and Assistant Deans; policy decisions made in conjunction with the Dean’s Administrative Council (DAC) and in shared governance with the Faculty Council of the Academic Senate. In addition, each of the Deans are members (in some cases, non-voting members) of the administrative and faculty committees of the school. A brief description of the roles and responsibilities for each follow:

Dean - Has ultimate responsibility for all operations of the School. Maintains communication with the Chancellor and Provost of the Berkeley campus and other UC campuses. Maintains communication with the community at large to increase the school’s visibility with the community and the state. Has ultimate responsibility for the annual Faculty Recruitment Plan and negotiating with the campus for opportunities to increase the size of the faculty and student-faculty ratio. In addition, he provides the leadership for fund-raising.

Associate Dean for Academic Affairs – Oversees all academic faculty matters including appointments and promotions of primary and secondary faculty and the development of the annual Faculty Recruitment Plan. The position oversees special project initiatives, space allocations, and along with the Dean oversees the activities of the other members of the Executive Team and the allocation of central funding across all areas of the School. The position holder is a member of the Faculty Council (FAC) and the Deans Administrative Council (DAC), also attends campus-wide meetings (e.g. Council of Deans) when the Dean is unavailable.

Associate Dean for Research – Has oversight of cross-cutting research proposals, leads strategic planning for research, facilitates research activity across SPH faculty and in particular the multiple organized research units (ORUs) and Centers at the School by informing the units of campus and systemwide initiatives of relevance. The responsibilities include orienting new and existing faculty to grants management issues, working with Campus Shared Services and other staff to promote efficient pre-award and post-award grants administration, and working with the SPH Communications team to enhance dissemination. The Associate Dean reports to the Dean and also collaborates closely with the Faculty Council to address research issues at the School.

Associate Dean for Student Affairs – Graduate Advisor overseeing all activities in the School that affect students, including: admissions to the school and submission of requests for exception to the Graduate Division; ensuring requirements for the MPH and DrPH degrees are met, including certifying the passing of the Comprehensive Examination; graduation; applications for campus and school fellowships and scholarships; and facilitating interactions between students and faculty when problems regarding grades, meeting program requirements,
and ethical conduct of students arise. The Associate Dean is the Co-Director of the Doctor of Public Health Program. The Associate Dean works closely with the Office of Student Services within the School and the Graduate Division within the campus; is an ex-officio (non-voting) member of the Faculty Council (FAC), the Student Affairs Committee (SAC), the Educational Policy and Curriculum Committee (EPCC), and the Undergraduate Management Committees (UMC) for Public Health Majors.

Assistant Dean for Public Health Practice – Oversees the School’s Professional, Career and Leadership Programs and Community engagement. Develops and oversees continuing education and training for alumni and health professionals. Provides health workforce development leadership and technical assistance. A core component of the role is oversight of the internship placement program for the field practice requirement. The position is responsible for increasing the number and quality of partnerships with community organizations to enhance students’ practical experience, improve the quality of public health care delivery through applied research and evaluation of community programs, and develop relationships that enhance the School’s visibility. The Associate Dean directs the School’s career development resources, workshops, counseling, etc. The position oversees the School’s leadership development program and is responsible for offering professional and skills training, workshops, and courses for public health professionals.

Assistant Dean for Strategy, External Relations, Development & Communications – Oversees the planning, management and execution of a comprehensive development, alumni and external relations (including governmental relations, marketing and communications) programs. Is responsible for developing and reaching financial goals for private support for the School as well as for managing relationships with the School’s and University’s most valued supporters, ensuring that these relationships are nurtured and maintained for the long-term benefit of the School and the University. The Assistant Dean oversees the maintenance of the School’s alumni and donor databases, provides support to the high-level volunteer Policy Advisory Council, Alumni Association activities, and other donor activities.

Assistant Dean for Student Affairs – Serves as Co-Graduate Advisor overseeing all activities in the School affecting students and prospective students: recruitment, admissions, and submission of requests for exception to Graduate Division; ensuring MPH and DrPH requirements are met, certifies passing of the comprehensive exam; new student orientation and commencement; applications for fellowships and scholarships; and facilitating interactions between students and faculty when problems regarding grades, meeting program requirements, and ethical conduct of students arise. The incumbent manages the Office of Student Services & Admissions and works closely with Graduate Division and Office of the Registrar. Serves as an ex-officio (non-voting) member of Faculty Council, Student Affairs Committee, Educational Policy and Curriculum Committee, and Undergraduate Management Committees for Public Health Majors.

Assistant Dean, Chief Operating Officer – The position oversees and has operational responsibility for 1) staff personnel, 2) facilities management and mailroom activities, and 3) the Dean’s administrative office. The position serves as the School’s principal liaison to Campus Shared Services which has responsibility for human resource actions. The COO is the School’s contact with central campus offices and has responsibility for policy, practice, and resource
implications, providing a key advisory role for planning and development. Within the areas of responsibility, the position is authorized to act on the Dean’s behalf within the School, and on the School’s behalf within the campus.

Assistant Dean, Chief Financial Officer – The position oversees and has operational responsibility for budget and financial management. The position serves as the School’s principal liaison to Campus Shared Services which has responsibility for financial transactions, contract and grant transactions, and payroll. The CFO is the School’s contact with central campus offices including Sponsored Projects, Business Contracts, etc. and has responsibility for policy, practice, and resource implications, providing a key advisory role for planning and development. Within the areas of responsibility, the position is authorized to act on the Dean’s behalf within the School, and on the School’s behalf within the campus.

The school has six divisions – Biostatistics, Community Health and Human Development, Environmental Health Sciences, Epidemiology, Health and Policy Management, and Infectious Diseases & Vaccinology. The Division of Community Health and Human Development contains programs in Health and Social Behavior, Maternal and Child Health, Public Health Nutrition and the Joint Medical Program with UCSF. In addition, there is a schoolwide DrPH program, a schoolwide interdisciplinary program for students with prior professional clinical degrees, a schoolwide On-campus/Online program, and a schoolwide undergraduate program. A new division to oversee the schoolwide programs is being developed. The Center for Public Health Practice provides students with the public health practice component of their degree program and serves the School through developing and maintaining community partnerships.

Each SPH division has a Division Head designated by the Dean to provide oversight for the faculty and business operations of the division. Each faculty member makes a decision as to which division most closely aligns with his/her areas of interest. Once a part of a division, the faculty member is responsible to the Division Head. Each division has an internal employee who oversees administrative functions in a division manager role. Campus Shared Services provides business support to the divisions, such as financial accounting, human resources, payroll, and computing needs.

All members of the School of Public Health community have opportunities to be engaged in leadership decisions. Four different Councils are in place:

- Senate Faculty Council (please see Section 1.5)
- Non-Senate Faculty Council (new council established in 2014/15; function and responsibilities to be determined)
- Student Council (new council established in 2014/15; function and responsibilities to be determined)
- The Staff Advocacy Council (SAC) was established in 2002. Its charter is to improve communications in the School and represent staff views to the leadership. The Chief Operating Officer serves as an ex-officio member. The SAC oversees the Staff Recognition Committee:
  - The Staff Recognition Committee hosts several recognition functions and programs throughout the year, such as luncheons, coffee hours, the Sally Bellows Community Building Award, and the recognition awards.
In addition, the Academic Division Managers Committee meets monthly with the Dean to provide feedback on the effectiveness and quality of customer service in the School’s administration.

1.4c THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE MANNER IN WHICH INTERDISCIPLINARY COORDINATION, COOPERATION AND COLLABORATION OCCUR AND SUPPORT PUBLIC HEALTH LEARNING, RESEARCH AND SERVICE.

Focusing on an interdisciplinary ecological approach to problems in public health, involving researchers and practitioners within the School and throughout the Campus, is one of the School’s distinguishing features. The academic and administrative structure in a single department/school by its nature facilitates interdisciplinary coordination and cooperation. Fundamental entities, such as the Faculty Council, the Dean’s Administrative Council, the Educational Policy and Curriculum Committee, the Research Committee, and the school-wide Center for Public Health Practice, are areas necessarily multidisciplinary in their composition.

Particular endeavors in the School of Public Health that support interdisciplinary collaboration include team teaching; courses that deliberately bring together students across programs, such as core courses required for all MPH students and the courses and workshops offered by the Center for Public Health Practice in preparation for field experience; research projects involving faculty from multiple academic arenas; and the three specialty areas (Global Health, Aging, and Multicultural Health) which are interdisciplinary elective areas transcending the existing programs, as well as, the Interdisciplinary MPH major. The Center for Public Health Practice provides much of the leadership training for students and reflects the School’s emphasis on graduating students who will assume leadership positions in the field.

Interdisciplinary research communication and coordination is promoted not only through the School’s various research centers but also through a fall research symposium in which there is a presentation from each of the School’s divisions. In the spring the students hold a research poster session. Abstracts from recently published faculty research are posted on the School website.

Promoting linkages to other campus departments and schools is also supported by the School of Public Health. Concurrent degree programs with Business, Public Policy, Journalism, Social Welfare, and City and Regional Planning are established vehicles for interdisciplinary collaboration. Academic groups involve faculty participation from several academic departments on campus.

The School also collaborates with the Chancellor’s Advisory Council on Biology, the Council of Science and Engineering Deans, The Blum Center for Developing Economies, The Berkeley Diversity Research Initiative, and numerous other interdisciplinary forums which support public health learning, research, and service.
1.4d 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.

The criterion is met.

Strengths: The School has well-defined units with clear lines of communication and accountability. The grouping of degree programs into relevant divisions not only fosters intellectual stimulation but also creates economies in use of administrative support resources. Interdisciplinary collaboration opportunities are available through team teaching and courses that deliberately bring together students across degree programs, through research projects involving faculty from multiple academic arenas within the School and across campus, and through campus-wide initiatives and interdisciplinary forums.

Challenges: The School of Public Health has four schoolwide programs which are not housed within one of the School’s six divisions: 1) DrPH, 2) Interdisciplinary, 3) On-Campus Online MPH Program, and 4) the undergraduate program. Faculty from all divisions within the School teach in the schoolwide programs. Historically the School has tracked faculty teaching obligations and faculty/student ratios by divisional affiliation. The introduction of the four schoolwide programs has made tracking this important information a challenge.

Plans: The School is forming a seventh division which will be home to the schoolwide programs. New mechanisms for tracking faculty teaching across divisions are being developed.

The School will continue to develop collaborative relationships which will bring faculty and students together through multiple forums.
1.5 GOVERNANCE. THE SCHOOL ADMINISTRATION AND FACULTY SHALL HAVE CLEARLY DEFINED RIGHTS AND RESPONSIBILITIES CONCERNING SCHOOL GOVERNANCE AND ACADEMIC POLICIES. STUDENTS SHALL, WHERE APPROPRIATE, HAVE PARTICIPATORY ROLES IN CONDUCT OF SCHOOL AND PROGRAM EVALUATION PROCEDURES, POLICY-SETTING AND DECISION-MAKING.

1.5a THE SELF STUDY SHOULD INCLUDE A LIST OF SCHOOL STANDING AND IMPORTANT AD HOC COMMITTEES, WITH A STATEMENT OF CHARGE, COMPOSITION, AND CURRENT MEMBERSHIP FOR EACH.

Faculty Council
The academic governance of the School of Public Health is conducted by the Faculty of the School. The charge for the Faculty Council is to consider matters of general concern to the Faculty and to act for the Faculty with respect to matters delegated to it by the Faculty in the Bylaws or by subsequent action. (Resource Material List/ Section 1: 1.5a Faculty By-Laws) By practice, the Faculty Council convenes at least monthly and meeting minutes are kept. (Resource Material List/Additional Documents Section/ Minutes of Committee Meetings 2014-15) The Faculty Council charge includes the following:

- The Faculty Council reviews and makes recommendations concerning the allocation of educational and budgetary resources, academic priorities, and the planning and budgetary process within the School of Public Health.
- The Council receives reports from the Standing Committees of the Faculty and recommends action when appropriate.
- The Faculty Council provides recommendations to the Dean required by the principle of shared governance adopted for the University of California by the Regents.
- The Council has the power to recommend legislation to the Academic Senate members of the School, but this power does not interfere with the right of the members when meeting as a whole to recommend legislation directly to the Berkeley Division of the Academic Senate.

The Faculty Council membership in academic year 2014/15 is as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Emily Ozer</td>
<td>Faculty Chair</td>
</tr>
<tr>
<td>Shederick McClendon *</td>
<td>Assistant Dean, Students</td>
</tr>
<tr>
<td>William Dow *</td>
<td>Associate Dean, Research</td>
</tr>
<tr>
<td>Joan Bloom *</td>
<td>Associate Dean, Research</td>
</tr>
<tr>
<td>Jeff Oxendine *</td>
<td>Associate Dean, Public Health Practice</td>
</tr>
<tr>
<td>Stefano Bertozzi *</td>
<td>Dean</td>
</tr>
<tr>
<td>Bill Jagust *</td>
<td>Associate Dean, Academic Affairs</td>
</tr>
<tr>
<td>Fenyong Liu</td>
<td>Faculty</td>
</tr>
<tr>
<td>Jack Colford</td>
<td>Faculty</td>
</tr>
<tr>
<td>Jennifer Ahern</td>
<td>Faculty</td>
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</tbody>
</table>
The Standing Committees are at the direction of the Faculty Council. The committees meet on a monthly basis. The Educational Policy and Curriculum Committee and the Undergraduate Management Committee keep minutes. These minutes are available for review in Resource Materials List/Additional Documents Section/Minutes of Committee Meetings. The Academic Personnel Committee and the Student Affairs Committee do not keep minutes.

The committees, the committee charges, and the membership in academic year 2014/15 are as follows:

1. **Educational Policy and Curriculum Committee (EPCC)**
   - Monitors and evaluates the Schoolwide degrees in the School of Public Health
   - Recommends policy, criteria and procedures for MPH, DrPH, and joint degrees
   - Recommends academic prerequisites for entry into Schoolwide degree programs
   - Monitors the curriculum and admission to Schoolwide degree programs
   - Reviews and recommends revisions to the MPH and DrPH curricula and core courses
   - Submits approved new courses to the campus Committee on Courses
   - Annually reviews and makes recommendations regarding allocation of student slots for program admissions
   - Annually reviews and makes recommendations regarding assignment of temporary academic staff (TAS) funds
   - Includes the Undergraduate Management Committee as a subcommittee
   - Recommends to the Faculty Council changes in educational policy, changes in the structure of Schoolwide degrees and in the content of core courses for ratification by the School Faculty

**Membership**
- Barcellos, Lisa, Chair, Epidemiology
- Madsen, Kristine, Public Health Nutrition/Joint Medical Program
- Dow, Will, Health Policy & Management
- Harley, Kim, Community Health & Human Development
- Oxendine, Jeff, Center for Public Health Practice
- Francis, Darlene, Community Health & Human Development
- Satariano, Bill, Epidemiology
- Balmes, John, Center for Occupational & Environmental Health
- Auerswald, Coco, Joint Medical Program
- Riley, Lee, Infectious Diseases & Vaccinology
- Pies, Cheri, Maternal & Child Health
- Peterson, Maya, Biostatistics
- Deardorff, Julianna, Maternal & Child Health
- Ex-officio (non-voting): Bertozzi, Stefano, Dean; Jagust, Bill, Associate Dean of Academic Affairs

### A. Undergraduate Management Committee (subcommittee of EPCC)
- Recommends policy, criteria and procedures for undergraduate public health program
- Periodically reviews and recommends program revisions and sets academic prerequisites for entry into the program (public health major)

#### Membership:
- Satariano, Bill, Chair, Epidemiology
- Lu, Sangwei, Infectious Diseases & Vaccinology
- Abrams, Barbara, Epidemiology
- Smith, Charlotte, Environmental Health Sciences
- Fulton, Brent, Health Policy & Management
- Loretz, Kathleen, Instructional Lab
- Lahiff, Maureen, Biostatistics
- Barcellos, Lisa, Epidemiology
- Brown, Tim, Health Policy & Management
- Gamble, Sarah, Community Health & Human Development
- Stern Conforti
- Hannah Jeanne
- Fernando, Roshani
- Halpern, Jodi, Joint Medical Program
- Oxendine, Jeff, Center for Public Health Practice
- Soyka, Tony, Student Services Undergraduate Program

### 2. Academic Personnel Committee
- Reviews, monitors and develops academic personnel policies, as necessary
- Provides advice to the Dean regarding academic personnel issues
- Provides advice to the Dean regarding specific academic personnel actions upon request
- Provides advice to the Dean regarding appointment of ad hoc committees for faculty advancements and search committees upon request
- Review and consult on equity and inclusion issues related to academic personnel
### Membership

- Jewell, Nick, Biostatistics
- Harris, Eva, Infectious Diseases & Vaccinology
- Shortell, Stephen, Health Policy & Management
- Jagust, Bill, Community Health & Human Development
- Halpern, Jodi, Joint Medical Program
- Smith, Kirk, Environmental Health Sciences
- Buehring, Trudy, Infectious Diseases & Vaccinology
- Ex-officio (non-voting): Bertozzi, Stefano, Dean; Niedermayr, Julie, Academic Personnel Manager

### 3. Student Affairs Committee

- Advises Graduate Student Services and Admissions
- Advises Program Faculty representatives during MPH and DrPH admissions to emphasize consideration of Under-represented Minority Students (URMS), in consultation with Director of Diversity Services
- Reviews all MPH and DrPH admissions that represent exceptions to general policy
- Recommends policy, criteria, and procedures by which MPH and DrPH students are recommended for available honors, scholarships and awards
- Recommends allocation of all scholarship funds
- Recommends policy and procedures by which MPH or DrPH students are placed on probation and/or are dismissed
- Enforces policy and procedures by which MPH or DrPH students are placed on probation and/or are dismissed
- Assumes an ombudsperson function for all School of Public Health students (MPH, DrPH) and ensures that appropriate grievance mechanisms exist and are available to the student body

### Membership

- Abrams, Barbara, co-Chair, EPI-Nutrition, Maternal & Child Health
- Dahl, Ron, co-Chair, Community Health & Human Development / Joint Medical Program
- Mujahid, Mahasin, Epidemiology
- Eisen, Ellen, Environmental Health Sciences
- Holmes, Seth, Community Health & Human Development/ Health & Social Behavior
- Rodriguez, Hector, Health Policy & Management
- Hosang, Nap, On-Campus/Online MPH Degree Program
- Lahiff, Maureen, Biostatistics
- Lu, Sangwei, Infectious Diseases & Vaccinology
In addition to the standing committees of the Faculty Council, the School has administrative committees. Two longstanding are the Dean’s Administrative Council and the Research Committee. Both meet monthly and maintain committee minutes which can be found in Resource Materials List/Additional Documents Section/Minutes of Committee Meetings. The Accreditation Steering Committee and the Strategic Planning Committee are ad hoc committees which meet as needed and do not maintain committee minutes. A list of committees and membership for each is located in the Resource Materials List/Additional Documents Section: Minutes of Committee Meetings 2014/15.

1.5b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE SCHOOL’S GOVERNANCE AND COMMITTEE STRUCTURE’S ROLES AND RESPONSIBILITIES RELATING TO: GENERAL SCHOOL POLICY DEVELOPMENT; PLANNING AND EVALUATION; BUDGET AND RESOURCE ALLOCATION; STUDENT RECRUITMENT, ADMISSION AND AWARD OF DEGREES; FACULTY RECRUITMENT, RETENTION, PROMOTION AND TENURE; ACADEMIC STANDARDS AND POLICIES, INCLUDING CURRICULUM DEVELOPMENT; RESEARCH AND SERVICE EXPECTATIONS AND POLICIES.

The administrative structure and governing processes of the School of Public Health are consistent with the principles and policies of the University of California and the Berkeley campus. Shared governance and consultation are the key descriptors of the process.

At the SPH level, governance is shared by the Dean and the Dean’s Administrative Council with the faculty through the Academic Senate and its elected Faculty Council. The Dean’s Administrative Council consists of the Deans and the Division Heads. All faculty holding the titles of instructor, assistant professor, associate professor, and professor are members of the Academic Senate. The following diagram depicts the organization of Academic Senate faculty.

<table>
<thead>
<tr>
<th>University wide Academic Senate</th>
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<td>Assembly of the Academic Senate</td>
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<tr>
<th>Berkeley Division of the Academic Senate</th>
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<td>Graduate Council</td>
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<tr>
<th>SPH Academic Senate</th>
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<tbody>
<tr>
<td>Faculty Council</td>
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The voting members of the Faculty Council include: 1) the Chair of the Faculty, 2) the Vice Chair of the Faculty, 3) six at-large members elected by the Faculty from a slate of nominations which slate must include at least one faculty member from each Division, and 4) three students selected by the student body representing the masters, doctoral and undergraduate programs. At-
large members are elected to two-year terms. The Dean of the School is an ex-officio, non-voting member of the Council. The Chair of the Faculty may appoint additional non-voting members such as alumni, persons from the community, public health professionals, and Associate Deans. By practice, the Faculty Council convenes at least monthly; the faculty as a whole must meet at least once per semester.

**General school policy development**
The Dean, Associate Deans, and Assistant Deans take lead roles in the responsibility for academic planning, facilities planning, resource allocation, academic and staff employment actions, and facilities maintenance. Major decisions affecting the school are developed collaboratively through consultation and advice from the Faculty Council of the Academic Senate and the Dean’s Administrative Council. The Academic Senate takes lead responsibility for curriculum and admissions policy. In decisions regarding academic personnel and allocation of faculty positions, the Senate confers and consults with the Dean.

**Planning and evaluation**
Planning, as reflected for example in the development of Strategic Plans and the annual Faculty Recruitment Academic Plan, is a joint effort by administration and faculty.

**Budget and resource allocation**
Budget planning and resource allocation is ultimately the Dean’s responsibility. However, with the budget as an agenda item for a series of meetings, the Dean seeks extensive consultation from the Dean’s Administrative Council and the Academic Senate faculty before making decisions.

**Student recruitment, admission and award of degrees**
Student recruitment, admission and award of degrees are principally faculty responsibilities. The Student Services unit within SPH conducts recruitment efforts and is responsible for student publications, however, faculty frequently hold pre-application interviews and develop the narratives describing their Areas of Concentration. The Student Services unit receives applications, assembles electronic files, and assesses admissibility on the basis of Graduate Division standards. Admission reviews and decisions are the responsibility of the faculty admission committees for each program; student membership is encouraged on those committees. The committees provide their recommendations to the Student Services unit which provides the official recommendation to the Graduate Division.

Professional degrees (MPH and DrPH) are awarded by the School of Public Health; academic degrees (MS, MA, and PhD) by the Graduate Division. Prior to the awarding of either degree, the faculty advisor must certify that all degree requirements have been met. The faculty is involved as extensively in the degree decisions for academic degrees awarded by the Graduate Division as they are in those for professional degrees awarded by the SPH.

**Faculty recruitment, retention, promotion and tenure**
Faculty recruitment, retention, promotion and tenure procedures rely on well-established school and campus mechanisms involving both Academic Senate faculty and administration. As mandated by the University’s governing body, the Board of Regents, the faculty is empowered to
determine academic policy; set conditions for admission and the granting of degrees; authorize and supervise courses and curricula; and advise the administration on faculty appointments, promotions and budgets. This delegated authority makes the UC Academic Senate unique among faculty governments.

Academic Senate appointments belong to faculty who hold the titles of Professor, Associate Professor, and Assistant Professor. Faculty recruitment, retention, promotion and tenure procedures all involve faculty vote. Voting faculty must be regular members of the Academic Senate, Professor in the Graduate School, or a Recalled Professor. Emeriti and Adjunct faculty cannot vote on any personnel decision. For clarification purposes, it is important to note that within the School of Public Health “primary faculty” refers to faculty who are instrumentally involved with the teaching program. Primary Faculty will include Academic Senate Faculty and it will include other individuals with titles in the academic series such as lecturer, adjunct faculty, professor-in-residence, and clinical professor.

Faculty Recruitment: Approval for a new faculty position is determined through the five year academic faculty recruitment plan and the annual academic faculty recruitment plan, also discussed in Section 1.2a. On the Berkeley campus there is an overlap between academic planning and budgeting. The campus requires that requests for funding for new primary faculty be approved by the Budget Committee of the Academic Senate, in addition to the EVCP. The Budget Committee membership includes Senate faculty from various schools and colleges across campus. The School must have approval from both campus units before beginning a recruitment process for an academic faculty position. The School’s five-year academic faculty recruitment plan helps guide the annual academic faculty recruitment plan along with discussions and an agreement within the School as to which degree program has a priority need for additional faculty. This process is normally led by the School of Public Health’s Academic Personnel Committee, a standing committee of the School’s Faculty Council. Once decided, a request goes to the campus during the annual budget process for approval of the new faculty positions. The School cannot initiate faculty recruitments without campus approval. If approval for a new faculty position is given, a Search Committee is formed within the School and a search is started. When a suitable candidate has been identified, the Search Committee prepares a report recommending appointment of a candidate to the faculty. The report must include a written evaluation of the proposed candidate’s qualifications in the areas of research, teaching and service (University and professional).

Upon receipt of the Search Committee report, the dean will call a meeting of the appropriate voting faculty to discuss the report. In the case of a recommended appointment, a mail ballot will be distributed to the voting faculty. If the School recommendation is for appointment, the dean forwards the case to the campus with a careful summary of the faculty discussion and his/her own recommendation. The campus has final approval for the appointment.

Mid-career Review & Promotion: Faculty members will be notified by the dean of the School of Public Health when they are eligible for mid-career reviews or promotion. For Mid-Career Appraisals, Promotions to Associate Professor (i.e., Final Appraisals), and Promotions to Professor, the candidate will provide the necessary materials to the dean. The dean will appoint, after consultation with the School of Public Health Committee on Academic Personnel, a three
person School Ad Hoc Committee to provide a detailed evaluation of the case. Typically, this Ad Hoc Committee will consist of two members of the candidate's division and an outside member from another division within the School. The membership of the Ad Hoc Committee will remain confidential. External letters of evaluation will be conveyed to the School Ad Hoc Review Committee upon receipt.

The School Ad Hoc Review Committee will review the materials and prepare a detailed evaluation of the candidate's research, teaching and service (University and professional). In addition, the report must provide an explicit recommendation supported by the majority of the Ad Hoc Review Committee. The report of the Ad Hoc Review Committee will be made available to the voting faculty.

Upon receipt of the Ad Hoc Report, the Faculty Chair will call a meeting of the appropriate voting faculty to discuss the School Ad Hoc Report. After this meeting, the dean will distribute a mail ballot to the voting faculty. After the faculty meeting and collection of the mail ballot, the dean will forward the case to the Campus with a careful summary of the faculty discussion and his/her own recommendation. The campus has final approval for the promotion.

Merit Advancement: Faculty members will be notified by the dean of the School of Public Health when they are eligible for merit advancement. After a candidate has prepared her/his materials, the division head shall forward the case to the dean with a detailed analysis of the candidate's performance in the areas of research, teaching and service. The division head carefully considers the strengths and weaknesses of the case and provides a recommendation regarding a proposed advancement. Merit advancements within rank as described above do not require an ad hoc committee or a vote of the faculty. Upon receipt of the report from the division head, the dean will transmit the case to the Campus, supplemented by his/her own analysis of the merits of the proposal and his/her own recommendation. (Resource Materials List/Section 1: 1.5b SPH Procedures for Academic Advancement)

Academic standards and policies, including curriculum development
Academic standards and policies, as described in Section 4.2, likewise are developed, implemented, and monitored interactively with campus Academic Senate bodies particularly the Graduate Council and the Committee on Courses. The School’s faculty can exceed established policies and request exceptions to minimum standards (other than the TOEFL score). SPH faculty also participate in the campus bodies that establish and review academic standards and policies.

Research and service expectations and policies
Research and service expectations and policies are set by various standing UCB Academic Senate committees (on which SPH faculty participate) and by the campus administration. Both research and service expectations, as described in Section 4.2, are campus-wide standards.

1.5c THE SELF-STUDY SHALL INCLUDE A COPY OF THE SCHOOL'S BYLAWS OR OTHER POLICY DOCUMENTS THAT DETERMINE THE RIGHTS AND OBLIGATIONS OF ADMINISTRATORS, FACULTY AND STUDENTS IN GOVERNANCE OF THE SCHOOL.
The School of Public Health Faculty By-Laws include:

**Part I - Functions** - The academic governance of the School of Public Health is conducted by the Faculty of the School. Graduate study and higher degrees are subject to the policies and rules of the Graduate Council of the Berkeley Division. Undergraduate Public Health degrees are subject to the policies and rules of the College of Letters and Sciences. The Faculty is responsible to the Assembly of the Academic Senate, and it conducts its business in a manner consistent with the by-laws of the Berkeley Division of the Academic Senate.

**Part II - Membership** – In addition to ex officio members, By-Law 64 members of this Faculty are:

1. The Chancellor at UC Berkeley
2. All faculty members of the School of Public Health who are members of the Academic Senate

**Part III - Officers** –
- Faculty Chair: The Chairperson serves for a term of one year beginning and ending the first day of the fall semester. The Vice Chair automatically assumes the Chair following his/her term as Vice Chair. The Chair, upon the end of his/her term becomes “Past Chair” for 1 year as a ninth Faculty Council member with non-voting status.
- Faculty Vice-Chair: The Faculty Council annually elects a Vice Chairperson from its current members for the term of one-half year, at the beginning of the spring semester. At the close of this term, the Vice Chairperson automatically becomes the Chairperson.
- Faculty Officers will be elected by means of a secret electronic ballot. In the event that an elected officer or other member of the Faculty Council Committee is unable to serve, a special election to fill the vacancy will be held within 60 days of notification of such event. Terms will be for two years each with three to four members being replaced on alternating years (see below).

**Part IV – Faculty Council**
- **Charge** - The charge for the Faculty Council is to consider matters of general concern to the Faculty and to act for the Faculty with respect to matters delegated to it by the Faculty in the Bylaws or by subsequent action. The Faculty Council reviews and makes recommendations concerning the allocation of educational and budgetary resources, academic priorities, and the planning and budgetary process within the School of Public Health. The Council receives reports from the Standing Committees of the Faculty and recommends action when appropriate. The Faculty Council provides recommendations to the Dean required by the principle of shared governance adopted for the University of California by the Regents. The Council has the power to recommend legislation to the Academic Senate members of the School, but this power does not interfere with the right of the members when meeting as a whole to recommend legislation directly to the Berkeley Division of the Academic Senate.
- **Voting Members** – The following are voting members of the Faculty Council: (1) The Chair of the Faculty, (2) the Vice Chair of the Faculty, (3) six at-large members elected by the Faculty from a slate of nominations, which slate must include at least one faculty
member from each Division, and (4) three students selected by the student body representing the masters, doctoral and undergraduate programs. At-large members are elected to two-year terms. The Dean of the School is an ex-officio, non-voting member of the Council. The Chair of the Faculty may appoint additional non-voting members such as alumni, persons from the community, public health professionals, and Associate Deans. The Faculty Council meets monthly during the academic year.

The Faculty Council functions as an elections committee. Election procedures follow the pattern established in the Berkeley Division Academic Senate By-Laws 20, Section C, with the word “Division” replaced by the phrase “School of Public Health Faculty.”

Note: The Faculty Council Chair will assign one elected Council member each year to serve as Liaison between Council and:

- Associate Dean of Research, School of Public Health. This Council member will oversee organization of the annual research seminar with the Associate Dean of Research. A regular report to the Faculty Council will be provided by this Council member.
- Director of Diversity Services Team, School of Public Health. This Council member will also meet regularly with Associate Deans and Division Chairs to work towards achieving the School’s diversity goals for faculty, student and staff recruitment. A regular report to the Faculty council will be provided by this Council Member.

Note: Appointments to Standing and Ad Hoc Committees of the Faculty are made by the Chair of the Faculty following consultation with the Dean as described in Part VI paragraph 1.

**Part V - Faculty Meetings** – Meetings of the Faculty are held on the 3rd Tuesday of each month during the academic year. Meetings are for Senate and non-Senate (adjunct, clinical) faculty, academic researchers and lecturers unless voted otherwise. For example, only Senate members are allowed if there are personnel matters being discussed. A special meeting of the Faculty may be called at any time by the Faculty Chair or Vice Chair. A special meeting may also be called by the Faculty Chair or Vice Chair upon the written petition of five voting members. The call to a special meeting must be sent to all faculty members at least five days of instruction prior to the meeting.

- **Quorum:** The presence of 20 voting (Senate) members constitutes a quorum.
- **Order of Business:** The order of business at meetings of the Faculty is:
  - Adoption of Minutes
  - Report of the Dean and Associate Deans
  - Report of Faculty Council (including any relevant committee matters)
  - Reports of Standing Committees
  - Unfinished business
  - New business
- **Minutes of previous meeting must be circulated in advance of the meeting.** Written reports of standing committees and, when required, of special and ad hoc committees as well as announcements from the Dean and Associate Deans, and Division Heads will be circulated in advance of the meeting when possible. The regular order of business at meetings of the faculty may be suspended at any meeting by a two-thirds vote of the members present.
• Suspension of Rules. The rules of the faculty may be suspended by vote of the faculty provided that more than two voting members present object to such suspension.

Part VI – Committees
• Standing Committees of the Faculty are provided for in these by-laws. Members of the standing committees, unless otherwise noted, are appointed by the Chair of the Faculty following consultation with the Dean for two-year terms. Appointments are to be made no later than the 12th week of instruction in the Spring semester for service in the following year; appointments should be staggered to provide for continuity. Unless otherwise noted, standing committees should have at least two students as full voting members; students are appointed for one-year terms early in the Fall semester of the year of their service. Associated Deans and non-Senate persons may serve as members of the standing committees. A list of the current standing committees is shown in 1.5a.

• The Faculty Council may create ad hoc committees not provided for in these by-laws. Appointments to these committees are made by the Faculty Chair. Some examples: Building Working Group Committee, Committee on Teaching Excellence, Equity and Inclusion Committee.

• The chairs of the standing committees are pointed for one year terms. Committee Chairs are required to attend Faculty Council meetings as often as possible and by request of the Faculty Council Chair to provide regular reports.

Part VII – Amendment of By-Laws – These By-Laws may be amended or repealed at any regular or special meeting of the Faculty by a two-thirds vote of the members present, provided that written notice of amendment has been sent to each member of the Faculty at least five instruction days previous to the meeting at which the amendment is to be moved.

No amendment can be made that is inconsistent with legislation adopted by the campus Academic Senate.

1.5d THE SELF-STUDY SHOULD INCLUDE IDENTIFICATION OF SCHOOL FACULTY WHO HOLD MEMBERSHIP ON UNIVERSITY COMMITTEES, THROUGH WHICH FACULTY CONTRIBUTE TO THE ACTIVITIES OF THE UNIVERSITY.

School of Public Health faculty are actively involved in the campus community through their work on Academic Senate Committees. One faculty member, Catherine Koshland, is serving as the UC Berkeley Vice Chancellor for Undergraduate Education. The charts below provide membership information for 2012/13 and 2013/14. Membership involvement for 2014/15 was not assembled at the time of the Self-Study preparation.

**Academic Senate Committees 2013/14 Membership**

<table>
<thead>
<tr>
<th>Membership Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Catherine Koshland, Vice Chancellor- Undergraduate Education</td>
</tr>
<tr>
<td>o Sandrine Dudoit, Graduate Council</td>
</tr>
<tr>
<td>o Amani Nuru-Jeter, Status Of Women &amp; Ethnic Minorities</td>
</tr>
<tr>
<td>o Darlene Francis, Student Diversity &amp; Academic Development</td>
</tr>
</tbody>
</table>
In addition, the School is actively involved in partnerships at the university level. For example, Professor Denise Herd participates in the Haas Institute for a Fair and Inclusive Society at UC Berkeley which brings together researchers, stakeholders, policymakers and communicators to identify and challenge the barriers to an inclusive, just, and sustainable society and to create transformative change. She is leading the Health Disparities Cluster which is part of the initiative. She is also a member of the Board on Equity and Inclusion which is a campus level group providing advice and support to the Vice Chancellor for Equity & Inclusion and helping guide the implementation of the ten-year UC Berkeley Strategic Plan for Equity, Inclusion and Diversity.

During the past five years, SPH faculty have served the campus in a number of capacities. Lists of the Academic Senate Committee Membership are available in the Resource Material List. Unfortunately, we are unable to highlight the School’s faculty members in the provided lists because we do not have document rights. See Resource Materials List/ Section 1: 1.5d 2011/12 UCB Academic Senate Committees; Resource Materials List/ Section 1: 1.5d 2012/13 UCB Academic Senate Committees; Resource Materials List/ Section 1: 1.5d 2013/14 UCB Academic Senate Committees.

1.5e THE SELF-STUDY SHOULD INCLUDE A DESCRIPTION OF STUDENT ROLES IN GOVERNANCE, INCLUDING ANY FORMAL STUDENT ORGANIZATIONS.

Within the School of Public Health a Student Government consists of elected public health graduate students who act as a liaison between the students and the administration and faculty. The Student Government functions as a communication vehicle between these entities to involve and inform students of ongoing activities and decision-making at the School. The following chart provides information about the Student Government officers elected for 2015/16.

<table>
<thead>
<tr>
<th>Biostats PhD/MA</th>
<th>Mary Combs</th>
<th>Graduate Assembly Rep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostats PhD/MA</td>
<td>Jonathan Levy</td>
<td></td>
</tr>
<tr>
<td>DrPH</td>
<td>Chris Chau</td>
<td>SPH Education Committee Representative</td>
</tr>
<tr>
<td>EHS, MPH</td>
<td>Lee Ann Hill</td>
<td>Co-Chair Volunteer Mobilization Day</td>
</tr>
<tr>
<td>Epi PhD</td>
<td>Stephanie Leonard</td>
<td>Communications and Technology Chair; Social Committee</td>
</tr>
<tr>
<td>Epi/Biostat, MPH</td>
<td>Sara Aghae</td>
<td></td>
</tr>
<tr>
<td>HPM, MPH</td>
<td>Jennifer Sisto</td>
<td>Co-Chair Student Government, Faculty Council</td>
</tr>
</tbody>
</table>
Additionally, student opportunities to participate in committee work are available through the School, the campus, and the UC System. Within the school, the most important committee for student representation is the Faculty Council. Three students participate as members of the Faculty Council and are selected through an election process. Students also participate on other faculty governance committees. Students are asked to participate on important ad hoc committees.

The Berkeley campus has opportunities for students to participate on committees with jurisdiction over a variety of areas including the libraries, transportation, student fees, affirmative action, housing, student health services, etc. At the system-level students have opportunities to participate on committees that set system-wide policy. SPH provides information about these opportunities to the students but does not track their actual involvement.

Our student groups—engaged in interests as diverse as health policy and intramural sports—offer public health students the opportunity to attend events, build relationships with fellow students and faculty members, and gain hands-on public health experience within the community. Groups open to School of Public Health students include:

- Asian & Pacific Islander (API) Women's Circle
- Association of Public Health Infectious Diseases Students (APHIDS)
- Berkeley Advocates for Sexual Health (BASH)
- Cal Student Assistance for Public Health (Cal STAPH)
- Cal Undergraduate Public Health Coalition
- Christian Health & Medical Professionals & Students (CHAMPS)
- Crisis Health Initiative
- Health in All Policies (HiAP)
- Institute for Healthcare Improvement - UC Berkeley Chapter
- Multicultural Health in Action
- MultiCultural Student Organization
- Queering Public Health
- The Public Health Student Sports Committee

(Refer to the SPH website http://sph.berkeley.edu/current-students/student-groups for additional information)

Students actively participate in evaluating the School and providing constructive feedback through individual course evaluations, a comprehensive exit survey (upon graduation) and ad
hoc special surveys addressing specific issues. Career Services conducts a New Student Career Interests survey during Fall Orientation which is used to target specific employers and industries for summer internships and career programming for the incoming class. It has been noted that students’ career interests change with each incoming class and this survey enables the School to adapt according to the students’ needs. In addition, the Dean holds an open forum meeting each semester with students to discuss issues and opportunities facing the School.

### 1.5f 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:** Shared governance is a long tradition in the University of California and upheld by the Berkeley campus and the School of Public Health. Administration, faculty, staff, and students clearly have defined rights and responsibilities pertaining to school governance and academic policies.

**Challenges:** The School of Public Health’s faculty and staff are relatively small in number which means many have multiple obligations for school committees. It will be a challenge to construct meeting schedules and work assignments so that committee membership does not become burdensome or create barriers to participation.

**Plans:** The School will continue to look for sustainability for faculty involvement, engaging all faculty members in the important role of leading the school in curriculum design and evaluation, establishment of admissions and academic progress; faculty recruitment and promotion; research and service activities; and in consultation on resource allocation. The School will continue to provide opportunities for staff input and assistance in the development of new strategies, administrative decision-making and planning, as well as, in the work of strengthening community values and SPH culture. Students and alumni will continue to be encouraged to serve on governing committees as valued members of the School.
1.6 FISCAL RESOURCES. THE SCHOOL SHALL HAVE FINANCIAL RESOURCES ADEQUATE TO FULFILL ITS STATED MISSION AND GOALS, AND ITS INSTRUCTIONAL, RESEARCH AND SERVICE OBJECTIVES.

1.6a THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE BUDGETARY AND ALLOCATION PROCESSES, INCLUDING ALL SOURCES OF FUNDING SUPPORTIVE OF THE INSTRUCTION, RESEARCH AND SERVICE ACTIVITIES. THIS DESCRIPTION SHOULD INCLUDE, AS APPROPRIATE, DISCUSSION ABOUT LEGISLATIVE APPROPRIATIONS, FORMULA FOR FUNDS DISTRIBUTION, TUITION GENERATION AND RETENTION, GIFTS, GRANTS AND CONTRACTS, INDIRECT COST RECOVERY, TAXES OR LEVIES IMPOSED BY THE UNIVERSITY OR OTHER ENTITY WITHIN THE UNIVERSITY, AND OTHER POLICIES THAT IMPACT ON THE RESOURCES AVAILABLE TO THE SCHOOL.

Legislative Appropriations
The University of California is a State land grant institution. As such, it receives State general funds through the Governor’s and State Legislature’s annual budget process. The UC Office of the President submits the UC budget to the Governor in November of each year. The Governor prepares his budget and submits it to the State Legislature each January. After various revisions by both the Governor and the Legislature, the budget is then signed and enacted by the end of June for the following fiscal year (July through June).

The State budget is primarily an incremental one. Due to significant cuts in the State budget to UC (see table below), the increment received no longer has any direct relationship to instructional or other operating cost increases. In addition the State funds, including the increments, are not designated for Berkeley or any other campus, as a rule, but to the system as a whole. UC Office of the President distributes the State resources to the 10 campuses based on varying methodologies, which currently are primarily based on student enrollment targets. UC does not designate Berkeley’s State funds for any particular school, college or other division.

<table>
<thead>
<tr>
<th>UC Berkeley State Educational Appropriations, 2003 compared with 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Nominal and CPI-adjusted, $ in Million)</td>
</tr>
<tr>
<td>In $ Million</td>
</tr>
<tr>
<td>State Educational Appropriations (Nominal)</td>
</tr>
<tr>
<td>State Educational Appropriations (in 2003 dollars)</td>
</tr>
<tr>
<td>Consumer Price Index</td>
</tr>
</tbody>
</table>

Formula for Funds Distribution
At Berkeley State funds are distributed to units as part of a “General fund” that includes other central resources, primarily tuition. Central funds, including General funds, overhead funds and other resources, are not distributed based on a formula but on the aggregate of prior year ‘on-going’ funding decisions (the “Permanent” budget or General Allocations) plus any in-year funding decisions. These in-year commitments may be on-going or of limited term.
Each year the Provost separately requests budget submissions for faculty FTE and operating funds from each school and college. The School’s faculty FTE is usually limited by an omega number determined by campus for a campuswide faculty FTE count. Funding for the School’s Senate Academic faculty, including salary and benefits increases, comes from central funds.

Only incremental needs for operating funds are requested by the School. Some staff salaries are already covered in the annual General Allocations. For those staff, additional funding is automatically provided each year to cover a portion of the staff salary and benefits increases, thus does not need to be requested by the School. In general, the School’s teaching and academic support needs are met from a combination of central funds and the School’s own degree program revenue (see Tuition generation and retention below.)

**Tuition generation and retention**
State budget cuts at Berkeley have been substantially offset to date by tuition and fee increases. The standard tuition flows first to the central campus as revenue, and is distributed to campus units along with State funds as part of the General fund.

In the Fall of 2005 the School implemented a Professional Degree Supplemental Tuition (PDST) fee (originally known as a Professional Degree Fee) to provide funding for meeting the increased institutional expenditures and to improve the educational experience for SPH students. The fee is currently $3,616 per semester and applies to the DrPH and MPH programs. Revenue from this fee goes to the School directly, rather than through the central campus.

UC Regents’ policy requires campuses to commit at least 30% of this revenue for financial aid. In 2013/14, the School of Public Health used 40% for direct student aid. Revenue from this tuition fee comes directly to the School and is available to fund any of its programmatic needs, once the minimum contribution to financial aid has been met. In 2013/14 it was used to provide additional student administrative support and fund new student initiatives.

**Revenue:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total 2013/14 PDST Revenue</td>
<td>$1,955,590</td>
</tr>
<tr>
<td>Transfer from UCSF 2013/14</td>
<td>17,015</td>
</tr>
<tr>
<td>Total Revenue &amp; Operating Transfers</td>
<td>$1,972,605</td>
</tr>
<tr>
<td>Beginning Balance</td>
<td>525,596</td>
</tr>
<tr>
<td><strong>Total Available 2013/14</strong></td>
<td><strong>$2,498,201</strong></td>
</tr>
</tbody>
</table>

**Expenses:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student financial aid</td>
<td>$773,953</td>
</tr>
<tr>
<td>Student Financial Aid Admin Support</td>
<td>541,311</td>
</tr>
<tr>
<td>Field Studies</td>
<td>48,224</td>
</tr>
<tr>
<td>Other Programmatic Expenditures</td>
<td>1,029,560</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$2,393,046</strong></td>
</tr>
</tbody>
</table>

**Ending Balance** $105,154
The School also participates in the UCB-UCSF Joint Medical Program, which has a fee of $9,957 per semester for the second year of the program only. In addition, an online self-supporting MPH program which began in 2011/12, charges a program fee of $1,000 per unit. The program anticipates beginning to provide net resources to the School in 2015/16, once the campus’ extension division has been reimbursed for the development costs it incurred on the program’s behalf.

**Gifts, Grants and Contracts**

It is the policy of UC Berkeley to offset a portion of the costs of fundraising and research gift administration by assessing a fee. Under current policy, research gifts are assessed an administrative fee of 10.5% and all other gifts are assessed a gift fee of 2.5%. (Research gifts are defined as unrestricted funds to support the research of one or more specified faculty members or research programs.)

The 2.5% gift fee is distributed on a quarterly basis to the vice chancellors and deans of the units which received the gifts. Vice chancellors and deans are expected to use their portion of the gift fee within their division, college, or school to defray the costs of fundraising efforts, consistent with the campus’ explanation of the gift fee to donors.

Research Gifts are assessed an up-front administrative fee of 10.5%: 7.5% to cover the costs of the administering unit; 2% to cover the costs of central campus units involved in research administration; and 1% to investment in future research via the Berkeley Futures Fund and Cost Sharing Fund.

**Indirect Cost Recovery**

George W. Breslauer, then Executive Vice Chancellor and Provost, issued a memorandum on August 29, 2013 regarding new recommendations for campus distribution of indirect cost recovery funds. (Online at http://evcp.berkeley.edu/news/indirect-cost-recovery-icr) The new recommendations were approved as a 3-year pilot, beginning July 1, 2014. The Indirect Cost Recovery (ICR) working group recommended that 1.4% be used to avoid inequities among decanal units with the transition of research administration to Shared Services, that 2.6% be used to address the research needs of all individual faculty members, and that 6% be provided to deans and the Vice Chancellor for Research to enable them to address shared faculty research needs. In its follow-up report, the working group recommended providing qualified faculty members with $4,000 per year by consolidating and redirecting several existing programs and using other campus revenue streams in addition to 2.6% of ICR. It is unknown at the time of this Self-Study document how the School will be affected by this change.

Beginning in 2010/11, the UC Berkeley campus retains all indirect cost recovery from contract and grant overhead, as well as all tuition and all earnings on UC Berkeley cash balances. Previously, a portion of each was retained by the UC Office of the President to cover OP’s operating costs and special allocations to campuses. Now each campus is assessed an amount to cover its share of these costs and allocations, including an annual allocation to the School of $950k for one of its research centers.
1.6b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A CLEARLY FORMULATED SCHOOL BUDGET STATEMENT, SHOWING SOURCES OF ALL AVAILABLE FUNDS AND EXPENDITURES BY MAJOR CATEGORIES, SINCE THE LAST ACCREDITATION VISIT OR FOR THE LAST FIVE YEARS, WHICHEVER IS LONGER. THIS INFORMATION MUST BE PRESENTED IN TABLE FORMAT AS APPROPRIATE TO THE SCHOOL.

TEMPLATE 1.6.1 - Sources of Funds & Expenditures By Major Categories (000's) – This template is available as a Word Document in the Resource Materials List/ Section 1: 1.6.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Support</td>
<td>10,161</td>
<td>13,980</td>
<td>18,984</td>
<td>21,039</td>
<td>20,566</td>
</tr>
<tr>
<td>Professional Degree Fees</td>
<td>2,695</td>
<td>2,291</td>
<td>2,371</td>
<td>2,593</td>
<td>2,734</td>
</tr>
<tr>
<td>Self-Supporting Degree Program</td>
<td>0</td>
<td>90</td>
<td>663</td>
<td>1,729</td>
<td>2,659</td>
</tr>
<tr>
<td>Private Gifts</td>
<td>6,669</td>
<td>6,670</td>
<td>5,647</td>
<td>4,018</td>
<td>5,840</td>
</tr>
<tr>
<td>Sales &amp; Services</td>
<td>3,367</td>
<td>2,796</td>
<td>3,294</td>
<td>2,777</td>
<td>2,907</td>
</tr>
<tr>
<td>Regents Endowment Income</td>
<td>0</td>
<td>0</td>
<td>1,451</td>
<td>1,658</td>
<td>1,675</td>
</tr>
<tr>
<td>All Other</td>
<td>11,715</td>
<td>6,445</td>
<td>1,199</td>
<td>628</td>
<td>(444)²</td>
</tr>
<tr>
<td>Total Sources - Non C&amp;G</td>
<td>34,607</td>
<td>32,272</td>
<td>33,609</td>
<td>34,441</td>
<td>35,936</td>
</tr>
<tr>
<td>Total Sources - Contracts &amp; Grants</td>
<td>59,037</td>
<td>54,813</td>
<td>55,944</td>
<td>55,956</td>
<td>60,485</td>
</tr>
<tr>
<td><strong>Grand Total Sources</strong></td>
<td>93,644</td>
<td>87,085</td>
<td>89,552</td>
<td>90,397</td>
<td>96,422</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Salaries</td>
<td>10,949</td>
<td>11,868</td>
<td>12,433</td>
<td>13,194</td>
<td>13,007</td>
</tr>
<tr>
<td>Staff Salaries</td>
<td>6,888</td>
<td>6,692</td>
<td>7,208</td>
<td>7,051</td>
<td>6,880</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td>3,255</td>
<td>5,361</td>
<td>5,717</td>
<td>6,383</td>
<td>6,252</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>1,805</td>
<td>1,821</td>
<td>1,980</td>
<td>2,026</td>
<td>2,332</td>
</tr>
<tr>
<td>Fee Remission</td>
<td>768</td>
<td>713</td>
<td>818</td>
<td>916</td>
<td>981</td>
</tr>
<tr>
<td>Travel</td>
<td>650</td>
<td>751</td>
<td>631</td>
<td>532</td>
<td>655</td>
</tr>
<tr>
<td>All Other</td>
<td>6,509</td>
<td>4,307</td>
<td>5,487</td>
<td>3,979</td>
<td>5,226</td>
</tr>
<tr>
<td>Total Expenditures - Non C&amp;G</td>
<td>30,824</td>
<td>31,513</td>
<td>34,273</td>
<td>34,080</td>
<td>35,333</td>
</tr>
<tr>
<td>Total Expenditures - Contracts &amp; Grants</td>
<td>59,037</td>
<td>54,813</td>
<td>55,944</td>
<td>55,956</td>
<td>60,485</td>
</tr>
<tr>
<td><strong>Grand Total Expenditures</strong></td>
<td>89,861</td>
<td>86,326</td>
<td>90,217</td>
<td>90,036</td>
<td>95,819</td>
</tr>
</tbody>
</table>

| NET OPERATIONS                        | 3,783   | 759     | (665)²  | 361     | 603     |
| BEGINNING BALANCE                     | 11,206  | 14,972  | 15,782  | 15,095  | 15,506  |
| TOTAL CHANGE IN NET ASSETS            | 3,783   | 759     | (687)²  | 411     | 1,224   |
| ENDING BALANCE                        | 14,989  | 15,731  | 15,095  | 15,506  | 16,731  |

¹ Elements of ‘campus support’ prior to 2012-13 mapped to ‘other’ due to implementation of new reporting tool.
² Net negative source of funds due to repayment of start-up loan for Online/On-Campus MPH program.
The following table provides a percentage-based look at ending balances for all non-C&G funds over the last four years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ending Balance / Total Expenditures</td>
<td>49%</td>
<td>50%</td>
<td>44%</td>
<td>45%</td>
<td>47%</td>
</tr>
<tr>
<td>% Ending Balance – Unrestricted</td>
<td>26%</td>
<td>32%</td>
<td>29%</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>% Ending Balance – Restricted</td>
<td>74%</td>
<td>68%</td>
<td>71%</td>
<td>61%</td>
<td>59%</td>
</tr>
</tbody>
</table>

Contract and grant revenue accrual and expense deferrals are done at the campus-level and therefore ending balances in these funds are not meaningful at the school-level. This methodology implies that contract and grant expenses will equal revenues in all circumstances except when a project is purposely spent into the deficit. These deficits must be cleared with School resources and would be reflected in the total ending balance.

1.6c  THE SELF-STUDY DOCUMENT SHOULD INCLUDE IF THE SCHOOL IS A COLLABORATIVE ONE SPONSORED BY TWO OR MORE UNIVERSITIES, THE BUDGET STATEMENT MUST MAKE CLEAR THE FINANCIAL CONTRIBUTIONS OF EACH SPONSORING UNIVERSITY TO THE OVERALL SCHOOL BUDGET. THIS SHOULD BE ACCOMPANIED BY A DESCRIPTION OF HOW TUITION AND OTHER INCOME IS SHARED, INCLUDING INDIRECT COST RETURNS FOR RESEARCH GENERATED BY SCHOOL OF PUBLIC HEALTH FACULTY WHO MAY HAVE THEIR PRIMARY APPOINTMENT ELSEWHERE.

This does not apply.

1.6d  THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF MEASURABLE OBJECTIVES BY WHICH THE SCHOOL ASSESSES THE ADEQUACY OF ITS FISCAL RESOURCES, ALONG WITH DATA REGARDING THE SCHOOL’S PERFORMANCE AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.

Table 1.6d. Outcome Measures for Adequacy of Fiscal Resources

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted Fund Balance</td>
<td>32% Unrestricted</td>
<td>29% Unrestricted</td>
<td>39% Unrestricted</td>
<td>41% Unrestricted</td>
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<tr>
<td></td>
<td>68% Restricted</td>
<td>71% Restricted</td>
<td>61% Restricted</td>
<td>61% Restricted</td>
</tr>
<tr>
<td>C&amp;G Expenditures</td>
<td>$54,813</td>
<td>$55,944</td>
<td>$55,956</td>
<td>$60,485</td>
</tr>
<tr>
<td>Increase Non-C&amp;G Funding</td>
<td>$32,272</td>
<td>$33,609</td>
<td>$34,441</td>
<td>$35,936</td>
</tr>
</tbody>
</table>
From 2011-12 to 2014-15, the School’s non-contract and grant revenues and transfers have increased 11.4%. Over the same period, total expenditures in non-contract and grants have increased 12.1% with material increases in student support through scholarships and fee remission. The School took steps during 2014-15 to reverse this medium-term trend. Results show that income increased 4.3% between 2013-14 and 2014-15 while total expenses increased at 3.7% with decreases in compensation expense and increases in student support.

The ending balance increased 8% during 2014-15 compared to the previous year. The move towards holding more unrestricted funds versus restricted funds in the ending balance creates greater flexibility for the School. The ending balance indicates a capacity to invest in strategic goals and/or weather short-term funding shortfalls.

World-class research and scholarship is one of the School’s greatest strengths and an important priority for the faculty. Many stakeholders including government, industry, foundations, community agencies and individuals rely on the School for rigorous, high quality research. Even though the School of Public Health is smaller than other research schools at UC Berkeley, it consistently ranks in the top five on campus in the total research funding received. Research dollars pay for faculty summer salary and for research positions both non-academic and staff supporting the research projects.

Fund raising through gifts and endowments continues to be a key priority for the School. During 2014-15, the School received a $13 million bequest from the estate of Dr. Helen Wallace to establish a new research center focused on maternal and child health. Also during 2014-15, the School invested resources to expand the external relations team to support and expand philanthropic development activity.

1.6e 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: The School has adequate resources to fulfill its mission and goals, and to meet its instruction, research and service objectives.

Challenges: Due to significant cuts in the State budget to the University of California, the funding received no longer has a direct relationship to instructional or other operating cost increases. On the Berkeley campus, central funds are distributed based on the aggregate of prior year “on-going” funding decisions. When the undergraduate program began within the School, the temporary academic support provided did not meet the demand. Temporary academic support funding needed for the undergraduate program continues to be a challenge.

Plans: The School will continue to inform UC Berkeley leadership of the need for temporary academic support. In addition, the On-Campus Online MPH Program will continue to grow and generate revenue for the School.
1.7 FACULTY AND OTHER RESOURCES. THE SCHOOL SHALL HAVE PERSONNEL AND OTHER RESOURCES ADEQUATE TO FULFILL ITS STATED MISSION AND GOALS, AND ITS INSTRUCTIONAL, RESEARCH AND SERVICE OBJECTIVES.

1.7a THE SELF-STUDY DOCUMENT SHOULD INCLUDE A CONCISE STATEMENT OR CHART DEFINING THE NUMBER (HEADCOUNT) OF FACULTY IN EACH OF THE FIVE CORE PUBLIC HEALTH KNOWLEDGE AREAS EMPLOYED BY THE SCHOOL FOR EACH OF THE LAST THREE YEARS. IF THE SCHOOL IS A COLLABORATIVE ONE, SPONSORED BY TWO OR MORE INSTITUTIONS, THE STATEMENT OR CHART MUST INCLUDE THE NUMBER OF FACULTY FROM EACH OF THE PARTICIPATING INSTITUTIONS.

The six areas of concentration within SPH include Biostatistics, Community Health and Human Development (CHHD), Environmental Health Sciences, Epidemiology, Health Policy and Management, and Infectious Diseases and Vaccinology (IDV). Four programs are housed within CHHD: Health and Social Behavior, Maternal and Child Health, Public Health Nutrition, and the Joint Medical Program. Faculty in each of these areas support all of the degrees offered by the program. The DrPH, Interdisciplinary MPH, On-Campus/Online MPH, and undergraduate programs are schoolwide programs that are supported by faculty throughout the school.

<table>
<thead>
<tr>
<th>Table 1.7.1 Headcount of Primary Faculty</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOSTATISTICS</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>CHHD</td>
<td>21</td>
<td>22</td>
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<td>22</td>
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<td>EHS</td>
<td>13</td>
<td>10</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>EPIDEMIOLOGY</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>HPM</td>
<td>7</td>
<td>6</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>IDV</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>TOTALS</td>
<td>67</td>
<td>64</td>
<td>74</td>
<td>73</td>
</tr>
</tbody>
</table>

1.7b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A TABLE DELINEATING THE NUMBER OF FACULTY, STUDENTS AND STUDENT-FACULTY-RATIOS, ORGANIZED BY DEPARTMENT OR SPECIALITY AREA, OR OTHER ORGANIZATIONAL UNIT AS APPROPRIATE TO THE SCHOOL, FOR EACH OF THE LAST THREE YEARS PRIOR TO THE SITE VISIT. DATA MUST BE PRESENTED IN A TABLE FORMAT (SEE CEPH DATA TEMPLATE 1.7.2) AND
INCLUDE AT LEAST THE FOLLOWING INFORMATION: A) HEADCOUNT OF PRIMARY FACULTY (PRIMARY FACULTY ARE THOSE WITH PRIMARY APPOINTMENT IN THE SCHOOL OF PUBLIC HEALTH), B) FTE CONVERSION OF FACULTY BASED ON % TIME APPOINTMENT TO THE SCHOOL, C) HEADCOUNT OF OTHER FACULTY (ADJUNCT, PART-TIME, SECONDARY APPOINTMENTS, ETC.), D) FTE CONVERSION OF OTHER FACULTY BASED ON ESTIMATE OF % TIME COMMITMENT, E) TOTAL HEADCOUNT OF PRIMARY FACULTY PLUS OTHER (NON-PRIMARY) FACULTY, F) TOTAL FTE OF PRIMARY AND OTHER (NON-PRIMARY) FACULTY, G) HEADCOUNT OF STUDENTS BY DEPARTMENT OR PROGRAM AREA, H) FTE CONVERSION OF STUDENTS, BASED ON DEFINITION OF FULL-TIME AS NINE OR MORE CREDITS PER SEMESTER, I) STUDENT FTE DIVIDED BY REGULAR FACULTY FTE AND J) STUDENT FTE DIVIDED BY TOTAL FACULTY FTE, INCLUDING OTHER FACULTY. ALL SCHOOLS MUST PROVIDE DATA FOR A), B) AND I) AND MAY PROVIDE DATA FOR C), D) AND J) DEPENDING ON WHETHER THE SCHOOL INTENDS TO INCLUDE THE CONTRIBUTIONS OF OTHER FACULTY IN ITS FTE CALCULATIONS.

Template 1.7.2 Faculty, Students and Student/Faculty Ratios by Division

<table>
<thead>
<tr>
<th>2014/15</th>
<th>HC Primary Faculty</th>
<th>FTE Primary Faculty</th>
<th>HC Other Faculty</th>
<th>FTE Other Faculty</th>
<th>HC Total Faculty</th>
<th>FTE Total Faculty</th>
<th>HC Students</th>
<th>FTE Students **</th>
<th>SFR by Primary Faculty FTE</th>
<th>SFR by Total Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>8</td>
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<td>33</td>
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<td>3.57</td>
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<td>22</td>
<td>18.5</td>
<td>36</td>
<td>10.73</td>
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<td>29.23</td>
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<td>77</td>
<td>4.65</td>
<td>2.94</td>
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<td>.83</td>
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<td>37</td>
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<td>78.24</td>
<td>372</td>
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</table>

<table>
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<tr>
<th>2013/14</th>
<th>HC Primary Faculty</th>
<th>FTE Primary Faculty</th>
<th>HC Other Faculty</th>
<th>FTE Other Faculty</th>
<th>HC Total Faculty</th>
<th>FTE Total Faculty</th>
<th>HC Students</th>
<th>FTE Students **</th>
<th>SFR by Primary Faculty FTE</th>
<th>SFR by Total Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>6</td>
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<td><strong>TOTAL</strong></td>
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</table>

<table>
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<th>FTE Total Faculty</th>
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<th>FTE Students **</th>
<th>SFR by Primary Faculty FTE</th>
<th>SFR by Total Faculty FTE</th>
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<td>1.24</td>
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<td>5.73</td>
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<table>
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<tr>
<th>2011/12</th>
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<th>FTE Primary Faculty</th>
<th>HC Other Faculty</th>
<th>FTE Other Faculty</th>
<th>HC Total Faculty</th>
<th>FTE Total Faculty</th>
<th>HC Students</th>
<th>FTE Students **</th>
<th>SFR by Primary Faculty FTE</th>
<th>SFR by Total Faculty FTE</th>
</tr>
</thead>
<tbody>
<tr>
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<td>10</td>
<td>7.03</td>
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<td>48</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td>56</td>
<td>17.19</td>
<td>123</td>
<td>71.94</td>
<td>361</td>
<td>327.5</td>
<td>6.59</td>
<td>5.02</td>
</tr>
</tbody>
</table>

* Faculty FTE is based on percentage of School of Public Health appointment as shown in Template 4.1.1 for primary faculty and Template 4.1.2 for other teaching faculty.
** Full time enrollment for graduate students is 12 units. The School of Public Health does not have part-time students. Students enrolled in one degree program within the School of Public Health are counted as 1.0 FTE. Students enrolled in a concurrent or dual degree program (i.e., MBA/MPH, MCP/MPH, MPP/MPH, or MSW/MPH) are counted as 0.5 FTE.
1.7c THE SELF-STUDY DOCUMENT SHOULD INCLUDE A CONCISE STATEMENT OR CHART DEFINING THE HEADCOUNT AND FTE OF NON-FACULTY, NON-STUDENT PERSONNEL (ADMINISTRATION AND STAFF).

The table below provides information for administrative and staff personnel from a snapshot of data taken on April 30, 2014.

<table>
<thead>
<tr>
<th><strong>1.7c TABLE OF ADMINISTRATION &amp; STAFF PERSONNEL</strong></th>
<th><strong>HEADCOUNT</strong></th>
<th><strong>FTE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>9</td>
<td>6.57</td>
</tr>
<tr>
<td>Educational Services</td>
<td>10</td>
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</tr>
<tr>
<td>External Affairs</td>
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<td>2.00</td>
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<tr>
<td>Finance</td>
<td>4</td>
<td>3.44</td>
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<td>General Administration</td>
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<td>General Services</td>
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<tr>
<td>Health Care</td>
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<td>2.00</td>
</tr>
<tr>
<td>Human Resources</td>
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<td>2.80</td>
</tr>
<tr>
<td>Information Technology</td>
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<td>9.29</td>
</tr>
<tr>
<td>Management</td>
<td>3</td>
<td>2.20</td>
</tr>
<tr>
<td>Research Administration</td>
<td>21</td>
<td>18.50</td>
</tr>
<tr>
<td>Research and Laboratory</td>
<td>39</td>
<td>29.87</td>
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<td>Student Services</td>
<td>15</td>
<td>14.30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>182</strong></td>
<td><strong>152.52</strong></td>
</tr>
</tbody>
</table>

Note: Data Source: HR-BAIRS Job Detail Report joined to SEADS Mirror Census

1.7d THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE SPACE AVAILABLE TO THE SCHOOL FOR VARIOUS PURPOSES (OFFICES, CLASSROOMS, COMMON SPACE FOR STUDENT USE, ETC.), BY LOCATION.

The School of Public Health currently occupies over 102,000 assignable square feet (asf) of space. Space occupied on campus provides for instructional program needs, administration, and some research; other research units are located off-campus. The School occupies space in seven different campus buildings, eight different locations in the Berkeley area, and has research space in Salinas and San Leandro.

The School has approximately 21,000 asf for central administrative offices and centrally administered units. Most administrative offices are located in University Hall and Haviland Hall on the UC Berkeley campus. The School has five conference rooms (total 1,722 asf) which are used for administrative functions and school and research meetings.

Faculty and instructional support staff offices equal approximately 14,000 asf and are housed primarily in University Hall and Haviland Hall. In addition to the academic offices, each division has research and administrative space. In sum, the assignable square footage both on- and off-campus by usage is as follows:
### TABLE 1.7d – SPH ASSIGNABLE SQUARE FOOTAGE

<table>
<thead>
<tr>
<th>Location</th>
<th>Classroom</th>
<th>Faculty Office</th>
<th>Staff Office General Use</th>
<th>Research</th>
<th>Common Space for Student Use</th>
<th>Computer Labs</th>
<th>Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Hall</td>
<td>1742</td>
<td>10023</td>
<td>19809</td>
<td>7267</td>
<td>576</td>
<td>347</td>
<td>5656</td>
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<tr>
<td>Haviland Hall</td>
<td>790</td>
<td>2187</td>
<td>1102</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1950 Addison St</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Li Ka-Shing Center</td>
<td>667</td>
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<tr>
<td>Barker Hall</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Koshland Hall</td>
<td>294</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mulford Hall</td>
<td>179</td>
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<tr>
<td>Stanley Hall</td>
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<td></td>
<td></td>
<td></td>
<td>6029</td>
<td></td>
</tr>
<tr>
<td>1441 Constitution Blvd Salinas</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>2106</td>
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</tr>
<tr>
<td>2115 Milvia St</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1400</td>
<td></td>
</tr>
<tr>
<td>2140 Shattuck Av</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3523</td>
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</tr>
<tr>
<td>Merced St, San Leandro</td>
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<td></td>
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<tr>
<td>2223 Fulton St</td>
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<td></td>
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<td>2614 Dwight Wy</td>
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<tr>
<td>1918 University Av, 3C</td>
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<td></td>
<td></td>
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<td></td>
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<td><strong>TOTAL</strong></td>
<td>2532</td>
<td>14053</td>
<td>20911</td>
<td>57333</td>
<td>576</td>
<td>1045</td>
<td>5626</td>
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</table>

For additional information and breakdown of SPH space allocations please see Resource Material List/Section 1: 1.7d SPH Space Assignments February 2014.

Student classrooms belong to the campus and are not included in these SPH space calculations. The School does have a few rooms designated for classroom use which are included in the above counts:

- University Hall: five classrooms totaling 1043asf, one student lounge/computer lab of 347asf, and one DrPH student lounge of 352asf
- Haviland Hall: two biostatistics labs totaling 790asf

SPH faculty research space totals 57,333 asf with rented space off-campus for research purposes accounting for 13,407 asf of that total number.

The School’s original home was Warren Hall. It was demolished in 2007 to make way for the new Li Ka-Shing Center for Biomedical and Health Sciences. School faculty have 667 asf for faculty offices in the Li Ka-Shing Center, along with 10,312 asf of research space.

In summer 2014 the School learned that the Governor and the Legislature have approved $75 million to complement the $75 million of credit financing that the campus will assume. Together this will enable the construction of an academic building that will be home to (most of) the School of Public Health, the School of Education, and the Department of Psychology. The new facility will encompass 320,000 gross square feet. Plans are for the new building to be completed in 2017 and to occupy the full city block bordered by Hearst, Shattuck, Berkeley Way.
and Walnut. The building will include an atrium/forum that would be multi-purpose, serving as a "town square", as a place to eat and interact with colleagues and also a place to host events with participants on the main floor and on the balconies overlooking it.

1.7e THE SELF-STUDY DOCUMENT SHOULD INCLUDE A CONCISE DESCRIPTION OF THE LABORATORY SPACE AND DESCRIPTION OF THE KIND, QUANTITY AND SPECIAL FEATURES OR SPECIAL EQUIPMENT.

The following table provides a breakdown of research space allocations by faculty member, indicating campus or leased off-campus space along with the assignable square feet. The information includes both dry and wet lab assignments. The School of Public Health on-campus wet labs are mostly located in the Li Ka-Shing Center. Other on-campus wet labs are in Barker Hall, Koshland Hall, and Mulford Hall. Common equipment includes large freezers, refrigerators, autoclaves, biohazard cabinets, and gas cylinders. Some of the equipment is housed in the individual laboratories, while other equipment is housed in research lab service areas. Total campus space assigned is 43,926 asf; total leased space equals 13,407 asf.

1.7e - SPH FACULTY LABORATORY ASSIGNMENTS

<table>
<thead>
<tr>
<th>Division/Faculty</th>
<th>Campus</th>
<th>Leased</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHHD/Brenda Eskanazi</td>
<td>1582</td>
<td>2160</td>
</tr>
<tr>
<td>CHHD/Ray Catalano</td>
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<tr>
<td>CHHD/Dahl Research</td>
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<tr>
<td>CHHD/Laraia Research</td>
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<tr>
<td>CHHD/Holmes Research</td>
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<tr>
<td>CHHD/Ozer Research</td>
<td>163</td>
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</tr>
<tr>
<td>CHHD/Herd Research</td>
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</tr>
<tr>
<td>CHHD/Guendelman Research</td>
<td>127</td>
<td></td>
</tr>
<tr>
<td>CHHD/Madesen Research</td>
<td>112</td>
<td>1400</td>
</tr>
<tr>
<td>CHHD/Cheri Pies Best Babies Zone &amp; DrPH Program</td>
<td>187</td>
<td></td>
</tr>
<tr>
<td>CHHD/Nuru-Jeter Research</td>
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<tr>
<td>CHHD/Fernald Research</td>
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<tr>
<td>CHHD/Meredith Minkler CA Senior Leaders Program</td>
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<tr>
<td>CHHD/Deardorff Research</td>
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<td>CHHD/ Potts Bixby Cntr for Population, Health, &amp; Sustainability</td>
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<td>CHHD/Linda Neuhauser – The Wellness Guide</td>
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<td>CHHD/Linda Neuhauser Health Research for Action</td>
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<td>CHHD/Resource Center on Aging</td>
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<td>CHHD/Dale Ogar – The Wellness Letter</td>
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<td>EHS/Jerrett Research</td>
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<td>EHS/Hammond Research</td>
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<td>EHS/Holland Research</td>
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<td>EHS/K. Smith Research</td>
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<td>EHS/M. Smith Superfund Basic Research Program</td>
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<td>Division/Faculty</td>
<td>Campus</td>
<td>Leased</td>
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<tr>
<td>EHS/A. Smith Arsenic Health Effects Research Program</td>
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<td>EHS/Green Chemistry</td>
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<td>EPI/Colford Research</td>
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<td>EPI/Abrams Research</td>
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<td>EPI/Mujahid Research</td>
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<td>EPI/Ragland SafeTREC</td>
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<td>EPI/Barcellos Research</td>
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<tr>
<td>EPI/Center for Family &amp; Community Health</td>
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<td>HPM/Shortell Center for Healthcare Organizational &amp; Innovation Research (CHOIR)</td>
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<td>HPM/Keller Research</td>
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<td>HPM/Bloom Research</td>
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<td>HPM/Rodriquez Research</td>
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<tr>
<td>HPM/Dow Research</td>
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<tr>
<td>HPM/Scheffler Petris Cntr Health Care Mkt&amp;Consumer Welfare</td>
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<td>HPM/Robinson Berkeley Cntr for Health Technology</td>
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<td>IDV/Harris Cntr for Global Public Health</td>
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<td>IDV/Stanley Vaccinology Research</td>
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<td>IDV/Riley CITREID</td>
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<td>IDV/Liu Research Lab</td>
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<td>IDV/Lu Research</td>
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<tr>
<td>IDV/Buehring Research</td>
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<td>IDV/Sensabaugh Forensic Lab</td>
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<tr>
<td><strong>TOTAL ASSIGNABLE SQUARE FEET/LAB SPACE</strong></td>
<td>43,926</td>
<td>13,407</td>
</tr>
</tbody>
</table>

1.7f THE SELF-STUDY DOCUMENT SHOULD INCLUDE A CONCISE STATEMENT CONCERNING THE AMOUNT, LOCATION AND TYPES OF COMPUTER FACILITIES AND RESOURCES FOR STUDENTS, FACULTY, ADMINISTRATION AND STAFF.

**Student Computing** - The School of Public Health requires all students to own or have access to a personal computer. Wireless connections are available across the campus and in Public Health facilities, including classrooms, lounges, and libraries. The School provides common space to Joint Medical Program students and DrPH students for studying and computing needs. The School also provides services designed to support the computing requirements of Public Health classes as well as student research and special projects. In addition, all Public Health students may use the general all-campus computing facilities and services.
Facilities

- Classroom - The School maintains a computerized classroom that is used for Public Health classes, in Biostatistics, Epidemiology, and Environmental Health Sciences. The classroom provides networked computers that accommodate students for workshop-format classes. The computers hold a full suite of software including Microsoft Office, statistics packages (SAS, Stata, R, SPSS, and EpiInfo), and a collection of Internet utilities.

- Biostatistics Advanced Computing Lab - The School of Public Health, Division of Biostatistics maintains a High Performance Computing Cluster for Public Health Students. This facility has been designed for computing projects that require extensive computer resources in terms of memory, storage space and power.

Formal Instruction and Consulting in Computing and Programming
In addition to the physical facilities, formal classroom instruction in statistical computer languages (e.g. SAS and R) is available through the Biostatistics Division. Many Public Health students learn Stata, a statistical programming language, as part of their class work in Biostatistics and Epidemiology. Students also learn GIS (Geographic Information System) a spatial, analytical mapping program. The School of Public Health Instructional Computing staff is available to all Public Health students for hardware- and software-related consulting, including the use of database and statistical programs.

Campus-Wide Computing Resources
Berkeley Educational Technology Services provides all UC Berkeley students with resources, including email, inexpensive dial-up home Internet access, on-campus wireless Internet access, on-campus computing facilities, free and discounted software, online data storage, mainframe computing access, consulting, and a discount computer store.

Computer Orientation for New Students
New Public Health Students are provided with a packet of introductory materials that describe the Campus- and School-provided facilities and services as well as advice about purchasing a personal computer, software and home Internet access.

Support of Classes with Web Technology
Many Public Health classes use campus-supported online web resources to post lecture materials, homework, and readings as well as to promote discussion between students.

Faculty, Administration, and Staff Computing - The School of Public Health provides computer hardware, software, and networking support for SPH faculty, administration, and staff. Each have their own computer with Microsoft Office, Internet, e-mail, and printing capabilities, as well as, virus protection software and security oversight. Hardware is replaced as needed and all software is current, with updates done on a regular basis. With a central file server and domain system, data sharing of electronic documents, used in both independent and collaborative projects, is in place. In addition, remote file access is available to those who are traveling or working from more than one location.
School of Public Health Website
SPH maintains a worldwide website to attract new and prospective students and to serve as an information source for the school and the community.

Technical Support
Technical support and other computing services are made available through the Campus Shared Services and the Information Services and Technology group at UC Berkeley.

Support for Research Computing
SPH research units receive computing support from the campus department onsite computing group. Some research units have their own dedicated IT staff.

CalPact – Human Resources at UC Berkeley
CalPact offers computer training to UCB staff to acquire new skills, enhance productivity and career mobility on campus. All of IST’s CalPact offerings are free to UCB staff and faculty.

1.7g THE SELF-STUDY DOCUMENT SHOULD INCLUDE A CONCISE STATEMENT OF LIBRARY/INFORMATION RESOURCES AVAILABLE FOR SCHOOL USE, INCLUDING DESCRIPTION OF LIBRARY CAPACITY TO PROVIDE DIGITAL (ELECTRONIC) CONTENT, ACCESS MECHANISMS AND GUIDANCE IN USING TRAINING OPPORTUNITIES AND DOCUMENT DELIVERY SERVICES.

The Sheldon Margen Public Health Library (PHL) is part of the Life and Health Sciences Division of The Library at the University of California, Berkeley (UCB). It serves all the campus community and particularly the faculty, students, and staff of the School of Public Health (SPH). Other specialized subject libraries on the Berkeley campus used extensively by the SPH community include the Biosciences & Natural Resources Library, the Optometry and Health Sciences Library, the Business Library, the Engineering Library, the Education/Psychology Library, the Social Research Library, the Environmental Design Library, and Doe Library.

Increasingly, University of California (UC) system-wide and UCB licenses provide access to full text electronic journals, electronic books, and other resources that are not physically in the campus collections. Electronic material includes over 80,000 electronic journals and over 1.5 million electronic books. Because there is no medical school on the Berkeley campus, some specialized resources in applied and clinical medicine may not be available in the UCB libraries but can usually be obtained within 2-3 days from the medical center library collections at UC San Francisco or UC Davis. In addition, the UC Berkeley Library participates in the Research Library Cooperative Program with Stanford. UCB faculty, academic staff, and graduate students can initiate requests for material from those library collections. Older print material from UC Berkeley, UC Davis, UC San Francisco, and UC Santa Cruz may be housed at the Northern Regional Storage Facility (NRLF) and they can be requested through OskiCat, the UC Berkeley online library catalog. Electronic copies of journal articles and book chapters as well as full volumes are generally available within 2-3 days of being requested. For material not available from the methods above, SPH students, staff, and faculty can request journal articles and books via the Request link in the library databases or request material directly from Interlibrary Borrowing Services, who obtains material from libraries around the world.
The Public Health Library is one of two stand-alone public health libraries in the country and has a collection of more than 108,000 volumes and receives approximately 300 print serial titles, with an increasing number of serials and books available in electronic format. The collection is strong in all areas of public health, nutrition in health and disease, health administration, epidemiology, toxicology, occupational health, maternal and child health, biostatistics, communicable diseases, community health, international health, and environmental health. Several specialized databases are licensed for the public health community including Embase, Global Health database, GIDEON (Global Infectious Diseases and Epidemiology Online Network), and the Incidence and Prevalence Database. In support of the SPH On-Campus/Online Professional Master of Public Health Degree Program (OOMPH), the PHL has begun licensing streaming videos.

The PHL staff consists of 4.4 FTE librarians and 3.44 FTE staff personnel. Due to contractual arrangements with three state agencies including the California Department of Public Health, which provides support to the library for staff and collections, the staff is significantly larger than other subject specialty libraries in the UCB system. The PHL provides a general orientation to all incoming graduate students, as well as, general drop-in training sessions for students on the use of electronic resources. All librarians participate in SPH course-related instruction which involves subject-specific presentations on relevant information resources to SPH course work. For the OOMPH, the PHL created general library tutorials and course-specific tutorials on library resources. The library also creates and maintains a suite of general and topical web pages tailored to SPH students. During the academic year, reference service is available Monday through Friday from 10 am-12 pm and 2-4 pm and at other times by appointment. Students need extensive individual help can request a consultation appointment. The library, also, serves as a location for reserve readings for SPH classes and a pick up location for material requested from other campus libraries. The library is open seven days a week, with evening hours Monday-Thursday.

The PHL occupies a 5,656 square foot facility that houses approximately 65,000 volumes; the remaining volumes are located off-site. A reading room and alcove provide seating for 57 readers. AirBears2, the UC Berkeley wireless network, and Eduroam are available in the library. The library has 7 workstations (4 Windows computers and 3 iMacs) that provide access to library resources, UCB licensed and free software (e.g., Microsoft Office Suite, Adobe Creative Suite, SPSS, and R), and the Internet. There are an additional 4 workstations that provide access to library resources and the Internet and 1 workstation that just provides access to the Microsoft Office Suite. A scanner and printer provide copying and printing capabilities from the 12 workstations.

1.7h THE SELF-STUDY DOCUMENT SHOULD INCLUDE A CONCISE STATEMENT OF ANY OTHER RESOURCES NOT MENTIONED ABOVE, IF APPLICABLE.

The School’s Joint Medical Program entered a Memorandum of Understanding with the Division of Adolescent Medicine, School of Medicine, University of California, San Francisco in 2007. The MOU details the relationship between the JMP and the Leadership Education in Adolescent Health (LEAH) training program at UCSF. Faculty of the Division of Adolescent Medicine
mentor JMP students in their research, provide student advising, and provide support with publications. This is a source of in-kind academic contributions and is a formal agreement.

Students find support with tuition and fees through many sources as noted throughout this document. The following is a small sampling of student support programs not noted in other sections of this document.

- In April 2012 The Berkeley Center for Green Chemistry (BCGC) was awarded a $3.4 million training grant by the National Science Foundation. The grant will train five to six Ph.D. students annually for five years in the principles of green chemistry and the design of clean energy technologies. SAGE (Systems Approach to Green Energy) grad students will be fully funded for two years, starting in the spring of their first year and continuing through the fall of their third year. After that, SAGE students will be funded through traditional research and teaching assistant positions. SAGE students will also have access to funding from the National Science Foundation’s Competitive Innovation Fund.

- The UC Berkeley School of Public Health's Public Health Nutrition Program (PHN) holds a training grant sponsored by the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. The primary purpose of the training program is to train short, medium, and long term MCH Nutrition leaders with the skills to identify, monitor, evaluate and implement public health nutrition programs. Each year the UC Berkeley PHN Program can offer at least 2-3 scholarships funded by the MCHB to students while they pursue a public health nutrition graduate degree. Scholarships are intended to assist in tuition/fee payment for graduate education in Public Health Nutrition with a focus on Maternal and Child Nutrition.

- The Maternal and Child Health Training Program holds a training grant that has been in place since the 1950’s and is sponsored by the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. Traineeships, internship stipends, and student academic appointments are the major sources of direct student support in the grant. The training grant support for students covers a portion of tuition and fees for 5-10 traineeships. It is also used for internship stipends and to fund four GSI and GSR positions for MCH students, providing a salary as well as tuition remission.

- The Education and Research Center has been in place within the School of Public Health for over 35 years. This is a NIOSH funded center providing funding for both MPH and PhD students in Environmental Health Sciences, and providing funding for student research grants.

1.7i THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF MEASURABLE OBJECTIVES THROUGH WHICH THE SCHOOL ASSESSES THE ADEQUACY OF ITS RESOURCES, ALONG WITH DATA REGARDING THE SCHOOL’S PERFORMANCE AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.

Table 1.7i - Goals & Objectives of Adequacy of Resources
<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
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<tbody>
<tr>
<td>Increase total number of applicants for all graduate degrees by 40% from 1000 in 2010/11</td>
<td>1286</td>
<td>1484</td>
<td>1425</td>
</tr>
<tr>
<td>Increase the number of undergraduate degree recipients (2009/10 = 139)</td>
<td>125</td>
<td>170</td>
<td>230</td>
</tr>
<tr>
<td>Increase the number of Primary Faculty</td>
<td>64</td>
<td>74</td>
<td>73</td>
</tr>
<tr>
<td>Increase the number of Other Teaching Faculty</td>
<td>56</td>
<td>63</td>
<td>63</td>
</tr>
</tbody>
</table>

The 2008-2012 Strategic Plan project provided an assessment of the School’s resources and developed goals for addressing them. Among the goals were plans for increasing the number of graduate degree applicants and the number of undergraduate degree recipients. As shown in the above table, the School has continued to improve those numbers.

The 2008-2012 Strategic Plan also called for increasing the number of faculty to accompany the growth in student numbers. Although “Primary” faculty and “Other Teaching” faculty numbers have increased somewhat, budget constraints have limited the amount of growth in these two areas.

An additional goal from that Strategic Plan included moving ahead on plans for a new University of California, Berkeley School of Public Health building to support and enhance excellence in teaching, research, service, and practice. As noted earlier in this document, plans are underway for construction to begin and the new building to be completed in 2017.

The 2015-2020 Strategic Planning Working Groups are identifying objectives regarding the School’s resources and setting measures for continued success. Those goals and objectives will be made available to the Site Visit Team in Fall 2015.

1.7j 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: The UC Berkeley School of Public Health is fortunate to have considerable resources available to fulfill its stated mission and goals, and its instructional, research and service objectives. The headcount for all faculty with teaching responsibilities has increased in number
from 94 in 2006/07 to 136 in 2014/15. Faculty, staff, and students have access to the most current computing equipment and a full complement of software programs, as well as, wireless connectivity across campus. The Public Health Library is one of two stand-alone public health libraries in the country, has a collection of more than 107,000 volumes and receives approximately 300 print serial titles with an increasing number of serials and books available in electronic format. The School has been successful in securing a number of financial awards for SPH students, increased the number of major gifts of $50,000+, and increased the amount of funding provided for research and training grants.

Challenges: When Warren Hall was demolished in 2003 most faculty and staff offices were relocated to University Hall. Other SPH faculty, staff, and faculty labs were moved to varying locations across campus. Funding for a new building has been approved by California Legislature with plans for occupancy in 2017. However, the new building will not accommodate wet labs, leaving the School divided. The challenge will be in keeping faculty who are not in close physical proximity engaged in schoolwide issues and activities.

Plans: With the completion of the new building, we hope to bring most of the School’s faculty and staff together in one “home.” We plan to continue to increase our faculty numbers, to invest in technology solutions, and to expand our ability to train the next generation of public health leaders, developing new research paradigms, and accelerating our impact on the communities we support.
1.8 DIVERSITY. THE SCHOOL SHALL DEMONSTRATE A COMMITMENT TO DIVERSITY AND SHALL EVIDENCE AN ONGOING PRACTICE OF CULTURAL COMPETENCE IN LEARNING, RESEARCH AND SERVICE PRACTICES.

1.8a THE SELF-STUDY DOCUMENT SHOULD INCLUDE A WRITTEN PLAN AND/OR POLICIES DEMONSTRATING SYSTEMATIC INCORPORATION OF DIVERSITY WITHIN THE SCHOOL. NINE REQUIRED ELEMENTS ARE INCLUDED IN THIS SECTION.

In 2010, $16 million was invested to help launch the UC Berkeley Initiative for Equity, Inclusion, and Diversity, a sweeping 10-year initiative that involves Berkeley students, faculty, and staff across all disciplines, in research, teaching, and public service. The UC Berkeley Initiative for Equity, Inclusion, and Diversity will develop new models for the nation by expanding research and teaching, supporting student scholarship, and by creating institutional transformation. The initiative launched an array of programs to permanently embed equity, inclusion, and diversity in the fabric of UC Berkeley’s academic and work environment.

1.8a (i) Description of the school’s under-represented populations, including a rationale for the designation.

On the UC Berkeley campus and within the School of Public Health under-represented minority (URM) populations are identified as Chicano/Latino, African American, Native American-Alaska Native, and Vietnamese/Thai/Cambodian/Pacific Islanders. The School also includes Laotian, Filipino, and Hmong. The university is less diverse than the state as a whole and much less diverse than California’s public high schools. For example, students from underrepresented groups make up 39% of those who complete eligibility requirements statewide, but they make up less than 20% of the entering freshman class at Berkeley. The percentage of under-represented undergraduate majors within SPH has fluctuated over the last five years between 11% to 16%, which is slightly below the campus average of 16-17%.

The graduate majors within the School are predominantly female (75%). By race/ethnicity, in 2013, 23% of graduate majors were Asian and 21% were from under-represented minority groups. Compared to the campus, there are more female Asian and under-represented graduate majors in Public Health.

The faculty are fairly evenly split between females (48%) and males (52%) and they are predominantly white (82%). There are more under-represented faculty members in Public Health (14%) than on campus (8%).

Staff in the School are 74% female, a higher percentage than on campus (57%); 21.4% of School staff are Asian, a slightly higher percentage than campus (20.5%); and 21.4% of staff are from under-represented minority groups, a slightly lower percentage than the campus (24.3%).

1.8a (ii) A list of goals for achieving diversity and cultural competence within the school, and a description of how diversity-related goals are consistent with the university’s mission, strategic plan and other initiatives on diversity.
The Strategic Plan for Equity, Inclusion, and Diversity renews UC Berkeley’s commitment to California, and the world…to provide fair treatment, access, opportunity, and advancement for all – a commitment that lies at the heart of its mission as a public university. The School of Public Health mission, values, and goals are consistent with the UC Berkeley campus.

• A key component of the School of Public Health mission statement is to develop diverse leaders for professional and research careers through undergraduate, masters and doctoral programs.
• The School is distinguished by its location in an area of great diversity including, but not limited to, substantial subpopulations of Asian Americans, Latin Americans, African Americans, Native Americans, multi-ethnic/multi-racial people, and Lesbian, Gay, Bisexual, and Transgendered people, which provides important opportunities and challenges for educational programs and research activities.
• The School is also distinguished by its emphasis on diversity, human rights, and social justice in research, teaching and service activities.
• Diversity is an affirmed Value for the School: *We dedicate ourselves to promoting and respecting the diversity among us.*

The School’s 2008-2012 Strategic Plan outlined specific goals for diversity. Please refer to Section 1.1d and to Section 1.2c of this Self-Study for a list of objectives and outcomes over a three-year period.

The mission of the School of Public Health Office of Diversity Services is to increase diversity in the public health workforce by encouraging students from historically underrepresented or disadvantaged backgrounds to pursue graduate degrees in the health professions. The Office works to reduce barriers to entry into graduate school and to help those interested in working with vulnerable populations to succeed in their goals. Increasing the diversity of the School’s student body and the public health workforce will help to:

• Ensure a sufficient health workforce capable of meeting the needs of the increasingly diverse population in California;
• Increase the cultural and linguistic humility of leaders, professionals, and students from all backgrounds; and
• Reduce or eliminate health inequities over time.

1.8a (iii) Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity, the school should also document its commitment to maintaining/using these policies.

The UC Berkeley Office for the Prevention of Harassment and Discrimination (OPHD) is responsible for ensuring the University provides an environment for faculty, staff and students that is free from discrimination and harassment on the basis of categories including race, color, national origin, gender, age and sexual orientation/identity. The Office of Human Resources handles non-academic staff complaints of discrimination as outlined in personnel policies and contracts. The Academic Compliance and Disability Standards Office handles disability complaints from all faculty, staff and students. Policy information can be found at http://ophd.berkeley.edu/policies-procedures.
The School of Public Health is committed to maintaining the integrity of the university policies within the School and is diligent about ensuring a safe working and learning environment. Goal 6 of the 2008-2012 Strategic Plan was written as follows: Enhance student, faculty, and staff retention, satisfaction and productivity and enable growth by creating a strong internal community, a supportive infrastructure, and a healthy and environmentally responsible workplace. Please refer to Section 1.1d and to Section 1.2c of this Self-Study for a list of objectives and outcomes over a three-year period for this goal.

1.8a (iv) Policies that support a climate for working and learning in a diverse setting.

The University of California’s Principles of Community are grounded in its mission of instruction, research and public service. The policy states: We value diversity, affirm the inherent dignity of every person and uphold communities of justice. We strive for a campus and a world free of discrimination, intolerance and hate. We are equally committed to freedom of expression, critical inquiry, civil dialogue and mutual respect.

UC Berkeley website http://diversity.berkeley.edu/principles-community states the campus commitment to principles of community as follows:

These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

UC Berkeley's "Principles of Community" statement was developed collaboratively by students, faculty, staff, and alumni, and issued by the Chancellor. Its intent is to serve as an affirmation of the intrinsic and unique value of each member of the UC Berkeley community and as a guide for personal and collective behavior.

In addition the campus has stated codes of conduct as noted in the following list of policies and procedures:
The School of Public Health supports the UC Systemwide and UC Berkeley Principles of Community and strives to be an inclusive teaching and working environment with respect and civility for every member.

1.8a (v) Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

At the School of Public Health, we are proud to be part of the UC Berkeley campus community that is a national leader for equity and inclusion in higher education. Our emphasis on diversity, human rights, and social justice helps make UC Berkeley's School of Public Health one of the top 10 schools of public health in the country. Underserved communities continue to be disproportionately affected by illness and disability. Therefore, building health equity is a goal shared by many of our scholars. The UC Berkeley School of Public Health is among the first schools of public health in the United States to emphasize the broad-based social and environmental determinants of health. Current Berkeley scholars are building on this legacy and producing the knowledge needed to reduce health inequalities that exist by race, ethnicity, and socio-economic status. They are also committed to moving their evidence-based public health research from publication to “public action” as quickly as possible. (See Resource Materials List/Section 1: 1.8a (v) UC Berkeley Initiative for Equity, Inclusion, and Diversity)

Among the Berkeley faculty members leading research on multicultural issues in vulnerable populations are: Meredith Minkler, Amani Nuru-Jeter, Mahasin Mujahid, Rachel Morello-Frosch, Seth Holmes, Brenda Eskenazi, Sylvia Guendelman, Denise Herd, Darlene Francis, and Jennifer Ahern. Some examples include:

- Amani Nuru-Jeter leads a new study which has found that significant income inequality affects the health and lifespan of African Americans more adversely than those of white Americans. "This tells us that racial segregation has a significant impact on both income inequality and health inequality among blacks, but not among whites," Professor Nuru-Jeter says. Studies co-authored by economics professor Emmanuel Saez have long documented the extent of economic inequality, but less has been known about its consequences. Read the story in CBS Moneywatch

- Brenda Eskenazi received the John Goldsmith Award for Outstanding Contributions to Environmental Epidemiology from the International Society of Environmental Epidemiology (ISEE), a society of more than 1,000 scientists worldwide. The premiere award of the ISEE honors environmental epidemiologists who serve as models of excellence in research, unwavering promotion of environmental health, and integrity. Professor Eskenazi, Jennifer and Brian Maxwell Professor of Maternal and Child Health and Epidemiology, received the award in part for her contributions to the field of environmental epidemiology through her work founding and directing the Center for
Environmental Research and Children’s Health. She has conducted numerous studies worldwide on environmental exposures to children. Read more at http://sph.berkeley.edu/innovative-work-environmental-epidemiology-eskenazi-receives-goldsmith-award

Rachel Morello-Frosch, expert in environmental health and justice, has been honored with a 2012 Chancellor's Award for Public Service, in the area of Research in the Public Interest. She was selected for her high-level, rigorous research that contributes to the public good, her outstanding commitment to empowering underserved communities and building community partnerships, and her dedication to educating the next generation of scholars. Professor Morello-Frosch’s research examines race and class determinants of environmental health among diverse communities in the United States. A focus of her work is addressing the double jeopardy faced by communities of color and the poor who experience high exposures to environmental hazards and who are more vulnerable to the toxic effects of pollution due to poverty, malnutrition, discrimination, and underlying health conditions. In 2010, she received the Damu Smith Environmental Achievement Award from the Environment Section of the American Public Health Association.

The School developed an expressed objective in the 2008-2012 Strategic Plan to significantly strengthen and expand curriculum practice opportunities and interactive activities to prepare all students to work effectively in addressing health disparities and other priority public health issues. All students have opportunities to take courses focusing on ethnic and cultural diversity in public health. Students may also obtain a Multicultural Health certificate specific to this topic upon graduation in addition to the student’s degree. This specialty area requires 9 units, consisting of a required course and 6 additional units.

- **Required Course:** PH 202B Ethnic and Cultural Diversity in Health Status and Behavior. The required core course for this specialty area focuses on ethnic and cultural diversity in health behavior as a basis for public health programs.

- **Elective Courses:**
  - PH 255A: Social Epidemiology
  - PH 290.002 Research Advances in Health Disparities: Multidisciplinary Perspectives
  - PH 204F: Culture, Public Health Practice, and Eliminating Health Disparities: From Ideas to Action in the 21st Century
  - PH 212C: Health and Social Policy in Mexico and Latin America

The Multicultural Health in Action student group is very active, volunteering in Bay Area communities of need. The specialty is widely publicized during outreach and recruitment. A “Faculty Tea” is held annually to introduce multi-cultural opportunities through discussion and films focused on race and culture.

The School partners and provides many resources for students interested in addressing health equity. The Center for Public Health Practice provides links between teaching, research, and the practice of public health. Health Initiative of the Americas offers students an opportunity to address unmet health needs of the Latino-origin population living and working in the United States. This center is a collaborative effort involving government, academia, the private sector, and community-based organizations of participating countries. The Health Research for Action
(HRA) program works with communities, foundations, private industry, and government agencies to reduce health disparities and create more hopeful, empowered communities. HRA’s key constituents include workers, at-risk youth, older adults, patients with chronic disease, and young parents, among others.

**1.8a (vi) Policies and plans to recruit, develop, promote and retain a diverse faculty.**

Several campus programs are designed specifically to enhance recruitment and retention opportunities for academic positions:

- Chancellor’s Post-Doctoral Fellowships for Academic Diversity is a pipeline program for faculty appointments and provides two-year research fellowships to underrepresented candidates.
- Berkeley Diversity Research Initiative (BDRI) provides an opportunity for schools to join with other schools on campus to hire faculty whose focus will be on diversity issues. Through this initiative the School has hired one Assistant Professor in Epidemiology and is processing the hire of another at the time of this Self-Study.
- Exceptions to Search is a program enabling schools to ask for additional faculty appointments based on opportunistic finding of a talented academic who would increase diversity. The School of Public Health has used this program and been granted permission to hire.
- Office for Faculty Equity Assistance provides advice on affirmative action matters involving all academic employees and is available to assist Schools in addressing gender diversity, retention efforts, and salary equity. Retention offers are initiated by the Dean to the campus when a current faculty member has a written outside offer. The School has been successful in its retention.

Campus policies on Faculty Diversity can be found on the UC Berkeley website for the Office of Equity, Inclusion, and Diversity. Website: [http://diversity.berkeley.edu/faculty-diversity-policies-and-guidelines](http://diversity.berkeley.edu/faculty-diversity-policies-and-guidelines).

When permission is received for a new faculty position within the School, a search committee is appointed and an Affirmative Action Officer is assigned. The open position is advertised through publications (*AJPH*, The *Chronicle of Higher Education*, etc), notices at meetings, letters to other schools, and resources for Faculty including *The Future Black Faculty Database (FBF)*, developed at UC Berkeley. When the recruitment is opened, the search committee talks with others in the field to learn who is gaining the respect of their colleagues and who is believed to have a promising future. The committee contacts funders to obtain information about successful minority principal investigators. Committee members talk with project officers to learn who are the leading researchers in the field from minority groups. The leads are contacted, told of the open position and the advantages of working at UCB School of Public Health, and asked to apply. Even with the strong pull of outstanding colleagues and a world-renowned campus, we have many challenges in reaching our goals for gender and minority recruitment. One of the key concerns is that the candidate pool has a limited number of diverse applicants.

**1.8a (vii) Policies and plans to recruit, develop, promote and retain a diverse staff.**
The UC Berkeley Human Resources website states:
Diversity and Inclusion as a concept focuses on a broader set of qualities than race and
gender. In the context of the workplace, valuing diversity means creating a workplace
that respects and includes differences, recognizing the unique contributions that
individuals with many types of differences can make, and creating a work environment
that maximizes the potential of all employees.

In Human Resources, the Staff Equal Employment Opportunity (EEO) Compliance office
creates and maintains the campus's affirmative action plan. The unit gathers and analyzes
workforce and personnel transaction data, sets affirmative action goals, and monitors
affirmative action and diversity efforts. Website: http://hrweb.berkeley.edu/diversity
The Affirmative Action Plan can be found at: http://hrweb.berkeley.edu/diversity/plan-
placement

The School of Public Health works to support and maintain a diverse workforce following the
campus guidelines.

1.8a (viii) Policies and plans to recruit, admit, retain and graduate a diverse student body.

The School of Public Health Office of Diversity Services has a director and an outreach
coordination who provide admissions advising, career workshops, and application assistance.
There is also a group of student volunteers, the Graduate Advising & Diversity Services
(GRADS) Student Ambassadors, who work with prospective students during the application
process.

The Office of Diversity Services offers the following programs and services aimed at recruiting,
admitting, and retaining a diverse student body:

- Summer Preparatory Seminar - This week-long program is intended to help create and
foster a network for underrepresented students that will serve as a support system for
them while in graduate studies in public health. Since the program began in 2006, 243
have attended. All attendees are entering 2-year MPH students. The seminar prepares
students for the transition to graduate level studies and to life at UC Berkeley.
- Graduate Advising & Diversity Services (GRADS) - The GRADS program provides
prospective and current students with a team of student volunteers who can give advice,
offer support, foster connectedness, and share their own experiences at the UC Berkeley
School of Public Health.
- In addition to the above, the Office offers the following services to current students and
prospective students:
  o One-on-one advising
  o Admissions information sessions
  o GRE preparation
  o Application assistance
  o Summer research opportunities

1.8a (ix) Regular evaluation of the effectiveness of the above-listed measures.
Annual evaluation of the effectiveness of the policies and plans in place to improve the diversity of the student population is done via a data analysis. Under-represented minority information gleaned from applications and enrollment is aggregated for applications, admits, and matriculants. The information provides comparative data from year to year as a means of measuring progress toward our diversity goals. Additionally, an annual written evaluation is conducted with the Summer Preparatory Seminar students to evaluate all components of the program. As a result of the student feedback, positive modifications are identified. Using the SPH Strategic Plan Diversity Goal as a guideline, annual accomplishment reports from the Office of Diversity Services are presented to the Dean. These reports are a means of ensuring the objectives are being addressed and action steps are being implemented. Modifications for improving the diversity of the student population continue to be developed with the Dean’s guidance and approval.

1.8b THE SELF-STUDY DOCUMENT SHOULD INCLUDE EVIDENCE THAT SHOWS THE PLAN OR POLICIES ARE BEING IMPLEMENTED. EXAMPLES MAY INCLUDE MISSION GOALS OBJECTIVES THAT REFERENCE DIVERSITY OR CULTURAL COMPETENCE, SYLLABI AND OTHER COURSE MATERIALS, LISTS OF STUDENT EXPERIENCES DEMONSTRATING DIVERSE SETTINGS, RECORDS AND STATISTICS ON FACULTY, STAFF AND STUDENT RECRUITMENT, ADMISSION AND RETENTION.

The School of Public Health opened an Office of Diversity Services in 2008. The mission of Diversity Services is to increase diversity in the public health workforce by encouraging students from historically under-represented or disadvantaged backgrounds to pursue graduate degrees in the health professions. Director Abby Rincon and Diversity Outreach Coordinator Durrain Ansari-Yan, along with the Graduate Recruitment and Diversity Services (GRADS) student volunteers are working to increase diversity in the student population of SPH.

The mission of GRADS is to foster diversity within the student population at the School – to recruit and support applicants from under-represented populations and to encourage them to complete their degrees. The program provides prospective applicants with a team of student volunteers who are available to provide support, advice, and a current student perspective over the course of the admissions cycle. GRADS Program services are offered and available to all prospective students. GRADS student volunteers travel to graduate fairs, prospective student conferences, and other public health profession-related events across California.

There are numerous opportunities for School of Public Health students to be exposed to multicultural concerns, participate in community partnerships that address health inequities, and engage in research to reduce health disparities. Many students are engaged in student groups developed to help raise awareness and resolve health issues. A full listing may be found on the School’s website at: http://sph.berkeley.edu/current-students/student-groups. The following provides a few examples:

- Cal Student Assistance for Public Health (Cal STAPH) is an official student group at UC Berkeley that provides training and response opportunities to public health graduate students by assisting state and local health departments in California during outbreaks and other public health emergencies. The mission of Cal STAPH is to train and deploy...
students to assist state and local health agencies in responding to urgent and emergency public health threats. Through partnerships with health departments in the San Francisco Bay Area, Cal STAPH links students with applied public health experience and departments with needed surge capacity.

- The Crisis Health Initiative (CHI) is a coalition of students and faculty from U.S. universities who seek to raise awareness and resolve health issues that directly result from conflict. Our mission is to promote health and stability in regions affected by crisis and conflict through educational initiatives focusing on improvement of medical and public health systems. Through this, we hope to raise awareness of the plight of refugees and displaced persons and the need for humanitarian aid as well as build public health capacity in regions affected by crisis and conflict to ensure longterm security and stability.

- Multicultural Health in Action (MHIA) is a student-run group focused on the professional and leadership development of Public Health students through the integration of learning and practice. MHIA offers students the opportunity to engage in meaningful service and actively participate in community partner initiatives that seek to address the needs of disadvantaged populations in the East Bay by providing health education sessions and academic support.

The 2008-2012 Strategic Plan lists “Impact” as Goal #1. Among this goal’s objectives is establishing formal relationships and secure funding to enable students and faculty to collaborate with various agencies. The accomplishments include the development of a Workforce Diversity Project with the Public Health Institute, a Global Engagement Day, and Leading California Primary Care Workforce Initiative. Other objectives provide strong evidence that the School of Public Health is working consistently to ensure a diverse student body leading to community involvement in under-represented areas and research for health disparities. The School seeks consultation with local and state health organizations to ensure that the school’s curricula and course content produce public health leaders to meet their emerging workforce needs. The School continues to hold the Public Health Roundtable to further facilitate the development of California Healthy People 2020.

The development of a more comprehensive and equitable evaluation of the applicants has added to the success in achieving the goal of increasing graduate diversity. A holistic review takes into consideration the context of student achievement, such as first generation, low income – working many hours during undergraduate education, primary language other than English growing up, and participation in undergraduate programs such as:

- McNairs Scholar - The McNair Scholars Program prepares qualified undergraduates for entrance to a PhD program in all fields of study. The goals of the program are to increase the number of first-generation, low-income and/or underrepresented students in PhD programs, and ultimately, to diversify the faculty in colleges and universities across the country.
- MARC - The goal of the Maximizing Access to Research Careers (MARC U-STAR) Program at the University of California, Berkeley is to increase the participation in research of undergraduates from low-income, first-generation, and ethnic backgrounds underrepresented in the biomedical and behavioral sciences and to prepare them to
become innovative and socially responsible scientist/scholars who will be leaders in their fields.

- GATES - Funded by a $1.6 billion grant from the Bill & Melinda Gates Foundation, Gates Millennium Scholars (GMS) was established in 1999, as a twenty year commitment, to provide greater access and opportunity to higher education for outstanding students from underrepresented backgrounds. The program promotes academic excellence and encourages students to pursue and complete an undergraduate education in all discipline areas and graduate education for those students pursuing studies in computer science, mathematics, life/physical science, engineering, education, public health, library science and/or information science. GMS supports its scholars in a variety of ways including but not limited to personal, leadership and professional development opportunities, networking and mentorships opportunities, as well as financial and academic support to prepare its scholars to be the next leaders in their professions and communities.

1.8c THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF HOW THE DIVERSITY PLAN OR POLICIES WERE DEVELOPED, INCLUDING AN EXPLANATION OF THE CONSTITUENT GROUPS INVOLVED.

The School of Public Health diversity planning and policy development have been on-going and are reflective of the diversity goals set by the UC System and the UC Berkeley campus. The Office for Diversity Services within the School was created in 2008 and has had a positive impact on improving diversity in the student population. The Director of Diversity Services meets regularly with student and faculty groups to further develop plans and identify steps for the successful inclusion of students from under-represented groups into the School.

The 2008-2012 Strategic Plan identified goals and objectives specifically intended to further the success of the School in addressing diversity and establishing community links to advance the establishment of community partners in identifying areas of need. The task force for the Strategic Plan consisted of thirty-seven people representing many of the School’s stakeholder groups, including students, faculty, Division Heads, Program Directors, administrative staff, alumni, community, and the Dean’s Policy Advisory Council. To extend participation in the process even further and to receive feedback on features of the plan as they were being developed, task force members attended numerous meetings with stakeholder groups including the Dean’s Advisory Council, the Faculty Council, the Management Advisory Committee, and the Division Managers. Progress reports were given to the School’s faculty at monthly Department Faculty meetings.

The School of Public Health leadership, faculty, staff, and students continue to discuss and implement new methods for attracting and retaining students from under-represented minority groups. Constituents are consulted and pipeline programs developed. Active recruitment continues to be a high priority for the School.

1.8d THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF HOW THE PLAN OR POLICIES ARE MONITORED, HOW THE PLAN IS USED BY THE SCHOOL AND HOW OFTEN THE PLAN IS REVIEWED.
With the 2008-2012 Strategic Plan in place, implementation of the goals and objectives was assigned. Progress was reported in School meetings, annual reports were prepared charting the outcomes, and the information was provided to faculty, staff, and students in annual meetings. Progress toward achieving the outcomes was discussed in these open meetings and plans for next steps identified.

Open review of the progress on these goals and objectives continues in meetings and discussions. The School of Public Health is engaged in developing a strategic plan for the next five years which will redefine strategic priorities to meet changing local and global public health needs. This process includes significant and iterative involvement from faculty, staff, students, alumni, and community partners through participation in working groups.


TEMPLATE 1.8.1 – Summary of Diversity Data for Faculty, Students, & Staff

<table>
<thead>
<tr>
<th>Category/Definition</th>
<th>Method of Collection</th>
<th>Data Source</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
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<td>Undergraduate Chicano/Latino</td>
<td>Self Reported</td>
<td>Admissions Form</td>
<td>7%</td>
<td>7%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Graduate African/American</td>
<td>Self Reported</td>
<td>Admissions Form</td>
<td>6%</td>
<td>6%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>Growth in % of Under-represented Minority Students</td>
<td>Self Reported</td>
<td>Diversity Office</td>
<td>20%</td>
<td>21%</td>
<td>23%</td>
<td>24%</td>
</tr>
<tr>
<td>Faculty – Women</td>
<td>Self Reported</td>
<td>Academic Personnel</td>
<td>44%</td>
<td>45%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Staff – Chicano/Latino</td>
<td>Self Reported</td>
<td>Human Resources</td>
<td>9.8%</td>
<td>12.0%</td>
<td>14.8%</td>
<td>13.3%</td>
</tr>
</tbody>
</table>

While targets are not articulated for student diversification, the School of Public Health does aspire to increase the proportion of qualified, well-prepared underrepresented SPH applicants, admits, matriculants, and graduates to more closely reflect the demographics of our state and
local communities. Students are asked on the application if they are a first generation college student. This is a self-reported method of collection. In 2013/14, twenty-four (24) entering students were the first in family to attend a 4-year college; fifty-five (55) of entering students were the first to attend graduate school.

1.8f 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: University of California Berkeley Division of Equity and Inclusion champions an equitable University that is inclusive and representative of our diverse communities. At the School of Public Health, we embrace diversity and strive for recruiting, mentoring, and inclusively engaging with diverse populations of students, faculty, staff, and community partners. As evidenced in this section, we have successfully increased the diversity of the student body and faculty and staff complements.

Challenges: Our historical efforts to promote equity and inclusion have led to substantial progress in our drive to achieve compositional diversity that reflects the diverse population of our state. To continue to build upon this will be our challenge.

Plans: Our future activities will focus on building school culture, climate, and practices that embrace diversity more broadly as a pathway to excellence and preparation of effective public health professionals and leaders. We will recruit students, staff, and faculty who represent, understand and are committed to the communities we serve.
2.0 INSTRUCTIONAL PROGRAMS

2.1 DEGREE OFFERINGS. THE SCHOOL SHALL OFFER INSTRUCTIONAL PROGRAMS REFLECTING ITS STATED MISSION AND GOALS, LEADING TO THE MASTER OF PUBLIC HEALTH (MPH) OR EQUIVALENT PROFESSIONAL MASTERS DEGREES IN AT LEAST THE FIVE AREAS OF KNOWLEDGE BASIC TO PUBLIC HEALTH. THE SCHOOL MAY OFFER OTHER DEGREES, PROFESSIONAL AND ACADEMIC, AND OTHER AREAS OF SPECIALIZATION, IF CONSISTENT WITH ITS MISSION AND RESOURCES.

2.1a THE SELF-STUDY DOCUMENT SHOULD INCLUDE AN INSTRUCTIONAL MATRIX PRESENTING ALL OF THE SCHOOL’S DEGREE PROGRAMS AND AREAS OF SPECIALIZATION. IF MULTIPLE AREAS OF SPECIALIZATION ARE AVAILABLE WITHIN DEPARTMENTS OR ACADEMIC UNITS SHOWN ON THE MATRIX, THESE SHOULD BE INCLUDED. THE MATRIX SHOULD DISTINGUISH BETWEEN PUBLIC HEALTH PROFESSIONAL DEGREES, OTHER PROFESSIONAL DEGREES AND ACADEMIC DEGREES AT THE GRADUATE LEVEL, AND SHOULD DISTINGUISH BACCALAUREATE PUBLIC HEALTH DEGREES FROM OTHER BACCALAUREATE DEGREES. THE MATRIX MUST IDENTIFY ANY PROGRAMS THAT ARE OFFERED IN DISTANCE LEARNING OR OTHER FORMATS. NON-DEGREE PROGRAMS, SUCH AS CERTIFICATES OR CONTINUING EDUCATION, SHOULD NOT BE INCLUDED IN THE MATRIX. SEE CEPH DATA TEMPLATE 2.1.1.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Academic</th>
<th>Professional</th>
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<tbody>
<tr>
<td>Bachelor Degrees</td>
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<tr>
<td>Bachelor of Arts in Public Health through UC Berkeley College of Letters and Science</td>
<td>BA</td>
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<tr>
<td>Masters Degrees</td>
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<tr>
<td>Biostatistics</td>
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<tr>
<td>Interdisciplinary Program</td>
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<td>MPH</td>
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<td>Maternal and Child Health*</td>
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<td>MPH</td>
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<tr>
<td>On-Campus/Online Program</td>
<td></td>
<td>MPH</td>
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</tbody>
</table>
Degree | Academic | Professional
--- | --- | ---
**Joint Degrees**
Business/Public Health | MBA/MPH |
City Planning/Public Health | MCP/MPH |
Journalism/Public Health | MJ/MPH |
Public Policy/Public Health | MPP/MPH |
Social Welfare/Public Health | MSW/MPH |
Joint Medical Program (Joint Degree/UCSF) | MS |
**Doctoral Degrees**
The DrPH is administered and granted within the UC Berkeley School of Public Health | DrPH |
Biostatistics | PhD |
Environmental Health Sciences | PhD |
Epidemiology | PhD |
Health Services & Policy Analysis | PhD |
Infectious Diseases & Immunity | PhD |

*Housed in the SPH Division of Community Health and Human Development

The UC Berkeley School of Public Health offers both professional and academic degrees at the undergraduate, masters, and doctoral levels. The professional degrees (MPH and DrPH) are administered by the School of Public Health. The academic degrees (MA, MS, and PhD) are administered by the Graduate Division through groups of faculty from the School of Public Health, related departments/schools on campus, and, occasionally, other University of California campuses. The Bachelor of Arts Degree is offered through the UC Berkeley College of Letters and Science. The following outlines the degrees offered within each SPH Division, degree programs that are schoolwide, and other degree options:

- **Division of Biostatistics**
  - The Division of Biostatistics MPH is a 2-year program consisting of 48 units with courses selected from biostatistics and statistics, public health, and biology. The MPH program in biostatistics prepares students to become proficient in 1) storage, retrieval, analysis and interpretation of health data; 2) design and analysis of health-related surveys and experiments; and 3) concepts and practice of statistical data analysis.
  - The Divisions of Biostatistics and Epidemiology offer a two-year program in Epidemiology/Biostatistics that leads to an MPH degree with an emphasis on the development of combined skills in biostatistics and epidemiology. The combined degree, in place within SPH for over twenty years, was developed to provide students without public health professional backgrounds an opportunity to be exposed to both disciplines.
  - In addition to the MPH degree, the Division of Biostatistics through the Interdepartmental Group in Biostatistics offers two academic degrees, the MA and PhD. In conjunction with other departments at UC Berkeley, the Group in Biostatistics also offers an option of a Designated Emphasis in Computational and Genomic Biology and an option of a Designated Emphasis in Computational Science and Engineering. (See website: http://stat-www.berkeley.edu/biostat/degrees/DE.htm)
• **Division of Community Health and Human Development** (CHHD) – CHHD is the home for four areas of concentration:
  • Health and Social Behavior offers a two-year MPH degree.
  • Maternal and Child Health (MCH) program offers an accelerated 11-month MPH degree, a two-year MPH degree, and a specialty area (or minor). MCH masters and doctoral students may add a specialty area in Aging, International Health, or Multicultural Health, each of which requires nine units of course work. A minor is offered to students enrolled in other SPH two-year MPH or doctoral programs.
  • Public Health Nutrition offers a two-year MPH degree.
  • UCB-UCSF Joint Medical Program is a five-year MS/MD degree program. Students spend the first three years on the UC Berkeley campus completing the basic sciences curriculum required for MD licensure and a Master of Science degree. The MS degree is offered in Health and Medical Sciences.

• **Division of Environmental Health Sciences**
  o Environmental Health Sciences offers an accelerated 11-month MPH program for applicants who hold a PhD or doctoral level clinical degree and have completed undergraduate and graduate work in calculus, chemistry, and biology.
  o Environmental Health Sciences offers a two-year graduate program for the professional MPH degree.
  o EHS offers two academic degrees – the MS and the PhD.
  o The Health, Environment, and Development Program offers the MS Global Health and Environment degree that involves a cross-campus curriculum.

• **Division of Epidemiology**
  o Epidemiology offers an accelerated 11-month MPH program which is generally limited to students with a prior doctoral degree or concurrently enrolled in a doctoral degree program (e.g. MD, PhD, DDS, DVM, etc.).
  o A two-year MPH degree is offered in collaboration with Biostatistics – the Epidemiology/Biostatistics MPH, as noted above.
  o Epidemiology offers two academic degrees – the MS and PhD.

• **Division of Health Policy and Management** –
  o Health Policy and Management offers an accelerated 11-month MPH for medical students and physicians.
  o Health Policy and Management offers a two-year MPH.
  o HPM administers a campuswide Health Services and Policy Analysis Doctoral Program in which students receive a PhD degree.

• **Division of Infectious Diseases and Vaccinology** –
  o The program offers a professional two-year MPH degree in Infectious Diseases and Vaccinology.
  o Through the graduate program in Infectious Diseases and Immunity an academic doctoral degree (PhD) is offered. (A terminal MS degree may be considered if the candidate is unable to complete the PhD after entering the program.)
• **Schoolwide Degrees**
  o Bachelor of Art in Public Health – In 2005, SPH began offering an undergraduate academic degree (BA). The degree is administered through the UC Berkeley College of Letters and Science.
  o Interdisciplinary MPH – SPH offers an accelerated, 11-month MPH degree for a limited number of professionals with at least a master degree or its equivalent and significant health care or public health experience.
  o Doctor of Public Health (DrPH) – SPH offers a professional DrPH with a focus on the development of knowledge and skills in the areas of professional leadership and administration, and the application of existing, state-of-the-art knowledge and approaches to public health problems.
  o On-Campus/Online MPH – SPH developed the first UC Berkeley online degree program. The on-campus/online program offers the same quality and rigor as the School of Public Health’s on-campus MPH programs. The program is designed for mid-career professionals in Public Health. Students with two-year’s experience are also admitted.

**Concurrent, Dual, and Joint Degrees**

• **Concurrent** – An integrated curriculum, officially approved by the Graduate Council, leads to two master degrees on the Berkeley campus. Students are simultaneously admitted to both schools/departments and have the possibility of a limited number of shared units. The following concurrent degrees are offered:
  o Haas School of Business - MBA/MPH
  o Goldman School of Public Policy - MPP/MPH
  o College of Environmental Design/Department of City and Regional Planning – MCP/MPH
  o School of Social Welfare - MSW/MPH
  o Graduate School of Journalism/Public Health (MJ/MPH)

• **Dual** – An individual student already enrolled in any school/department has the opportunity to petition to add a second degree in a different school/department. There is no possibility of shared units.
  o School of Journalism - MJ/MPH
  o School of Social Welfare – MSW/MPH

• **Joint** – An intercampus degree program offered at the doctoral level only.
  o UC San Francisco – A limited number of UCSF medical students are admitted to MD/MPH programs within the School of Public Health through two programs: 1) the Residency in General Preventive Medicine and Public Health, and 2) the Occupational and Environmental Residency Program.
  o Stanford University – The School of Medicine and SPH have an intercampus degree program that offers MD students an opportunity to obtain their MPH during their course of study.
PROGRAMS IDENTIFIED IN THE INSTRUCTIONAL MATRIX, INCLUDING A LIST OF REQUIRED COURSES AND THEIR COURSE DESCRIPTIONS. THE SCHOOL BULLETIN OR OTHER OFFICIAL PUBLICATION MAY BE ONLINE, WITH APPROPRIATE LINKS NOTED.

The School of Public Health website describes the School’s degree programs and provides general information about requirements. (See Website: http://sph.berkeley.edu/graduate-degrees/areas-study) More specific information is available from Student Handbooks provided by each program on the website and in the Resource Materials List/ Section 2: 2.6c Folder – Student Handbooks for All Degree Programs. Students interested in information about a specific curriculum are encouraged to contact the program.

2.1c 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: The School offers the professional MPH in each of the five areas of knowledge basic to public health: biostatistics, epidemiology, environmental health sciences, health policy and administration, and health and social behavior. The professional MPH is available in infectious diseases, maternal and child health, public health nutrition, the interdisciplinary program, online, and through concurrent and dual degrees. Students have the choice of obtaining an academic degree at the master’s level (MA and MS) through biostatistics, epidemiology, environmental health sciences, and the Joint Medical Program. The School offers a professional degree at the doctoral level (DrPH) and academic degrees at the doctoral level (PhD) in five areas of concentration. UC Berkeley School of Public Health also offers a Bachelor of Arts degree in Public Health.

Challenges: The UC Berkeley School of Public Health is relatively small for the number of degree choices offered to students. Faculty are challenged to meet teaching, advising, and administrative demands. We are working to evaluate programmatic needs and to increase support.

Plans: Our mission is to develop future public health leaders who can adapt in a rapidly changing world to transform the health of our communities. We seek to give them the knowledge and skills they need to succeed – this requires us to provide richer educational experience for our students, in and out of the classroom. We will conduct a full review of our current curriculum, optimize our use of educational technology, and increase our students’ access to hands-on, practical experience.
2.2 PROGRAM LENGTH. AN MPH DEGREE PROGRAM OR EQUIVALENT PROFESSIONAL PUBLIC HEALTH MASTERS DEGREE MUST BE AT LEAST 42 SEMESTER CREDIT UNITS IN LENGTH.

2.2a THE SELF-STUDY DOCUMENT SHOULD INCLUDE DEFINITION OF A CREDIT WITH REGARD TO CLASSROOM/CONTACT HOURS.

At the University of California, Berkeley credit is measured in semester units. One semester unit of academic credit is the equivalent of 15 classroom lecture hours. Graduate students cannot earn credit in lower division courses.

2.2b THE SELF-STUDY DOCUMENT SHOULD INCLUDE INFORMATION ABOUT THE MINIMUM DEGREE REQUIREMENTS FOR ALL PROFESSIONAL PUBLIC HEALTH MASTERS DEGREE CURRICULA SHOWN IN THE INSTRUCTIONAL MATRIX. IF THE SCHOOL OR UNIVERSITY USES A UNIT OF ACADEMIC CREDIT OR AN ACADEMIC TERM DIFFERENT THAN THE STANDARD SEMESTER OR QUARTER, THIS SHOULD BE EXPLAINED AND AN EQUIVALENCY PRESENTED IN A TABLE OR NARRATIVE.

The School of Public Health offers the Professional Public Health Masters (MPH) degree in ten areas of study. (See Section 2.1) Most students in the MPH programs within SPH take a two-year course of study. An accelerated 11-month MPH is offered to students in doctoral programs, students with a prior doctoral degree, and health professionals. The On-Campus/Online MPH program is offered to working professionals and has a two-and-a-half year course of study.

The professional two-year MPH program requirements are standard for all areas of study offered within the School of Public Health. Students complete a minimum of 48 units of coursework and public health practice. To ensure that MPH students acquire a common breadth of knowledge in the basic public health content areas, the School of Public Health requires that all two-year MPH students take 16 units in the following breadth courses: PH200C1: Health Policy and Management Breadth Course; PH200C2: Environmental Health Sciences Breadth Course; PH200C3: Health and Social Behavior Breadth Course (2 units each course); PH142: Introduction Probability and Statistics (4 units); PH250A: Epidemiologic Methods (3 units); and PH297: Public Health Field Study (3 units). (See Section 2.3a for course descriptions)

The professional eleven-month accelerated MPH program differs from the traditional MPH in that applicants for these 11-month programs are generally limited to students with a prior doctoral degree or concurrently enrolled in a doctoral degree program and who have completed undergraduate and graduate work in specific courses outlined by each program. The programs are an intensive, full-time 42-unit course of study running from July to May (11 months). The 42 units include:

- At least 15 units of coursework in the fall semester*
- At least 15 units of coursework in the spring semester*
- Completion of an 11-month research project with a public health agency, organization, or research group.
The completion of a biostatistics course (3 units) and an epidemiology course (3 units) is required by all programs. The Epidemiology 11-month program requires additional epidemiology courses.

Students may also be allowed to transfer 4 units of prior graduate level coursework from an accredited university. The grade for the transferred course must be at least a B; the student must have an overall GPA of 3.3. If students do not wish to transfer units of prior coursework, they must complete additional units of coursework during the year.

*If students are not able to take summer courses they will be required to take additional courses in the fall and spring semesters in order to satisfy the 42 units required for graduation.

An accelerated 11-month MPH program is offered in Maternal and Child Health, Environmental Health Sciences, Epidemiology, Health Policy and Management, and in the Interdisciplinary program. The School’s 11-month MPH program requirements are as follows:

- Maternal and Child Health: The 1-year MPH curriculum in Maternal and Child Health (MCH) is offered to health professionals with experience in health services for women, children and families (physicians, nurses, psychologists, social workers, and other masters-level professionals). It is an intensive, full-time course of study running from July to May (11 months). The program requires completion of at least 17-18 units of coursework in the fall semester and spring semesters. The 1-year program also requires completion of a research project, planned and completed by the student during the year. See website: [http://sph.berkeley.edu/sites/default/files/MCH_1-year.pdf](http://sph.berkeley.edu/sites/default/files/MCH_1-year.pdf)

- Environmental Health Sciences: Applicants must hold a PhD or doctoral level clinical degree and should have completed undergraduate and graduate work in calculus, chemistry, and biology. The 11-month MPH program requires 42 units with courses selected from public health, epidemiology, biostatistics and statistics, risk and exposure assessment, policy, regulation, and toxicology. See website: [http://sph.berkeley.edu/areas-study/environmental-health-sciences](http://sph.berkeley.edu/areas-study/environmental-health-sciences)

- Epidemiology: Applicants must be doctoral level health professionals (e.g. physicians, veterinarians, and dentists), have a prior doctoral degree in a related discipline (e.g. anthropology, sociology, psychology, demography, the biology sciences), or be concurrently enrolled in a doctoral level degree program in a health profession or related discipline. Common work experience for admitted applicants includes medical doctor, dentist, pharmacist, veterinarian, and/or research experience in a public health setting. See website: [http://sph.berkeley.edu/areas-study/epidemiology](http://sph.berkeley.edu/areas-study/epidemiology)

- Health Policy and Management: The 11-month MPH option is available to doctoral-level clinical students or students with doctoral-level clinical degrees (such as physicians, pharmacists, or dentists). The 42-unit course of study runs from July through May and consists of courses selected from public health, policy, economics, finance, marketing, management, and law. The degree includes a year-long practicum requirement that can be worth up to 5 units. See website: [http://sph.berkeley.edu/areas-study/health-policy-management](http://sph.berkeley.edu/areas-study/health-policy-management)

- Interdisciplinary: Successful applicants are professionals holding a master’s degree or its academic equivalent, with a demonstrated ability to work both independently and within
a team-based structure. Students in the 11-month Interdisciplinary MPH program take a heavy course load (17-19 units per semester), in addition to one or two summer courses (4-8 units) to satisfy the 42-unit requirement. See website: http://sph.berkeley.edu/areas-study/interdisciplinary

**The On-Campus/Online MPH program** offered to working, mid-career professionals allows students in the program to continue working. This area of study requires fourteen courses (a minimum of 42 semester units of course work), at least a 3.0 (B) grade point average in all course work, and a written comprehensive proctored exam upon the successful completion of 42 units. It is recommended the students take two courses (6 units) per semester enabling completion of the curriculum in seven semesters. The On-Campus/Online Professional MPH Degree Program's curriculum consists of the same core requirements as the on-campus MPH programs, as well as eight additional courses that provide a broad-based interdisciplinary background in public health.

**2.2c THE SELF-STUDY DOCUMENT SHOULD INCLUDE INFORMATION ABOUT THE NUMBER OF PROFESSIONAL PUBLIC HEALTH MASTERS DEGREES AWARDED FOR LESS THAN 42 SEMESTER CREDIT UNITS, OR EQUIVALENT, OVER EACH OF THE LAST THREE YEARS. A SUMMARY OF THE REASONS SHOULD BE INCLUDED.**

The UC Berkeley School of Public Health does not offer a Professional Public Health Master degree for less than 42 semester credit units.

**2.2d THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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:** The School’s Professional Public Health Master degree programs are rigorous academic programs conforming to commonly accepted standards regarding program length and objectives.
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.

2.3a THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF THE MEANS BY WHICH THE SCHOOL ASSURES THAT ALL GRADUATE PROFESSIONAL DEGREE STUDENTS HAVE FUNDAMENTAL COMPETENCE 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 BY EACH PROGRAM.

The Professional Public Health Master degree (MPH) two-year program at the University of California, Berkeley School of Public Health assures that MPH students, including concurrent and dual degree program students, acquire a common breadth of knowledge in the basic public health content areas by requiring 16 units in specific breadth courses.

<table>
<thead>
<tr>
<th>Core Knowledge Breadth Courses are common across the School</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PH200C1,2 &amp;3: PH Core Breadth Seminar</td>
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<tr>
<td>PH142: Introduction Probability and Statistics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PH250A: Epidemiologic Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PH297: Public Health Field Study</td>
<td>3</td>
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</tbody>
</table>

- PH200C1: Health Policy and Management Breadth Course* (2 Units) - Health policy and management applies concepts from economics, organizational behavior, and political science to the structure, financing, and regulation of the public health and health care delivery systems. This breadth course is designed to give MPH students a basic set of competencies in the domains central to the field.

- PH200C2: Environmental Health Sciences Breadth Course* (2 Units) - This course will give an introduction to the major human and natural activities that lead to release of hazardous materials into the environment as well as the causal links between chemical, physical, and biological hazards in the environment and their impact on human health, including those related to climate change. The basic principles of toxicology, exposure assessment, risk assessment, risk perception, and environmental health policy will be presented. The overall role of environmental risks in the pattern of human disease, both nationally and internationally, will be covered.
• PH200C3: Health and Social Behavior Breadth* (2 Units) - Health and social behavior uses theory and research from the behavioral sciences to explain the causes and health effects of salutary and risky behavior.

• PH142: Introduction Probability and Statistics** (4 units) – this course addresses the concepts, methods, and use of statistical data analysis and inference of health-related surveys and experiments. It is an intensive course providing students with an extensive understanding of the fundamental tools required for public health methodology.

• PH250A: Epidemiologic Methods (3 units)** – this course is designed to provide students with practical understanding and specific skills in the principles and methods of epidemiology, including population level measures of disease burden; analytic study designs and their features; challenges in data collection and analysis related to bias, confounding, and effect measure modification; causal inference; and screening. Discussion sessions provide an opportunity to apply methods to problem sets and to discuss issues presented in lectures.

• PH297: Public Health Field Study*** (3 units) – this 12-week and/or 480-hour requirement is designed to lead to professional development in the application of public health core knowledge and specialty skills, the development of new practice-based skills, and attention to professional self-assessment and personal growth. It is a supervised experience relevant to specific aspects of public health in off-campus organizations. Regular individual meetings with the faculty sponsor and written reports are required.

*All students must take PH200C1, C2, and C3.
**Those students seeking to take alternatives to PH142 and PH250A must consult the Student Handbook for approved alternative courses.
***PH297 is required of all two-year MPH students.

The Professional Public Health Master degree (MPH) eleven-month program is offered to students with doctoral-level degrees, students in doctoral-level degree programs, and to health professionals. Students in the 11-month accelerated MPH degree program are required to take 13 units in specific breadth courses PH200C1, PH200C2, PH200C3, PH142, andPH250A. MPH students in the accelerated 11-month program will complete a year-long leadership or research project with a public health agency, organization, or research group to satisfy the public health practice requirements of the School. Students in the Health Policy and Management 11-month MPH program are required to fulfill a year-long practicum worth up to five units.

The Professional Public Health Master degree (MPH) On-Campus/Online program is limited to working professionals intending to work in the field of Public Health. The students acquire a common breadth of knowledge in the basic public health content areas by taking 15 units in specific breadth courses. These courses contain the same content and rigor as the on-campus Professional MPH degree program courses. The course numbers differ due to the online delivery of the course and are as shown in the following chart. Starting in Summer 2015, students in the On-Campus/Online MPH program will be required to complete a field practicum requirement comprising a minimum of 130 hours of field placement activity.
Table 2.3.2 Required Courses Addressing Public Health Core Knowledge Areas for the On-Campus/Online MPH Degree

<table>
<thead>
<tr>
<th>Core Knowledge Breadth Courses are common across the School</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
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<tr>
<td>W200E(3), W200F(2), W200G(3): PH Core Breadth Seminar</td>
<td>8</td>
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<tr>
<td>W142: Introduction Probability and Statistics</td>
<td>4</td>
<td></td>
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<tr>
<td>W250: Epidemiologic Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Public Health Field Study</td>
<td>0</td>
<td></td>
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</tbody>
</table>

- **PH W200E Health Policy and Management Breadth Course (3 Units)** – This is an online course with a one week on-campus component. Health policy and management applies concepts from economics, organizational behavior, and political science to the structure, financing, and regulation of the public health and health care delivery systems. This breadth course is designed to give MPH students a basic set of competencies in the domains central to the field.

- **PH W200F Environmental Health Sciences Breadth Course (2 Units)** - This is an online course. This survey course covers the breadth of hazards from chemical, biological, and physical agents of concern to environmental health professionals and the measures used to mitigate the impact on populations. Lectures are presented by experts on particular topics that emphasize the activities involved in professional practice.

- **PH W200G Health and Social Behavior Breadth (3 Units)** - This is an online course. Health and social behavior uses theory and research from the behavioral sciences to explain the causes and health effects of salutary and risky behavior.

- **PH W142 Introduction to Probability and Statistics in Biology and Public Health (4 Units)** - This is an online course. Descriptive statistics, probability, probability distributions, point and interval estimation, hypothesis testing, chi-square, correlation, and regression with biomedical applications.

- **PH W250 Epidemiologic Methods I (3 Units)** - This is an online course. Prerequisites: Concurrent or previous enrollment in an introductory biostatistics course (e.g., W142). This introductory graduate course presents the principles and methods of epidemiology, including descriptive and analytic approaches to assessing the distributions of health, disease, and injury in the population and factors that influence those distributions. Through the combination of lecture, readings, and discussion of problem sets, students without prior coursework in epidemiology will acquire the core competencies in epidemiology expected of all MPH graduates.

- **Public Health Field Study (Practicum)** – this 130 hour requirement is not considered a traditional course and so does not earn course credit. For curriculum administrative
purposes this practicum is considered akin to a “lab” for which there is no tuition charge or course credit but required as a core element of the program. The purpose of the field practicum is to provide a structured pathway for students to obtain practical experience within the field of public health and an opportunity to practice the skills they have acquired in the curriculum. The program encourages students to use this practicum requirement to broaden their exposure to working opportunities in the field of public health and to expand their network of professional contacts.

The Professional Public Health Doctoral (DrPH) degree program preferred candidates have a master degree in public health or a related field and two years or more of professional experience in public health (post-masters). Students without an MPH or with deficiencies in coursework equivalent in content to the MPH at the UC Berkeley School of Public Health must take prerequisite courses early in the program which include the School’s breadth courses: PH200C1, C2, C3 – Public Health Core Breadth Seminar, PH142 - Introduction Probability and Statistics, and PH250A - Epidemiologic Methods. In addition, it is expected that students will select courses and independent studies that advance their knowledge and ultimately their proficiency in all of the required core and breadth knowledge areas listed below.

- **Core**: A minimum of one course is required in each of these areas:
  - Management
  - Public Health Ethics
  - Leadership
- **Core**: A minimum of two courses is required in this area:
  - Research Design and Methods
- **Breadth**: A minimum of one course is required in two of these areas:
  - Health Politics and Policy Analysis
  - Public Health Interventions
  - Environmental Health Sciences
  - Global Health

2.3b THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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: The Master of Public Health degree is a professional degree conferred by the School of Public Health following the successful completion of a course of study that includes the development of breadth components – the core understanding of fundamental areas of knowledge in public health. Students in the School’s professional doctoral degree program must be able to demonstrate an understanding of the public health core of knowledge. If the students have deficiencies in core knowledge content, they are required to take the School’s breadth courses.
Challenges: The public health challenges society faces are constantly changing and, as a consequence, the field of public health needs to be dynamic enough to evolve with those changes and meet new challenges as they arise. It is our challenge at the School of Public Health to develop and deliver the most advanced training in the competencies students need to be effective in the health workplaces and communities they want to serve. Educating and measuring a student’s mastery of essential public health competencies and capabilities challenges us to ensure that public health core course content does not “drift” from essential basic content needed for the student’s foundation in public health.

Plans: We strive to continue to build on significant strengths at the School of Public Health, including a broad set of professional and academic degree programs. To ensure our students have a comprehensive understanding of public health core knowledge, we will continue to innovate and collaborate better within the School, across the University, with communities, and with employers.
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 THE STUDENTS’ AREAS OF SPECIALIZATION.

The School of Public Health requires students pursuing the professional two-year MPH degree to complete a three-month planned, supervised and evaluated internship experience or, in the case of the students in Health Policy and Management, the option to complete a six-month internship. This experience provides students with opportunities to apply and enhance classroom knowledge, develop practical skills and enhance their professional and leadership development. Students are placed in internships in a wide range of health settings that align with their area of specialization. Students fulfill this practice requirement by completing a full-time internship during the summer after the first year of the MPH program. The practice requirement typically consists of a twelve-week, full-time work experience program, typically requiring 480 hours (based on a standard 40 hour work week). If a student or preceptor has special project needs, a part-time academic year placement may be arranged.

The School’s Center for Public Health Practice (CPHP) coordinates a centralized, comprehensive internship application and placement process for MPH students from all areas of concentration. CPHP recruits over 300 summer internship opportunities for the MPH students through its extensive relationships with community partners, employers, and alumni; including a database of over 4000 contacts. CPHP places students in meaningful internships in a wide range of public health settings including health departments, health systems, community based organizations, academic and research institutions, biotechnology firms, and federal and state governmental agencies. Students apply for these internship opportunities through the CPHP website. In addition to having access to these opportunities, CPHP field supervisors work with students individually to develop other internship options that may suit their unique interests or help students assess and finalize internship opportunities they may identify on their own. The Pre-Internship Self-Assessment helps the student identify the areas in which they need help to strengthen the competencies required for their individual program. (See Resource Materials List/Section 2: 2.4a. Pre-Internship Self-Assessment)

Internship Application and Placement Process
Preparation for the summer internship begins in the first semester. An overview of the internship process and requirements are provided during the first day of new student orientation. Students in all concentrations have either an internship preparation course or series of group meetings.
Students also meet with their CPHP Field Supervisor individually to begin refining career and professional development interests, developing internship objectives, and identifying potential sites and contacts. Most students also meet with the CPHP Career Services Manager during the first semester or early in the second to refine their career interests, discuss corresponding internship options, and enhance their resume. Students are also encouraged or required to conduct informational interviews with organizations that they may be interested in interning or working with. In addition, many students participate in a weekly workshop series entitled “What can you do with a public health degree?” that exposes them to public health professionals from all concentrations and a wide range of health organizations. Students are made aware of the breadth and depth of career and internship options and establish strong connections for follow-up. Each student receives a guideline to help them through this process. The guideline is available in Resource Materials List/Section 2: 2.4a – 2014 Student Guidelines.

The Center for Public Health Practice (CPHP) begins recruiting internship placement organizations in November in order to post internship opportunities in January. The formal student internship application process begins in late January or early February. Students review opportunities and apply to internships posted on the CPHP jobsite. Students typically apply for five to seven opportunities. Organizations then interview selected students in February and March and submit internship placement matching recommendations to CPHP. Students also provide CPHP with a ranking and explanation of their placement preferences. CPHP Field Supervisors make the final placement decisions in early-to-mid April based on student and organization preferences. Internships begin in May or early June after Spring semester classes have ended.

All students are required to complete an internship agreement as part of planning for a successful internship. The internship agreement requires students to develop objectives to meet selected competencies for their areas of concentration. The intern, preceptor and Field Supervisor work together to develop the Internship Agreement. The goal is to match the student's learning objectives to the needs of the organization. The Agreement includes clear timelines and deliverables. It is a planning and communication tool to secure clarity and agreement among all parties. It can also be used to evaluate progress and accomplishments. (See Resource Materials List/Section 2: 2.4a Internship Agreement Form)

Field Supervisors conduct a mid-point site visit or phone conference with preceptors and student interns to ensure the internship experience is meeting the student's and preceptor's needs and expectations. The mid-point evaluation is used to assess progress in achieving learning objectives, identify strengths and challenges which have emerged during the internship, and update the Internship Agreement to reflect any changes. Field Supervisors are also in communication with students and preceptors to troubleshoot issues that may arise. Field Supervisors also hold group meetings with interns in the same concentration to share learnings, challenges and accomplishments.

Final Assignments and Evaluations
The purpose of the final assignment is to allow the student to reflect on the practice experience. This is an opportunity for the student to describe what was done, what was learned, and to place the experiences within the context of the organization, the community, and the MPH program.
The final assignment includes a Student Evaluation and a final project in the form of a case study, poster, presentation or journal article. Final assignments are reviewed and graded by Field Supervisors, and feedback for students is available. In addition to the Final Assignment, student interns complete evaluations of the Internship Site, Preceptor, Process, Preparation and Field Supervisor while preceptors complete evaluations of Student Performance, Internship Process and Preparation. Preceptors are asked to review the evaluations with students before completion of the internship to encourage professional growth. This is another method through which students can align required competencies with their practicum. (See Resource Materials List/Section 2: 2.4a Preceptor Evaluation MPH Student Performance)

Criteria for Selection of Sites
A host organization should have core public health concepts in its mission, expose students to a variety of disciplines, provide opportunities to develop a professional network, and have the capacity to assume responsibility for a student intern. Agencies may be governmental, community based, educational, voluntary, nonprofit or private; local, state, national or international in scope and practice; or research based. The pool of agencies is developed principally by the CPHP Field Program Supervisors but faculty and students also contribute potential sites. Sites must be approved by the Center for Public Health Practice. A large number of organizations and preceptors return each year. Field Supervisors are familiar with the quality of their internship experience based on site visits and previous student evaluations. Organizations in which students have had suboptimal experiences may be given feedback prior to posting a position about improvements that need to be made. Field Supervisors may also inform the student of previous experience with the site relative to student interests and expectations. Student evaluations of internship sites are made available.

Methods for Approving Preceptors
The Center for Public Health Practice approves preceptors. Criteria include professional expertise and demonstrated ability to mentor students. An MPH degree or related advanced degree is preferred. Field Program Supervisors actively seek alumni and leaders in the field who have the teaching and mentoring skills needed in preceptors.

Orientation and Support For Preceptors
The Center for Public Health Practice provides all preceptors with written guidelines detailing preceptor and student responsibilities. (Please see a copy in Resource Materials List/Section 2: 2.4a 2014 Preceptor Guidelines.) Additionally, a webinar introducing field supervisors and reviewing roles, responsibilities, timeline and deliverables is offered annually. Mid-point site visits or check-ins with preceptors and students provide yet another opportunity for support. Preceptors and students are encouraged to contact Field Supervisors whenever there are questions or concerns at any point in the process.

Faculty Supervision
As described earlier, the Field Program Supervisor has principal oversight responsibility for the public health practice requirement. Field Supervisors are academic, not senate faculty. The faculty academic advisor is a welcome partner in the development of learning objectives, aligning program competencies with the practicum, and site selection. Field Supervisors share internship experience feedback with Faculty.
Criteria for Waiving the Practice Requirement

Students presenting evidence of previous qualifying public health work experience may request a waiver of the Practice Requirement. Waivers for master's students are based on a minimum of five years of prior relevant public health work experience in the area of concentration. As noted in the Student Handbook, a request for waiver should be agreed upon individually with the faculty advisor. If a waiver is determined to be appropriate, the student’s graduate advisor will send the request to the Associate Dean for Public Health Practice during the student's first semester. The request should detail the student's work experience, outline the relevance for the area of concentration and career goals, and the rationale for waiving the experience. CPHP has had limited requests and has not approved a waiver in the past 7 years.

Practice Requirements for the One-Year MPH Students

The School’s one-year MPH programs have a practice requirement related to their area of concentration because of the professional health background required for admittance. MPH students in the one-year program will complete a year-long leadership or research project with a public health agency, organization, or research group to satisfy the public health practice requirements of the School.

Practice Requirements for the DrPH Program

All DrPH students will complete a professional and/or research residency in a public health setting during the summer after their first year. The residency gives students the opportunity to identify data for dissertation research, conduct analyses, and participate in specific projects of interest to them. The Residency is planned by the student with a DrPH Field Residency Supervisor, and will reflect the individual interests and needs of each student. The Field Residency Supervisor (FRS) meets with each student individually in the fall and spring semesters to discuss residency ideas and to support each student in the development of the residency agreement. The FRS conducts site visits during the summer with each student and his/her preceptor.

Practice Requirements for Concurrent and Dual Programs

The normal course of study for students in the MPH concurrent and dual degree programs will include a full-time summer field experience based on the same procedures and processes as outlined above for the two-year MPH student.

Practice Requirements for Joint Degree Programs

The joint MS degree program (SPH/UCSF Joint Medical Program) requires students to complete a minimum of six precept sessions each semester; four with a general clinical preceptor and two with patients in a senior care facility.

Practice Requirements for the On-Campus/Online MPH Students

Students in the On-Campus/Online MPH program are required to complete a minimum 130 hour practicum that may begin only after the first two OOMP courses have been successfully completed with a passing grade. All field placements must be completed before the first day of instruction of the student’s last course in the program. Students must complete their practicum
requirement to ‘advance to candidacy’ (i.e. to be presented to the graduate division as having completed the requirements of the MPH degree).

2.4b THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF AGENCIES AND PRECEPTORS USED FOR PRACTICE EXPERIENCES FOR STUDENTS, BY PROGRAM AREA, FOR THE LAST TWO ACADEMIC YEARS.

Available in the Resource Materials List/ Section 2: 2.4b Table 2.4.1 Agencies & Preceptors

2.4c THE SELF-STUDY DOCUMENT SHOULD INCLUDE DATA ON THE NUMBER OF STUDENTS RECEIVING A WAIVER OF THE PRACTICE EXPERIENCE FOR EACH OF THE LAST THREE YEARS.

No students received waivers in the past seven years.

2.4d THE SELF-STUDY DOCUMENT SHOULD INCLUDE DATA ON THE NUMBER OF PREVENTIVE MEDICINE, OCCUPATIONAL MEDICINE, AEROSPACE MEDICINE, AND PUBLIC HEALTH RESIDENTS COMPLETING THE ACADEMIC PROGRAM FOR EACH OF THE LAST THREE YEARS, ALONG WITH INFORMATION ON THEIR PRACTICUM ROTATIONS.

The School of Public Health participates in two Residency Programs offered by the University of California, San Francisco (UCSF) School of Medicine: 1) the Residency Program in General Preventive Medicine and Public Health, and 2) and the Occupational and Environmental Residency Program.

The UC San Francisco School of Medicine offers a residency program in public health and general preventive medicine which includes a year of study leading to the MPH degree at the UC Berkeley School of Public Health. This program is open to physicians who have graduated from an accredited medical school in the United States or Canada (or who are certified by the Educational Council for Foreign Medical Graduates). Participants must have completed at least one year of approved clinical internship or residency experience and be licensed to practice medicine in the United States or Canada, and must be U.S. or Canadian citizens or permanent residents. The program provides the academic (MPH) year and the year of supervised field training (practicum year) in preventive medicine and public health required by the American Board of Preventive Medicine. The Residency Program offers an accredited two-year program in general preventive medicine and has up to two positions available every other year. The mission of the program is to train medical specialists for careers in public health practice, medical management, and preventive medicine research with emphasis on the management of disease prevention and health promotion in populations. The residency also offers a four-year combined internal medicine-preventive medicine residency with the San Francisco Kaiser Permanente Medical Center in which the third year is spent at the School of Public Health.

The objectives of the public health agency rotation are: 1) understand the systems that support public health practice, including the structure, operations, and decision-making processes of the
public health agency; 2) assess the public health program needs of populations; 3) inform and educate populations about health issues; 4) prioritize, plan, administer and evaluate programs to promote health and prevent disease in populations; 5) perform epidemiologic investigations of acute and chronic diseases, including outbreak investigation; 6) learn to design, operate, and evaluate a disease surveillance system; 7) implement appropriate public health screening programs for identified conditions of concern; 8) learn to assess the impact of environmental or occupational exposures and develop approaches for their control; 9) perform a legislative analysis of a bill or issue and learn about the enforcement of laws and regulations that protect public health; develop and utilize appropriate information systems and statistical analysis skills in relation to assigned projects; 10) develop managerial skills, including knowledge and experience in budgeting, program operations, organizational development, personnel management, and leadership; 11) develop the personal qualities required of a public health professional including accountability, ethics, excellence in interpersonal communications, and respect for others.

The following chart lists the students participating in the program each of the last three years, their area of study, and the organizations used for rotations. Rotations are available in multiple organizations including California Department of Public Health (CDPH), the San Francisco Department of Public Health (SFDPH), and the Agency for Healthcare Research and Quality (AHRQ).

<table>
<thead>
<tr>
<th>Resident</th>
<th>Years</th>
<th>Year graduated from UC SPH</th>
<th>Area of Study</th>
<th>Rotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jananai Krishnawami, MD</td>
<td>2008-2012</td>
<td>2011</td>
<td>Epidemiology</td>
<td>AHRQ, CDPH, SFDPH&lt; UCSF</td>
</tr>
<tr>
<td>Jeanna Goo, MD</td>
<td>2008-2012</td>
<td>2011</td>
<td>Epidemiology</td>
<td>CDPH, SFDPH, UCSF</td>
</tr>
<tr>
<td>Benedict Ancock, MBBS</td>
<td>2009-2013</td>
<td>2012</td>
<td>Epidemiology</td>
<td>CDPH, SFDPH, Children’s Hospital Oakland, UCSF</td>
</tr>
<tr>
<td>Latifat Apatira, MD</td>
<td>2010-2014</td>
<td>2013</td>
<td>Environmental Health Sciences</td>
<td>Environmental Defense Fund, CDPH, SFDPH, UCSF</td>
</tr>
<tr>
<td>Rosemary Ku, MD</td>
<td>2010-2014</td>
<td>2013</td>
<td>Health Policy and Management</td>
<td>CDPH, SFDPH, UCSF</td>
</tr>
</tbody>
</table>

The Occupational and Environmental Medicine Program (OEM) typically entails two years of training. In the first year, Fellows obtain a Master in Public Health (MPH) at the University of California at Berkeley. The year at Berkeley provides excellent training in occupational and environmental epidemiology, public policy, environmental health sciences, health behavior, health education, biostatistics, ergonomics, industrial hygiene, and toxicology. Trainees attend classes and begin a research project during the first year, while participating in clinical activities in occupational and environmental medicine at UC San Francisco. Physicians who already have an MPH degree can apply for entry directly into the second year of the training program.
The second year focuses on supervised practical training. The practicum year involves training time in clinics; local, state, federal or international governmental agencies; NGOs; academic; consulting; and industry settings. Trainees participate in patient care activities in university and community-based clinics for occupational or environmental injuries and illnesses, infectious disease prevention services, toxicology consultations, and placement and surveillance examinations of workers. The training includes site visits to various workplace and community settings to evaluate occupational and environmental health risks.

The rotations and site visits are supplemented by weekly clinical case conferences, biweekly grand rounds, research seminars and journal clubs. Trainees also design and complete a 1-2 year research project investigating a topic of interest to them in environmental or occupational medicine. Research opportunities in occupational and environmental lung injury, ergonomics/cumulative trauma injury, neurotoxicology, injury epidemiology, heavy metal toxicity, and environmental health are available.

The core rotation schedule for the Occupational Medicine residents during their practicum years as well as months during the calendar year when not in session at UCB includes: Kaiser Permanente (KP) occupational medicine clinical practice in San Francisco (1 month); KP occupational medicine program administration in Oakland (1 month); the California Department of Public Health Occupational Health Branch in Richmond, CA (1 month); the California Occupational Safety and Health Administration of the Division of Industrial Relations in Oakland (1 month); the San Francisco Division of the California Poison Control System (1 month). There is also a required 2-month (need not be sequential) research block mentored by core faculty. Elective rotations that could vary include one month each at: Premier Workers Compensation (a clinical practice in Pleasanton run by UCSF faculty); Lawrence Livermore National Laboratories; the National Resources Defense Council (San Francisco regional office); and Michael Fischman Occupational Medicine Consulting (which includes Intel as a major consultancy site). In addition, all residents maintain a clinical half-day per week presence in our UCSF multidisciplinary occupational medicine practice and carry-out UCSF employee health coverage through our blood-borne pathogen control program.

Requirements for the practicum year include successful completion of at least two months of public health rotations, four months of core rotations at clinical sites offering comprehensive occupational health services, three months of approved elective rotations and two months of mentored research work.

The general objectives of the practicum year public health rotations include acquisition of familiarity with public health systems and services, public health policy and legislative procedures, exposure and risk assessment, surveillance of injuries and illnesses arising from work and environmental conditions, preventive strategies and effective risk communication. Rotation-specific objectives identify focused educational goals within this context.

The following chart lists the residents participating in the Occupational and Environmental Medicine Program for the last three years, with their completed practicum rotations.
### TABLE 2.4d – OCCUPATIONAL & ENVIRONMENTAL RESIDENCY ROTATIONS

<table>
<thead>
<tr>
<th>Resident</th>
<th>Years</th>
<th>Year graduated from UC SPH</th>
<th>Area of Study</th>
<th>Rotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunita Hirani</td>
<td>2009-2011</td>
<td>2010</td>
<td>EHS</td>
<td>CDPH, Kaiser, Lawrence Livermore National Laboratory, SF VAMC</td>
</tr>
<tr>
<td>Thanjira Jiranantakan</td>
<td>2010-2012</td>
<td>2011</td>
<td>EHS</td>
<td>CDPH, WHO, Kaiser, Poison Control Center, SF VAMC</td>
</tr>
<tr>
<td>Eric Dinenberg</td>
<td>2010-2012</td>
<td>2011</td>
<td>Interdisciplinary</td>
<td>CDPH, SF VAMC, Kaiser, UCSF Osher Center</td>
</tr>
<tr>
<td>Scott Petersen</td>
<td>2010-2013</td>
<td>2012</td>
<td>EHS</td>
<td>CDPH, SF VAMC, Kaiser, Premier Workers Compensation</td>
</tr>
</tbody>
</table>

#### 2.4e THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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:** Considerable attention is given by the School to assuring that students have a broad understanding of areas of knowledge basic to public health and that they acquire skills and experience in the application of basic concepts to the solution of population health problems. All professional degree programs within the UC Berkeley School of Public Health have a practice requirement.

**Challenges:** The On-Campus/Online MPH Program requires a field practice experience beginning with the incoming class of Summer 2015. It will be our challenge to manage the training and education of potential preceptors who are in distant locations, ensuring that program goals are fulfilled and student safety is maintained.

**Plans:** The School plans to develop community studios, focused on long- and short-term partnerships to meet priority health needs and develop sustainable capacity and systems change. Partnerships will be based on and advance best practices in academic-community collaboration. Studios will embed, evolve, and develop research, education, and deeper engagement in each community we serve. These are engagements that achieve critical mass and mutual benefit. They are intended to enable generations of students to cycle through them and multiple research efforts to use them as their community-based platform, and for students, faculty, and staff to provide service to neighbors in need.
2.5 CULMINATING EXPERIENCE – ALL GRADUATE PROFESSIONAL DEGREE PROGRAMS, BOTH PROFESSIONAL PUBLIC HEALTH AND OTHER PROFESSIONAL DEGREE PROGRAMS, IDENTIFIED IN THE INSTRUCTIONAL MATRIX SHALL ASSURE THAT EACH STUDENT DEMONSTRATES SKILLS AND INTEGRATION OF KNOWLEDGE THROUGH A CULMINATING EXPERIENCE.

2.5a – IDENTIFICATION OF THE CULMINATING EXPERIENCE REQUIRED FOR EACH PROFESSIONAL PUBLIC HEALTH AND OTHER PROFESSIONAL DEGREE PROGRAM. IF THIS IS COMMON ACROSS THE SCHOOL’S PROFESSIONAL DEGREE PROGRAMS, IT NEED BE DESCRIBED ONLY ONCE. IF IT VARIES BY DEGREE OR PROGRAM AREA, SUFFICIENT INFORMATION MUST BE PROVIDED TO ASSESS COMPLIANCE BY EACH.

Independent of coursework, the UC Berkeley Graduate Division requires that each degree program have a final degree requirement. The requirements are consistent within the School of Public Health for the degree type. Examples of student capstone presentations, comprehensive exams, comprehensive papers, culminating projects, DrPH prospectus, and masters theses are available in the Resource Materials List/Additional Documents Section: Examples of Student Work. Doctoral dissertations are available in the Sheldon Margen Public Health Library.

Master of Public Health Degree

For the two-year MPH degree, the culminating experience is the comprehensive examination. The methods and purposes of the MPH “Comp Exam” are consistent across the School for all two-year MPH degree programs, and dual and concurrent degrees.

The comprehensive examination consists of written and oral components that evaluate the student’s command of the application and synthesis of core knowledge in public health, depth of understanding and command of the competencies for the specific program, and expertise in the student’s defined area of concentration. Both the written and oral examinations test the depth and breadth of the student’s knowledge of public health. The examinations are designed and administered by faculty affiliated with the student’s area of concentration and the structure of the written examination reflects activities expected to be met in a professional setting (e.g., grant proposal, research project, critical research/program review, decision/policy memo). The written portion is read by two regular faculty members and the oral examination is conducted by a minimum of two regular faculty members.

For the eleven-month MPH degree. Environmental Health Sciences, Epidemiology, Health Policy and Management, and Interdisciplinary require a comprehensive examination consisting of written and oral components for the accelerated 11-month MPH degree program. Maternal and Child Health requires either a comprehensive examination or a capstone research project similar to the two-year student thesis. In both types of culminating experiences, faculty and students review the competencies of the specific program and the command of those competencies are tracked in the student’s portfolio.
For the On-Campus/Online MPH degree, a written comprehensive proctored examination is required upon the successful completion of 42 units. The examination is designed to identify the student’s command of the program’s competencies as well as the student’s core knowledge of public health.

Doctor of Public Health Degree
The final degree requirement for the DrPH is a dissertation. As part of the dissertation, the student is expected to examine, analyze, and suggest a solution to a problem in public health practice. This is often accomplished by translating and applying new theoretical and technical advances to current problems in public health. The student will be expected to demonstrate command of the competencies of the program within the dissertation exercise. The dissertation format typically takes one of two forms: (1) a unified thesis, or (2) three publishable papers based on research bracketed by introductory, transitional, and concluding sections within the papers.

2.5b THE SELF-STUDY DOCUMENT SHOULD INCLUDE AN 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: All graduate professional degree programs within the School of Public Health have a culminating experience, judged by the faculty, and ensuring that SPH students have a breadth of understanding and knowledge of the field, and the ability to articulate and explain the basic concepts gained from the curriculum, practice experience, and research.

Challenges: Funding is an important contributor in providing student support needed for the completion of their programs, finishing the required culminating experience. The School’s challenge is to continue to increase available funding for student support.

Plans: The School provides opportunities for students to display and share their work through poster sessions and other venues. We will continue to increase the percentage of student projects that are made available to the field of public health through professional presentations and publications. We will continue to monitor the process of implementing the culminating experience to ensure it is meeting its intended purpose.
### 2.6 REQUIRED COMPETENCIES. FOR EACH DEGREE PROGRAM AND AREA OF SPECIALIZATION WITHIN EACH PROGRAM IDENTIFIED IN THE INSTRUCTIONAL MATRIX, THERE SHALL BE CLEARLY STATED COMPETENCIES THAT GUIDE THE DEVELOPMENT OF DEGREE PROGRAMS. THE SCHOOL MUST IDENTIFY COMPETENCIES FOR GRADUATE PROFESSIONAL PUBLIC HEALTH, OTHER PROFESSIONAL AND ACADEMIC DEGREE PROGRAMS AND SPECIALIZATIONS AT ALL LEVELS (BACHELORS, MASTERS AND DOCTORAL).

2.6a THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF A SET OF COMPETENCIES THAT ALL GRADUATE PROFESSIONAL PUBLIC HEALTH DEGREE STUDENTS AND BACCALAUREATE PUBLIC HEALTH DEGREE STUDENTS, REGARDLESS OF CONCENTRATION MAJOR OR SPECIALTY AREA, MUST ATTAIN. THERE SHOULD BE ONE SET FOR EACH GRADUATE PROFESSIONAL PUBLIC HEALTH DEGREE AND BACCALAUREATE PUBLIC HEALTH DEGREE OFFERED BY THE SCHOOL (EG. ONE SET EACH FOR BSPH, MPH, AND DrPH).

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The Bachelor of Arts (BAPH) is an undergraduate degree conferred by the College of Letters and Sciences in collaboration with the School of Public Health. The nature of the undergraduate degree is to learn about a field of study and to use that knowledge to determine whether one wants to pursue more in-depth studies through graduate education. The undergraduate degree in public health is designed to introduce students to the field and encourage them to pursue the area as a career.

Students in the Bachelor of Arts degree are required to complete five core courses. The core courses are:

- PH 150A: Introduction to Epidemiology (4)
- PH 150B: Introduction to Environmental Health (3)
- PH 150D: Introduction to Health Policy & Management (3)
- PH 150E: Community Health and Human Development (3)

Note: PH 162A (Public Health Microbiology) has been moved to the elective list, but students are strongly encouraged to take this as well, assuming they have the appropriate chemistry and biology prerequisites.

Upon completion of the core classes, students will have gained these competencies:

**Competencies to be acquired through PH142: Biostatistics**
- Discuss descriptive statistics, probability, probability distributions, point and interval estimation, hypothesis testing, chi-square, correlation and regression with biomedical applications

**Competencies to be acquired through PH150A: Epidemiology**
- Understanding of a broad view of global and domestic health problems,
epidemiological principles of disease, ethics and library research

- Understanding of study design, including exposure outcome, problems of error and bias
- Understanding of quantification and inference, including rate estimation, risks, ratios, summarizing of data, interpreting statistical results, screening for disease
- Understanding of causal inference and epidemiology in action, including steps for assessing causal relationships, critical reviews, and clinical/applied epidemiology

Competencies to be acquired through PH150B: Environmental Health

- Describe, contrast, and compare as well as conduct basic analyses using the four principal skills in environmental health sciences: toxicology, exposure assessment, epidemiology, risk assessment
- Describe major ways in which the environment and human health are linked in different parts of the world and for different populations
- Describe ways that scientific studies determine the quantitative relationship between environmental parameters and health
- Describe ways that the health impact from major environmental hazards can be effectively controlled

Competencies to be acquired through PH150D: Health Policy

- Understand the organization and financing of the US Health Care system
- Understand the history of private health insurance
- Describe managed care, including case studies
- Describe different hospital systems
- Understand nursing and other health care professions
- Describe physicians and physician groups
- Understand medical technology
- Understand Pharmaceuticals and Medicare Part D
- Understanding how to improve quality of care
- Describe Public Health, preventive care, and medicine
- Understand the concepts of consumer-driven health care and health savings accounts
- Be aware of Presidential policy proposals & national health care reform
- Understand health policy & politics of health care
- Be able to describe health and policy process
- Be aware of Congress and how it interacts with health care policy
- Understand Public Policy Analysis
- Be aware of Prison Health Policy
- Be aware of Immigrant Health Policy
- Be aware of special interest groups and how they affect health policy
- Be familiar with the tobacco policy
- Be able to describe Bioethics
- Be aware of States and health care reform

Competencies to be acquired through PH150E: Community Health

- Describe major social, cultural, and bio-behavioral patterns of health and health
behavior in community settings

- Describe causes and consequences of leading health behaviors, including tobacco exposure, dietary patterns, physical activity, alcohol consumption, and sexual practices
- Describe major public health interventions to improve health in community settings
- Describe major theories of health and social behavior, e.g., social learning theory and stages-of-change model, and their application in the conduct of research and practice in public health
- Describe basic research from epidemiology and public health on leading health conditions, such as cancer, asthma, obesity, AIDS, and depression

Competencies to be acquired through PH162A: Microbiology

- Acquire factual knowledge about microbiology
- Understand concepts relating to interaction of micro-organisms with their environment, including host-parasite relationship and strategies of intervention to prevent infectious diseases
- Build a background in microbiology appropriate for entrance into graduate level training in health sciences or basic biological sciences

**The Master of Public Health (MPH) two-year degree** is a professional degree conferred by the School of Public Health following the successful completion of a course of study that has both breadth (core understanding of fundamental areas of knowledge in public health) and depth (areas of professional specialization) components. To assure that MPH students acquire a common breadth of knowledge in the basic public health content areas, the School of Public Health requires that all students take the following breadth courses:

- PH142: Introduction Probability and Statistics (4 Units)
- PH200C1: Health Policy and Management Breadth Course (2 Units)
- PH200C2: Environmental Health Sciences Breadth Course (2 Units)
- PH200C3: Health and Social Behavior Breadth Course (2 Units)
- PH250A: Epidemiologic Methods (3 Units)
- PH297: Public Health Field Study (3 Units).

The School’s PH142 Introduction Probability and Statistics course serves both master-level students and undergraduates. The course is given in two instructional formats: Professor Selvin's PH142 does all the calculating with scientific calculators; Lecturer Maureen Lahiff’s PH142 uses larger datasets and Stata statistical software. The PH142 lecture in Fall 2015 will be given by Professor Hubbard and Lecturer Lahiff, and is the beginnings of a program to update the introduction course. Next year campus is piloting a data science course for undergrads. The campus vision is that all Berkeley undergrads will take a data science course in their first year on campus which will introduce a number of ideas that are now covered in a first statistics course. This will provide a different course for the PH undergrad majors, but for now the two groups are being taught together. However, the School does not consider the presence of undergrads in PH142 alongside MPH students who have no statistics background to be any disadvantage to either group. The faculty observe the MPH students benefiting from the undergrad's skill at manipulating formulas and on the flipside observe the undergrad benefiting from a chance to talk with those who have been in the field.
From the breadth courses, students are expected to be able to demonstrate the competencies outlined below as determined by the School’s faculty.

Competencies to be acquired through PH200C1: Health Policy and Management Breadth Course
- Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the US
- Discuss the policy process for improving the health status of populations
- Apply principles of strategic planning and marketing to public health
- Apply quality and performance improvement concepts to address organizational performance issues

Competencies to be acquired through PH200C2: Environmental Health Sciences Breadth Course
- Describe the direct and indirect human ecological and safety effects of major environmental and occupational agents
- Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety
- Develop a testable model of environmental insult

Competencies to be acquired through PH200C3: Health and Social Behavior Breadth Course
- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice
- Identify the causes of social and behavioral factors that affect health of individuals and populations
- Identify individual, organizational, and community concerns, assets, resources, and deficits for social and behavioral science interventions
- Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions
- Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions
- Describe the role of social and community factors in both the onset and solution of public health problems
- Describe the merits of social and behavioral science interventions and policies
- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions
- Apply ethical principles to public health program planning, implementation, and evaluation
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies

Cross-cutting Competencies to be acquired through PH200C1, C2, and C3
- Program Planning Competencies
  - Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes
  - Describe the tasks necessary to assure that program implementation occurs as intended
Explain how the findings of a program evaluation can be used

- Communication and Informatics Competencies
  o Apply theory and strategy-based communication principles across different settings and audiences
  o Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities

- Diversity and Culture Competencies
  o Describe the roles of, history, power, privilege, and structural inequality in producing health disparities
  o Explain why cultural competence alone cannot address health disparity
  o Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities
  o Apply the principles of community-based participatory research to improve health in diverse populations
  o Differentiate among availability, acceptability, and accessibility of health care across diverse populations
  o Differentiate between linguistic competence, cultural competency, and health literacy in public health practice

- Leadership Competencies
  o Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals
  o Demonstrate team building, negotiation, and conflict management skills
  o Engage in dialogue and learning from others to advance public health goals
  o Develop strategies to motivate others for collaborative problem solving, decision making, and evaluation

- Public Health Biology Competencies
  o Describe how behavior alters human biology
  o Explain the biological and molecular basis of public health
  o Explain how genetics and genomics affect disease processes and public health policy and practice
  o Articulate how biological, chemical, and physical agents affect human health
  o Apply biological principles to development and implementation of disease prevention, control, or management programs
  o Integrate general biological and molecular concepts into public health

- Professionalism Competencies
  o Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field
  o Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health
  o Analyze determinants of health and disease using an ecological framework
  o Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs
  o Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations)

- Systems Thinking Competencies
o Identify unintended consequences produced by changes made to a public health system
o Provide examples of feedback loops and “stocks and flows” within a public health system
o Explain how systems models can be tested and validated
o Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems
o Illustrate how changes in public health systems (including input, processes, and output) can be measured
o Analyze inter-relationships among systems that influence the quality of life of people in their communities
o Analyze the effects of political, social, and economic policies on public health systems at the local, state, national, and international levels
o Analyze the impact of global trends and interdependencies on public health related problems and systems

Competencies to be acquired through PH142: Introduction to Probability and Statistics

- Have a basic understanding of biostatistics
- Describe basic concepts of probability, random variation, and commonly used statistical probability distributions
- Apply descriptive techniques commonly used to summarize public health data
- Apply common statistical methods for inference
- Interpret results of statistical analyses
- Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences

Competencies to be acquired through PH250A: Epidemiologic Methods

- Identify key sources of data for epidemiologic purposes
- Identify the principles and limitations of public health screening programs
- Describe a public health problem in terms of magnitude, person, time, and place
- Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues
- Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data
- Apply the basic terminology and definitions of epidemiology
- Calculate basic epidemiology measures
- Communicate epidemiologic information to lay and professional audiences
- Draw appropriate inferences from epidemiologic data
- Evaluate the strengths and limitations of epidemiologic reports

Competencies to be acquired through the PH297: Public Health Field Study

- Acquire the technical skills and competencies required to be effective in a public health workplace and in the student’s specialty area
- Comprehend the core and specialty knowledge of public health and how it is applied in improving population health including in-depth knowledge of specific public health
issues and specific populations

- Have a basic understanding of the art of integrating public health knowledge, theory, and practice and the ability to have an impact on the environment as a public health professional. This includes critical thinking, problem-solving, interdisciplinary teamwork, cultural competence, decision-making, communication and leadership.
- Analyze systems and contexts within which public health organizations and professionals function, including funding sources, public policy, external relationships, social and economic inequalities, market trends, and other historical and current influences on public health.
- Illustrate general skills and knowledge which are essential to success in any professional field, such as organizing a complex job, working independently and as part of a team, setting goals and monitoring performance, assessing personal strengths and challenges.

**Accelerated 11-month MPH degree** programs require students to take the same core courses as students in the two-year MPH degree program with the exception of PH297: Public Health Field Study. Each MPH student is required to complete a public health practice experience for a minimum of 12 weeks. This experience provides opportunities to apply and enhance classroom knowledge and skills in a research office or in a health care or public health organization. Students are encouraged to plan for the practice experience early in their programs. Those who can present evidence of a previous qualifying experience may request a waiver of the requirement. No waivers have been requested in the last 3 years.

**The Online/On-Campus Professional MPH degree** program’s curriculum consists of the same core requirements as the on-campus MPH programs, as well as eight additional courses that provide a broad-based interdisciplinary background in public health. (See Section 2.3 for online course information) Online/On-Campus MPH students will be required to complete a field practice assignment beginning with the entering class of academic year 2015/16 (starting in Summer 2015).

**The Professional Public Health Doctoral (DrPH) degree program** students are required to have an MPH degree from an accredited school of public health and two years or more of professional experience in public health (post-master degree). Students with deficiencies in coursework equivalent in content to the MPH at the UC Berkeley School of Public Health must take prerequisite courses early in the program which include the School’s breadth courses. Upon completion of the doctoral program the students are expected to be able to demonstrate the competencies outlined below as determined by the School’s faculty.

- Work cooperatively and collaboratively with scholars and practitioners from both academic disciplines and also non-academic fields to develop and use innovative conceptual and methodological approaches.
- Synthesize and apply evidence-based research and theory from a broad range of disciplines and health-related data sources.
- Demonstrate critical thinking and mastery of key concepts and theories.
- Demonstrate leadership skills in public health practice.
- Apply organizational and management theories to develop and test strategies to improve organizational performance in health care delivery and public health settings.
• Identify, analyze and discuss ethical principles and apply the ethical concepts of social justice and human rights in public health research and practice.
• Identify, describe, and translate community and cultural issues that affect people’s lives and health.
• Articulate the breadth and depth of social, economic, and health inequities domestically and globally that contribute to and influence health and health outcomes.

2.6b THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF A SET OF COMPETENCIES FOR EACH CONCENTRATION, MAJOR OR SPECIALIZATION (DEPENDING ON THE TERMINOLOGY USED BY THE SCHOOL) IDENTIFIED IN THE INSTRUCTIONAL MATRIX. THE SCHOOL MUST IDENTIFY COMPETENCIES FOR ALL DEGREES, INCLUDING GRADUATE PUBLIC HEALTH PROFESSIONAL DEGREES, GRADUATE ACADEMIC DEGREES, GRADUATE OTHER PROFESSIONAL DEGREES, AS WELL AS BACCALAUREATE PUBLIC HEALTH DEGREES AND OTHER BACHELORS DEGREES.

All degree programs within the School of Public Health have articulated competencies which are provided to the students through student handbooks and on the website. In Fall 2014, the School launched a new program for incoming MPH students. The plan requires each student to meet with their advisor within the first few weeks of the new semester to go over the Core and Cross-Cutting Competencies (Programs may include their Program Competencies as well) and determine whether each advisee has met, partially met, or not met the competency on commencing the MPH program. During the course of the student’s program, the student may participate in other activities put on by the School, the Center for Public Health Practice, their program, or elsewhere in the community and/or on campus. The student is encouraged to put evidence of these activities in their portfolio and change their “partially met” or “not met” competences to “met.” At the end of the program, they meet with their advisor again to review progress and to help ensure a comprehensive understanding of the required competencies. The portfolio can be hardcopy but the School is encouraging the portfolio be electronic.

The following section lists each degree by area of concentration followed by the competencies articulated by the faculty in the program.

Bachelor of Art in Public Health
The faculty who teach the Public Health Undergraduate core classes want Public Health majors to have knowledge and skills in basic competencies in the following areas:

• Critical Thinking Skills:
  o Describe the Public Health framework of the determinants of the health of populations
  o Recognize the Public Health perspective of disease prevention and health promotion
  o Explain how Public Health studies the interplay between biology, environment, and behavior
  o Understand the basic concepts from the social and behavioral sciences in Public Health
• **Quantitative Skills:**
  - Recognize commonly used measures of population health
  - Identify commonly used methods of measuring risk
  - Describe common study designs for assessing risk from exposures
  - Assemble and display summary measures using graphs and tables
  - Recognize the basics of statistical hypothesis testing
  - Know how to calculate and interpret confidence intervals

• **Communication Skills:**
  - Incorporate statistical and scientific findings into written materials
  - Prepare fact sheets and other health education tools
  - Know how to interpret Public Health reports and scientific literature
  - Create and give presentations on Public Health issues

• **Problem-Solving Skills:**
  - Research and summarize relevant Public Health literature
  - Apply “systems thinking” approach to issues in Public Health
  - Identify problems in Public Health with “upstream-downstream” model

• **Specialized Knowledge:**
  - Integrate human biology and genetics with Public Health issues
  - Comprehend the basics of infectious disease
  - Understand the basics of chronic disease
  - Examine and assess environmental health issues
  - Describe organization and financing of US health care system

• **Lifelong Learning Skills:**
  - Identify ethical issues of Public Health
  - Be able to perform data collection and research
  - Acknowledge the role of disparities in Public Health

In addition to the competencies stated for the MPH breadth courses (core understanding of fundamental areas of knowledge in Public Health), a student with an MPH should be able to exhibit the following competencies within each area of concentration as shown below:

**Biostatistics MPH**
- Be proficient in storage, retrieval, analysis and interpretation of health data
- Understand design and analysis of health-related surveys and experiments
- Interpret concepts and practice of statistical data analysis

**Biostatistics-Epidemiology/Biostatistics MPH**
- Have a basic understanding of biostatistics
- Describe basic concepts of probability, random variation, and commonly used statistical probability distributions
- Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met
- Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions
- Apply descriptive techniques commonly used to summarize public health data
- Apply descriptive and inferential methodologies according to the type of study design for
answering a particular research question
• Interpret results of statistical analyses
• Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences

**Environmental Health Sciences MPH**
• Describe health effects of major environ(occ) hazards
• Identify environ (occ) sources of important disease burdens
• Interpret pathways from hazards to health to inform solutions
• Understand general mechanisms of toxicity
• Describe how environ (occ) exposures are measured
• Interpret epidem data to assess evidence for health effects of environ (occ) exposure
• Identify factors that affect susceptibility to environ exposures
• Identify areas of uncertainty in risk assessment
• Describe health policy and regulatory institutions
• Define environmental justice and how it relates to EH
• Describe the built environment and related health effects
• Explain climate change and potential impacts on health
• Organize written and oral material for EHS technical reports

**Epidemiology MPH**
• Identify the principles and limitations of public health screening programs
• Describe a public health problem in terms of magnitude, person, time, and place
• Explain the importance of epidemiology for informing scientific, ethical, economic, and political discussion of health issues
• Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use, and dissemination of epidemiologic data
• Apply the basic terminology and definitions of epidemiology
• Calculate basic epidemiology measures
• Communicate epidemiologic information to lay and professional audiences
• Draw appropriate inferences from epidemiologic data
• Evaluate the strengths and limitations of epidemiologic reports

**Health Policy and Management MPH**
• Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the US
• Describe the legal and ethical bases for public health and health services
• Explain methods of ensuring community health safety and preparedness
• Discuss the policy process for improving the health status of populations
• Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives
• Apply principles of strategic planning and marketing to public health
• Apply quality and performance improvement concepts to address organizational performance issues
• Apply "systems thinking" for resolving organizational problems
• Communicate health policy and management issues using appropriate channels and technologies
• Demonstrate leadership skills for building partnerships

**Health and Social Behavior MPH**
• Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice
• Identify the causes of social and behavioral factors that affect health of individuals and populations
• Identify individual, organizational and community concerns, assets, resources, and deficits for social and behavioral science interventions
• Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions
• Describe steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions
• Describe the role of social and community factors in both the onset and solution of public health problems
• Describe the merits of social and behavioral science interventions and policies
• Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions
• Apply ethical principles to public health program planning, implementation, and evaluation
• Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies

**Infectious Diseases & Vaccinology MPH**
• Describe the viral, bacterial, fungal and parasitological agents of infectious diseases of humans
• Explain the manifestations of infectious diseases and the biological, molecular, cellular, and immunological mechanisms of infection and disease
• Identify the local, state, federal, and international agencies responsible for infectious disease surveillance and control and explain their roles and missions
• Conduct classical and molecular laboratory methods
• Implement leading edge diagnostic and surveillance techniques used in clinical and public health laboratories
• Identify current public health problems in communicable diseases and describe how the social, behavioral, environmental, and administrative and policy components of public health affect infectious disease distributions
• Demonstrate the use of biostatistics and epidemiology in infectious disease surveillance
• Critically evaluate biological and experimental designs for infectious disease
• Organize, analyze, and present scientific data in a lucid manner through oral and written communications

**Interdisciplinary MPH**
Upon satisfactory completion of the Interdisciplinary MPH seminars, project preparation, execution and presentation, graduates will have the following competencies, in addition to core competencies stated elsewhere for PH Core Breadth Seminar, Epidemiology, and Biostatistics. The unique character of this program is the flexibility it offers students in designing a curriculum customized to meet their future professional needs. Each student’s curriculum is developed in collaboration with a faculty advisor and the program head, who must approve each course of study. Therefore, apart from the School’s required core course competencies, the competencies developed by graduates of the Interdisciplinary Program will be highly variable. They will depend on each student’s individual curriculum. The Interdisciplinary Seminar and MPH Project are the only non-core courses specifically required by the Interdisciplinary Program. The remainder of the students' coursework consists of electives.

- Demonstrate understanding of the organization of the health care system in the USA
- Use information technology to access, evaluate, and interpret public health data
- Apply evidence-based principles to critical evaluation and decision-making in public health
- Articulate the complexities of interdisciplinary research; challenges and opportunities
- Demonstrate skill in bibliographic software (Endnote), Power Point presentation, & Excel
- Critically evaluate PowerPoint presentations for communication effectiveness
- Understand basic principles in the design and implementation of qualitative research
- Understand the role that community organization approaches play in improving public health services in local communities
- Understand the role of the built environment in modulating health outcomes and how Public Health professionals might influence the design of new or remodeled physical environments
- Engage in dialogue and learning with other professional groups to advance public health goals
- Use a variety of communication methods to advocate for community public health programs and policies
- Apply information gathered from practical experiences in field placements to advocacy, organization, and implementation of public health activities
- Promote high standards of personal and organizational integrity
- Demonstrate ability to conduct a basic ethical analysis of a public health intervention
- Describe the attributes of successful leadership in public health and know one’s leadership style
- Articulate an achievable mission, set of core values, and vision; and how to apply them
- Demonstrate effective organizational skills and the ability to communicate with and enlist the support of potential participants and stakeholders
- Demonstrate team building skills
- Apply appropriate communication methods to work effectively with individuals and groups
- Demonstrate understanding of the objectives of the IRB process, and successfully complete the application process for IRB Human Subjects approval and/or waiver
- Develop a Memorandum of Understanding
- Understand the fundamental financial practices in non-profit organizations
• Demonstrate the ability to develop a public health message for media use
• Perform comfortably in an on-camera interview
• Demonstrate professional quality presentation skills, comfort with difficult Q&A, and effective call to action
• Demonstrate ability to design, execute, and analyze a Public Health project
• Prepare a public health manuscript for peer reviewed publication (some students only)
• Complete a comprehensive literature review on a defined public health topic, including synthesis of themes and findings across multiple studies
• Develop clear, measurable, time-specific project (SMART) objectives
• Research best practice models to inform project design
• Formulate a research plan, including determination and application of appropriate research methods (quantitative, qualitative or mixed)
• Develop and ensure the implementation of sustainability and/or replicability plans
• Develop and implement project dissemination plans to ensure communication of results with all project stakeholders and with public health community
• Identify public health organizations and agencies whose mission intersects with project work
• Assess potential for substantive community partnership
• Describe and apply CDC Principles of Community Engagement
• Develop work plans with community partners to ensure clear communication and mutual benefit
• Understand and apply basic framework for cost-effectiveness analysis
• Identify public health funders and write competitive grant proposals (some students only)
• Understand and apply basic framework for conducting policy reviews
• Actively synthesize and reflect on course and project work across the MPH program to inform future career

Maternal and Child Health MPH
• Discuss the major health and social problems facing mothers and children from demographic, health, social, and community perspectives, as well as the scientific basis for these concerns
• Discuss the relationship of women's health, race, and ethnic disparities in health and the current political environment to MCH in the United States today
• Critically assess the scientific basis of MCH programs and issues
• Learn basic principles and applications of quantitative research and epidemiology and qualitative research for addressing MCH problems
• Identify the major sources of information related to mothers and children, assess their strengths and limitations, and be capable of using such data for problem identification, problem analysis and prioritization, program planning, implementation, and evaluation
• Demonstrate skills in needs assessment, program planning, implementation, grantsmanship, strategic management, and evaluation of public health programs for MCH populations
• Describe and discuss legislation and regulations related to maternal and child health and describe how such legislation promotes equity in health care
• Describe the historical roots and structure of MCH services in the United States
Demonstrate skills in application of Healthy People 2000/2010 objectives for the development and evaluation of national and state performance measures, as mandated in Title V.

- Identify political, financial, and organizational factors that foster the development of adequate systems of health care.
- Demonstrate skills in combining and applying public health principles and techniques across disciplines to solve complex problems within the context of family-centered, comprehensive, culturally competent, community-based maternal and child health programs and systems.

**Public Health Nutrition MPH**

- Evaluate nutrition research and interpret the implications for public health policies and programs.
- Plan, perform, and evaluate nutritional status assessment and screening for individuals and populations.
- Plan and evaluate the nutrition component of health services, programs, and projects.
- Demonstrate effective organizational skills and the ability to communicate with and enlist the support of potential participants and stakeholders.
- Organize and direct the nutrition component of health services, programs, and projects.
- Demonstrate organizational skills, such as the ability to prioritize and manage program activities effectively.
- Participate in making policy related to health and nutrition within services, programs, and projects.
- Participate as a member of a multi-disciplinary health team through consultation, in-service education, and service coordination.
- Apply appropriate communication methods to work effectively with individuals and groups.
- Select, plan, prepare, and evaluate teaching aids and materials that disseminate nutrition information to professional and nonprofessional audiences through various media.
- Analyze and formulate public policy related to health and nutrition.
- Interpret food and nutrition legislation and regulations for professionals and consumers.
- Apply the theories and skills of community organization in an effort to improve food systems at the international, national, and local levels.
- Critically analyze issues in public health nutrition.

**On-Campus/Online MPH**

- Apply evidence-based principles to critical evaluation and decision-making in public health.
- Use appropriate statistical reasoning and methods in research design, data analysis and problem solving.
- Apply basic ethical principles in the design and implementation of public health policy, research and interventions.
- Be able to engage with experts in assessing environmental risks and designing environmental safety measures to minimize short and long-term health impacts.
• Understand the use of evaluation to improve the efficacy of public health interventions
• Apply modern practices in program planning and program management to their work projects
• Communicate public health messages effectively
• Be able to function as an effective team leader on public health projects
• Understand the role that policies play in facilitating public health outcomes
• Design and conduct qualitative research to investigate public health issues
• Be able to conduct strategic analysis for PH organizations and understand the strategy formulation process
• Demonstrate leadership skills
• Know the essential Public Health emergency preparedness components and planning process
• Understand non-profit governance and management

Graduates receiving MA and MS degrees in Public Health will be able to exhibit similar competencies to the MPH degree within the same program, as they all reach a Masters Degree accomplishment. The MA and MS degree students must attain command of the competencies stated for the MPH breadth courses (core understanding of fundamental areas of knowledge in Public Health). Below are stated competencies for the MA and MS program. As noted, some are the same as the MPH competencies. Others vary slightly.

**Biostatistics MA**
• Conduct methods of analysis using vital and health statistics, census data, rates, and adjusted rates
• Design methodologies for health surveys and select appropriate sampling methods
• Demonstrate mastery of fundamental statistical methods of analysis of data, including statistical estimation, hypothesis testing, regression analysis, analysis of variance, and discriminate analysis
• Demonstrate skill in computer applications, including knowledge of systems such as R, SAS, and STATA
• Demonstrate competence in dealing with survival analysis data and issues, including knowledge of life table methodology, competing causes of death, medical follow-up studies, parametric models, and non-parametric methods
• Conduct analysis of multivariate data with particular emphasis on health and disease data
• Describe the fundamental and advanced issues surrounding the analysis of biomedical

**Environmental Health Sciences MS**
• Describe health effects of major environ(occ) hazards
• Identify environ (occ) sources of important disease burdens
• Interpret pathways from hazards to health to inform solutions
• General mechanisms of toxicity
• Describe how environ (occ) exposures are measured
• Interpret epidem data to assess evidence for health effects of environ (occ) exposure
• Identify factors that affect susceptibility to environ exposures
• Identify areas of uncertainty in risk assessment
• Describe health policy and regulatory institutions
• Define environmental justice and how it relates to EH
• Describe the built environment and related health effects
• Explain climate change and potential impacts on health
• Organize written and oral material for EHS technical reports

**Epidemiology MS**

• Describe the nature of disease distributions in populations and the factors that influence these distributions
• Explain and discuss the strengths and weaknesses of the key study designs used in epidemiological research, i.e., cross-sectional, ecological, case-control, cohort, and experimental (field trials) designs, and the analytic approaches and techniques applicable to each design
• Analyze and address a given epidemiologic question, select the most appropriate study design and develop a detailed study proposal
• Utilize biostatistical concepts and methods appropriate to epidemiological research
• Prepare, manage, and analyze epidemiologic data sets using appropriate computer hardware and software packages and applications
• Critically evaluate the research questions, methods, analyses, and findings of epidemiological research reports and presentations

**Joint Medical Program MS**

• Build and grasp academic expertise
• Understand research methods & data analysis
• Apprehend project development & management
• Become proficient at scholarly writing and authorship
• Understand the funding practices of scholarly activities
• Develop Professional relationships
• Understand boundaries & priorities
• Be aware of work habits, appearance & etiquette
• Endorse ethical principals
• Have a command of interpersonal & communication skills
• Knowledge of fundamental biomedical and social sciences
• Be competent in information management
• Understand evidence-based medicine
• Evidence-based scholarship
• Continuously use reflection & self-improvement to grow professionally

In addition to the competencies stated for the MPH breadth courses (core understanding of fundamental areas of knowledge in Public Health), graduates completing doctoral programs in Public Health will be able to:

**Doctor of Public Health (DrPH)**

• Analyze issues and problems in public health using critical evaluation, applied research methodology, and statistical methods
• Clarify critical gaps in scientific knowledge that impede the resolution of public health
problems
- Initiate, organize, and pursue the investigation of significant problems in public health practice
- Identify policy issues in public health and contribute to policy analysis and decision making
- Critically review the literature and apply relevant theoretical and conceptual approaches to analyze public health problems at an advanced level
- Demonstrate critical thinking and mastery of concepts and theories in an area of concentration
- Articulate a philosophy for professional leadership in public health and demonstrate leadership skills in public health practice
- Provide leadership in professional organizations and other associations concerned with the improvement of public health
- Communicate and present research findings to professional and public audiences in a lucid and understandable manner
- Explain the relationships between public health and societal agencies whose actions affect the health of people

**Biostatistics PhD**
- Develop new and creative solutions to analytic problems
- Conduct research independently
- Communicate and present research findings in a clear, understandable manner
- Teach at the university level

**Environmental Health Sciences PhD**
- Clarify critical gaps in scientific knowledge that impede progress in addressing EH problems
- Conduct original research in toxicology, EH policy, environ (occ) epidemiology, ergonomics or exposure assessment
- Apply advanced analytical methods in EHS research
- Prepare papers and presentations on EHS research

**Epidemiology PhD**
- Independently identify study questions that will advance scientific knowledge about a topic of public health significance
- Use appropriate statistical methods, including multivariate models to analyze data from epidemiologic studies using cross-sectional, case-control, or cohort designs
- Critically review scientific manuscripts and research proposals
- Independently design and implement studies addressing epidemiologic problems
- Develop a research proposal that states a study question, presents a scientific and public health rationale for its significance and specifies a detailed methodology for carrying out an epidemiologic study to answer the question
- Design study management, data collection, and data management protocols
- Communicate the results orally and in writing in such a way that non-epidemiologically trained practitioners or the general public can understand their applicability
• Present oral and written reports on such studies which satisfy the criteria for sound

**Health Services and Policy Analysis PhD**
• Demonstrate mastery of breadth of knowledge in health policy and health services
• Demonstrate mastery of a specialty field in economics, political science, or organizational theory
• Integrate and apply disciplinary knowledge in economics, political science, and organizational theory to the health care system
• Pose research questions relevant to the provision, financing, and evaluation of health services, select appropriate methods, collect, and analyze data to answer these questions at an advanced level
• Develop new knowledge to address significant problems in health policy or in the delivery of health services
• Design and conduct educational experiences

**Infectious Diseases & Immunity PhD**
• Describe the viral, bacterial, fungal, and parasitological agents of infectious diseases of humans
• Explain the manifestations of infectious diseases and the biological, molecular, cellular, and immunological mechanisms of infection and disease
• Demonstrate advanced knowledge of molecular biology, microbiology, immunology, biochemistry, and cell biology
• Identify the local, state, federal, and international agencies responsible for infectious disease surveillance and control and explain their roles and missions
• Conduct classical and molecular laboratory methods
• Identify current public health problems in communicable diseases and describe how the social, behavioral, environmental, and administrative/policy components of public health affect infectious disease distributions
• Demonstrate use of biostatistics and epidemiology in infectious disease surveillance
• Critically evaluate biological and experimental designs for infectious disease
• Organize, analyze and present scientific data in a lucid manner through oral and written communication
• Teach at least one course in an area relating to infectious diseases
• Plan, conduct, and publish original research in the area of infectious diseases and immunity

2.6c THE SELF-STUDY DOCUMENT SHOULD INCLUDE A MATRIX THAT IDENTIFIES THE LEARNING EXPERIENCES BY WHICH THE COMPETENCIES DEFINED IN CRITERIA 2.6.a AND 2.6.b ARE MET. IF THESE ARE COMMON ACROSS THE SCHOOL, A SINGLE MATRIX FOR EACH DEGREE WILL SUFFICE. IF THEY VARY, SUFFICIENT INFORMATION MUST BE PROVIDED TO ASSESS COMPLIANCE BY EACH DEGREE AND CONCENTRATION.

The degree programs within the UC Berkeley School of Public Health have each developed a competency matrix and mapped those competencies to specific coursework required for their
A folder of all program matrices may be found in the Resource Materials List/Section 2: 2.6c Folder - Template 2.6.1 Competency Matrices All Degree Programs.

Each School of Public Health course has a syllabus with designated learning objectives designed to ensure the student will gain the knowledge needed to attain the core competencies outlined by the program for each degree. A folder of all course syllabi may be found in the Resource Materials List/Section 2: 2.6c Folder – Course Syllabi All Degree Programs.

2.6d THE SELF-STUDY DOCUMENT SHOULD INCLUDE AN ANALYSIS OF THE COMPLETED MATRIX INCLUDED IN CRITERION 2.6.c. IF CHANGES HAVE BEEN MADE IN THE CURRICULA AS A RESULT OF THE OBSERVATIONS AND ANALYSIS, SUCH CHANGES SHOULD BE DESCRIBED.

Core competencies for each degree program within the School of Public Health are developed by the faculty within each degree program. Faculty meet to review and determine competencies on an annual basis for their specific program. There were no changes in curricula within the graduate programs as a result of the analysis for this Self-Study document.

However, there was a change to the required core courses for the undergraduate major as a result of the Council on Education for Public Health accreditation requirements. A proposal was sent to Letters and Sciences in August 2014 requesting permission to change the undergraduate requirements. The original requirements were as follows:

- Core courses required
  - PH150A: Introduction to Epidemiology
- Selection of two of the following courses met the requirement
  - PH150B: Environmental Health
  - PH150D: Health Policy and Management
  - PH150E: Community Health and Human Development.
  - PH 162A: Public Health Microbiology

Permission was given to change the core course requirements and will be effective with the incoming class in Fall 2015. The requirements are:

- PH 150A: Introduction to Epidemiology (4)
- PH 150B: Introduction to Environmental Health (3)
- PH 150D: Introduction to Health Policy & Management (3)
- PH 150E: Community Health and Human Development (3)

Note: Students are encouraged to take PH 162A: Public Health Microbiology if they have the appropriate prerequisites.

2.6.e THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE MANNER IN WHICH COMPETENCIES ARE DEVELOPED, USED AND MADE AVAILABLE TO STUDENTS.

The SPH competencies were developed for each degree program by the faculty who teach within
the program. For the purposes of this accreditation process, faculty carefully reviewed their degree program competencies as shown in school handbooks and on program websites. The competencies were discussed within the specific programs both in meetings and by using electronic circulation. All faculty were involved in reviewing the competencies for their teaching areas.

Competencies are reviewed regularly to ensure they are reflective of the field and are properly preparing the student for the profession. Students receive information about the competencies for each degree and program area through handbooks and discussions with faculty advisors. Each student prepares a personal portfolio tracking their command of the competencies for their program and using this as a tool for discussion with faculty. **Please see Student Handbooks in the Resource Materials List/ Section 2.6: 2.6e Folder – Student Handbooks All Degree Programs.**

**2.6f The self-study document should include a description of the manner in which the school periodically assesses the changing practice or research needs and uses this information to establish the competencies for its educational programs.**

The School uses an interdisciplinary ecological approach to problems in public health, involving researchers and practitioners within the School and throughout the campus, within the local community and internationally. Faculty research is reflective of worldwide public health problems and is sensitive to changes in the field. In addition, several mechanisms are in place for ongoing evaluation and planning designed to recognize the challenges and changes in the public health profession. They include: 1) annual retreats held by the School’s divisions and programs; 2) alumni feedback; 3) community input; and 4) dialogue with the School’s Policy Advisory Council. The Center for Public Health Practice and the Division of Health and Policy Management conduct an employer survey periodically regarding the competencies our students should be learning.

As a whole, these approaches provide a portfolio of opportunity to discuss changes in public health, and to plan and develop strategies for meeting the needs of the profession, and to incorporate new knowledge and training into the school’s coursework. Competencies are modified and new competencies are developed to reflect the information gained through these various opportunities.

**2.6g The self-study document should include 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: The degree programs in each area of concentration – bachelor, master, and doctoral – have articulated competencies. Program websites provide handbooks for each degree with specific statements about the competencies to ensure that the students have a clear understanding
and appreciation of the importance of acquiring them for their future success in the field. Courses are designed to ensure that students have sufficient exposure to the expected competencies, and the curriculum is assessed continually to assure continued relevance to practice.

Challenges: With the public health field rapidly changing, the degree programs will be challenged to ensure competencies meet the needs of the field and that those needs are adequately addressed through core courses.

Plans: Our mission is to develop future public health leaders who can adapt in a rapidly changing world. We seek to give them the knowledge and skills they need to succeed, and to this end, we will conduct a full review of our current curriculum assessing the cross-cutting competencies to see that they are adequately covered by the core courses. We will encourage our students to continue developing their portfolio, self-assessing their mastery of competencies. We will continue to seek feedback from various stakeholder groups to inform competencies – either for continued modification or as new competencies arise in the practice of public health.
2.7 ASSESSMENT PROCEDURES – THERE SHALL BE PROCEDURES FOR ASSESSING AND DOCUMENTING THE EXTENT TO WHICH EACH PROFESSIONAL PUBLIC HEALTH, OTHER PROFESSIONAL AND ACADEMIC DEGREE STUDENT HAS DEMONSTRATED ACHIEVEMENT OF THE COMPETENCIES DEFINED FOR HIS OR HER DEGREE PROGRAM AND AREA OF CONCENTRATION.

2.7a THE SELF-STUDY DOCUMENT SHOULD INCLUDE DESCRIPTION OF THE PROCEDURES USED FOR MONITORING AND EVALUATING STUDENT PROGRESS IN ACHIEVING THE EXPECTED COMPETENCIES, INCLUDING PROCEDURES FOR IDENTIFYING COMPETENCY ATTAINMENT IN PRACTICE OR RESEARCH, AS APPLICABLE, AND IN CULMINATING EXPERIENCES.

Formal monitoring and evaluating of student progress takes place at three levels: the class/field experience, the division, and the School. Proficiency in each class is signified by a letter grade, which is achieved by completing course work, examinations, projects, and papers. The specific combination of these assessment devices varies from class to class; however, all courses have an objective means of evaluation. Likewise, the field placement experience and career readiness is measured by evaluations from students, preceptors, and field program supervisors, including site visits, written reports and post residency seminars. Tools for gathering information about the mastery of student gained competencies include the Student Exit Survey (Resource Materials List/ Section 1.2 Evaluation), the Alumni Survey (Resource Materials List/ Section 4: 4.4a Career Destination Surveys), and an Employer Survey (Resource Materials List/ Section 2.7 Assessment Procedures).

Competencies are gained through numerous means at the UC Berkeley School of Public Health. Incoming students fill out a portfolio assessing their own mastery of the competencies identified for their area of concentration. Students will continue to work with their faculty advisor through the course of their educational program to monitor the success of mastering the competencies and track that success in their portfolio. This mastery will be accomplished through course work, practicum experience, mini-courses offered through the School’s Center for Public Health Practice, volunteer opportunities, work opportunities, etc.

Student progress within the Bachelor of Arts degree is monitored and evaluation takes place in the classroom through discussions, completion of course work, examinations, projects, and papers. Monitoring is done within the context of each core course and elective; the course letter grade being the measure used to indicate the relative satisfaction of acquired competencies. The capstone course will provide a crucial additional component for the competency assessment.

At the division level, each student works with an academic advisor who monitors the student’s progress in meeting specific degree requirements and accomplishing the goals of the program. Divisions also administer and evaluate the culminating experience which most often is a comprehensive exam or paper for the master students, a dissertation and oral exam of the dissertation at the doctoral level. The Comprehensive Exam, with its written and oral components, assesses the synthesis of the basic knowledge areas of public health and provides the format for determining readiness for a public health career, determining whether the student
has met the core and area learning objectives. Schoolwide, monitoring of academic progress includes notifying faculty advisors when a graduate student’s GPA falls below 3.0 or the student has more than two incompletes.

Both the DrPH and PhD dissertations are preceded by qualifying examinations with written and oral components and involve four members, three of whom must be a Berkeley Academic Senate member of which one member is outside the School. The final member can be from the Berkeley campus or from elsewhere if approved by the Graduate Division. The faculty committees guide the qualifying exam and dissertation, monitoring progress toward learning objectives. The DrPH dissertation is practice based and emanates from the residency experience. Annual reports required by the Graduate Division from dissertation committees are additional monitoring mechanisms. Throughout doctoral studies, additional opportunities to observe progress are available through doctoral seminars, methods papers, and performance as Graduate Student Researchers (GSRs) and Graduate Student Instructors (GSIs).

2.7b THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF OUTCOMES WHICH SERVE AS MEASURES BY WHICH THE SCHOOL WILL EVALUATE STUDENT ACHIEVEMENT IN EACH PROGRAM, AND PRESENTATION OF DATA ASSESSING THE SCHOOL’S PERFORMANCE AGAINST THOSE MEASURES OVER THE LAST THREE YEARS. OUTCOME MEASURES MUST INCLUDE DEGREE COMPLETION AND JOB PLACEMENT RATES FOR ALL DEGREES (INCLUDING BACHELORS, MASTERS AND DOCTORAL DEGREES) FOR EACH OF THE LAST THREE YEARS. OUTCOME MEASURES MUST INCLUDE DEGREE COMPLETION AND JOB PLACEMENT RATES FOR ALL DEGREES (INCLUDING BACHELORS, MASTERS AND DOCTORAL DEGREES) FOR EACH OF THE LAST THREE YEARS. SEE CEPH DATA TEMPLATES 2.7.1 AND 2.7.2. IF DEGREE COMPLETION RATES IN THE MAXIMUM TIME PERIOD ALLOWED FOR DEGREE COMPLETION ARE LESS THAN THE THRESHOLDS DEFINED IN THIS CRITERION’S INTERPRETIVE LANGUAGE, AN EXPLANATION MUST BE PROVIDED. IF JOB PLACEMENT (INCLUDING PURSUIT OF ADDITIONAL EDUCATION), WITHIN 12 MONTHS FOLLOWING AWARD OF THE DEGREE, INCLUDES FEWER THAN 80% OF THE GRADUATES AT ANY LEVEL WHO CAN BE LOCATED, AN EXPLANATION MUST BE PROVIDED.

The School closely monitors matriculation, comparing the number of students entering a degree program with the number of those same students who complete their studies and graduate within the determined timeframe for the degree. The following charts provide information about the bachelor degree program, the master programs, and the doctoral programs as a measure of student achievement over each of the last three years.

The majority of Public Health undergraduates enter in fall and graduate in spring two years later.
Table 2.7.1. Students in BA Degree, By Cohorts Entering Between 2011 and 2013

<table>
<thead>
<tr>
<th>Entering</th>
<th>Cohort of Students</th>
<th>Grad 2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td># Students entered</td>
<td>142</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students withdrew, dropped, etc.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students graduated</td>
<td>126</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>88.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td># Students continuing at beginning of school year</td>
<td>13</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students withdrew, dropped, etc.</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students graduated</td>
<td>11</td>
<td>149</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>84%</td>
<td>85.7%</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td># Students continuing at beginning of school year</td>
<td>2</td>
<td>26</td>
<td>201</td>
</tr>
<tr>
<td></td>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td># Students graduated</td>
<td>2 (sp15)</td>
<td>25 (sp15)</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>100%</td>
<td>96%</td>
<td>7.1%*</td>
</tr>
</tbody>
</table>

Note: PH undergrads normally enter in fall and graduate two years later, e.g., “Entering 2011” corresponding to “Graduating 2013”. However, PH undergrads can graduate at the end of any of the 3 Berkeley semesters (spring, summer, and fall), and to facilitate greater access, we also allow them to apply/matriculate at the beginning of any of the 3 semesters as well. For those not graduating in two years, we have included their results in the same column immediately below their corresponding cohort year. This also explains the low graduation rate indicated by the asterisked (*) column; this is actually not low, but represents those students graduating early, those who came in the 2013 cohort but graduated 2014.

The majority of MPH, MA and MS graduates enter in fall and graduate two years later.

Table 2.7.1. Students in MPH Degree, By Cohorts Entering Between 2011/12 and 2013/14

<table>
<thead>
<tr>
<th>Entering</th>
<th>Cohort of Students</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td># Students entered</td>
<td>105</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students graduated</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td># Students continuing at beginning of this school year</td>
<td>64</td>
<td>112</td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students graduated</td>
<td>58</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>88%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td># Students continuing at beginning of this school year</td>
<td>3</td>
<td>77</td>
<td>165</td>
</tr>
<tr>
<td></td>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td># Students graduated</td>
<td>3</td>
<td>77</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>100%</td>
<td>100%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Table 2.7.1. Students in MA Degree, By Cohorts Entering Between 2011/12 and 2013/14

<table>
<thead>
<tr>
<th>Entering</th>
<th>Cohort of Students</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td># Students entered</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students graduated</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td># Students continuing at beginning of this school year</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students withdrew, dropped, etc.</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td># Students graduated</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cumulative graduation rate</td>
<td>80%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
Table 2.7.1. Students in MA Degree, By Cohorts Entering Between 2011/12 and 2013/14 (continued)

<table>
<thead>
<tr>
<th>Entering Cohort of Students</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14 # Students continuing at beginning of this school year</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>80%</td>
<td>100%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entering Cohort of Students</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12 # Students entered</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13 # Students continuing at beginning of this school year</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>80%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2013-14 # Students continuing at beginning of this school year</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>0%</td>
<td>100%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

The UCB/UCSF Joint Medical Program MD/MS students spend the first three years of their five-year program on the Berkeley campus. The MD/MS degree is granted when the student satisfactorily completes the five-year course of study.

Table 2.7.1. Students in MS Degree, By Cohorts Entering Between 2011/12 and 2013/14

<table>
<thead>
<tr>
<th>Entering Cohort of Students</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12 # Students entered</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-13 # Students continuing at beginning of this school year</td>
<td>21</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>19%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2013-14 # Students continuing at beginning of this school year</td>
<td>17</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Students graduated</td>
<td>17</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>100%</td>
<td>74%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

The DrPH and PhD programs are designed to be completed in three to four years.
### Table 2.7.1. Students in DrPH Degree, By Cohorts Entering Between 2010/11 and 2013/14

<table>
<thead>
<tr>
<th>Entering Cohort of Students</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010-11</strong></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students entered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2011-12</strong></td>
<td></td>
<td>8</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td># Students continuing at beginning of this school year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>2</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td></td>
<td>0%</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td><strong>2012-13</strong></td>
<td></td>
<td>8</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td># Students continuing at beginning of this school year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td></td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>2013-14</strong></td>
<td></td>
<td>6</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td># Students continuing at beginning of this school year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td></td>
<td>70%</td>
<td>42%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Table 2.7.1. Students in PhD Degree, By Cohorts Entering Between 2009/10 and 2013/14

<table>
<thead>
<tr>
<th>Entering Cohort of Students</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009-10</strong></td>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students entered</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2010-11</strong></td>
<td>32</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students continuing beginning of this year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2011-12</strong></td>
<td>32</td>
<td>27</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students continuing beginning of this year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2012-13</strong></td>
<td>30</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td># Students continuing beginning of this year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>9%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>2013-14</strong></td>
<td>30</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td># Students continuing beginning of this year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># Students withdrew, dropped, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td># Students graduated</td>
<td>23</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cumulative graduation rate</td>
<td>81%</td>
<td>54%</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>
Student destination is tracked by the School annually based on a required Council of Education for Public Health report. Please find the 2013/14 CEPH Annual Report in the Resource Materials List/Section 2: 2.7b.

<table>
<thead>
<tr>
<th>Degree/ Destination</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>141</td>
<td>100</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>110</td>
<td>78</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>MA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>MS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>PhD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>26</td>
<td>100</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>22</td>
<td>85</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td><strong>DrPH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>5</td>
<td>63</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>BA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>111</td>
<td>100</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>57</td>
<td>51</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
### Template 2.7.2 - Destination of Graduates by Degree and Employment Type in 2012/2013

<table>
<thead>
<tr>
<th>Degree/Destination</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>MA</strong></td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Employed</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td><strong>MS</strong></td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Employed</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td><strong>DrPH</strong></td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Employed</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td><strong>PhD</strong></td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Employed</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>BA</strong></td>
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<td>100</td>
</tr>
<tr>
<td>Employed</td>
<td>46</td>
<td>52</td>
</tr>
<tr>
<td>Continuing education/training (not employed)</td>
<td>33</td>
<td>38</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### Destination of Graduates by Degree and Employment Type in 2011/2012

<table>
<thead>
<tr>
<th>Degree/Destination</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MPH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed OR Continuing education/training</td>
<td>64</td>
<td>52</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>Not seeking employment (not employed and not continuing education/training, by choice)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Unknown</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td><strong>MA</strong></td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Employed OR Continuing education/training</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td><strong>MS</strong></td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Employed OR Continuing education/training</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>
### Destination of Graduates by Degree and Employment Type in 2011/2012

<table>
<thead>
<tr>
<th>Degree/ Destination</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td><strong>DrPH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Employed OR Continuing education/training</td>
<td>5</td>
<td>56</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td><strong>PhD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>Employed OR Continuing education/training</td>
<td>24</td>
<td>83</td>
</tr>
<tr>
<td><strong>BA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively seeking employment</td>
<td>45</td>
<td>38</td>
</tr>
<tr>
<td>Employed OR Continuing education/training</td>
<td>69</td>
<td>58</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

### 2.7c THE SELF-STUDY DOCUMENT SHOULD INCLUDE AN EXPLANATION OF THE METHODS USED TO COLLECT JOB PLACEMENT DATA AND OF GRADUATES RESPONSE RATES TO THESE DATA COLLECTION EFFORTS. THE SCHOOL MUST LIST THE NUMBER OF GRADUATES FROM EACH DEGREE PROGRAM AND THE NUMBER OF RESPONDENTS TO THE GRADUATE SURVEY OR OTHER MEANS OF COLLECTING EMPLOYMENT DATA.

For the annual CEPH report, the school initially collects destination of graduates (placement information) on the Exit Survey conducted at the time of graduation and then follows-up with non-responders and "actively seeking" within 6 months of graduation. Follow-up includes sending emails to students and program staff who may know the whereabouts of recent alumni in addition to web searches and reviewing LinkedIn and Facebook profiles for updates. (Please see Resource Materials List/ Section 2: 2.7c Folder - CEPH Employment Information)

In addition, Career Services conducts an annual Career Destinations Survey of graduate degree students at the time of graduation (May-June) which collects much more detail about post degree plans. The response rate for the past three years has been 80% (2013), 82% (2012), and 66% (2011). (The Career Survey Summary for 2013, 2012, and 2011 can be found in Resource Materials List/ Section 4: 4.4b Folder – Career Destination Surveys)

One Hundred fifty-three (153) students receiving graduate degrees from the School of Public Health in 2013 were asked to complete the online Career Destinations Survey May – July 2013. One hundred twenty-three student surveys (80%) were completed for the following programs.

### Table 2.7c – Career Destinations Survey 2013; Completion numbers by Degree Program

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Total Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td>MS Total Environmental Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Degree</td>
<td>Program</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>PhD</td>
<td>Biostatistics</td>
</tr>
<tr>
<td></td>
<td>Environmental Health Sciences</td>
</tr>
<tr>
<td></td>
<td>Epidemiology</td>
</tr>
<tr>
<td></td>
<td>Health Services and Policy Analysis</td>
</tr>
<tr>
<td>PhD Total</td>
<td></td>
</tr>
<tr>
<td>DrPH Total</td>
<td></td>
</tr>
<tr>
<td>MPH</td>
<td>Environmental Health Sciences</td>
</tr>
<tr>
<td></td>
<td>Epidemiology</td>
</tr>
<tr>
<td></td>
<td>Epidemiology/Biostatistics</td>
</tr>
<tr>
<td></td>
<td>Health and Social Behavior</td>
</tr>
<tr>
<td></td>
<td>Health Policy and Management</td>
</tr>
<tr>
<td></td>
<td>Infectious Diseases</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary</td>
</tr>
<tr>
<td></td>
<td>Maternal and Child Health</td>
</tr>
<tr>
<td>MPH Total</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
</tr>
</tbody>
</table>

2.7d THE SELF-STUDY DOCUMENT SHOULD INCLUDE IN PUBLIC HEALTH FIELDS WHERE THERE IS CERTIFICATION OF PROFESSIONAL COMPETENCE, DATA ON THE PERFORMANCE OF THE SCHOOL’S GRADUATES ON THESE NATIONAL EXAMINATIONS FOR EACH OF THE LAST THREE YEARS.

This section does not apply.

2.7e THE SELF-STUDY DOCUMENT SHOULD INCLUDE DATA AND ANALYSIS REGARDING THE ABILITY OF THE SCHOOL’S GRADUATES TO PERFORM COMPETENCIES IN AN EMPLOYMENT SETTING, INCLUDING INFORMATION FROM PERIODIC ASSESSMENTS OF ALUMNI, EMPLOYERS AND OTHER RELEVANT STAKEHOLDERS. METHODS FOR SUCH ASSESSMENTS MAY INCLUDE KEY INFORMANT INTERVIEWS, SURVEYS, FOCUS GROUPS AND DOCUMENTED DISCUSSIONS.

The Center for Public Health Practice, Office of Career Services conducted a UC Berkeley Employer survey in May/June 2014 as part of the school-wide strategic planning initiative. The survey was designed to assess employer perceptions of UCB-SPH graduates’ skills and competencies. The UC Berkeley Employer Survey was distributed to 1000 employer contacts in the Career Services data base and sent out to the UC Berkeley School of Public Health LinkedIn Alumni Group. One hundred fifty-nine (159) responses were collected. Of the 159 organizations responding, 20% were from the California Department of Health including CDPH-13; San Francisco Department of Public Health-5; and the Santa Clara Department of Health-2. Other organizations included: Kaiser-10; UC San Francisco-10; UC Berkeley-7; and Alameda County-6. The remainder were from a variety of organizations. More information about the
survey can be found in Resource Material List/Section 2: 2.7e Data Results from UC Berkeley Employer Survey.

The survey listed the public health skills commonly held to be necessary to practice as a public health professional in today’s workforce. Employers were asked to indicate the level of proficiency demonstrated by employees graduating from the UC Berkeley School of Public Health relevant to their organization. Twenty-five skills and competencies were listed with a guide of 1-5; 5 being the highest. The average percentage of rankings for SPH students was 3.89% with the highest rankings (4.25% or higher) in the following categories: cultural competency, problem solving, critical thinking, initiative, teamwork, and both oral and written communication. Five of these particular skills and competencies were noted as the most important for long-term success within the organizations participating.

Of the responders, 100% indicated they would recommend hiring UCB-SPH graduates to their colleagues.

The School of Public Health attempts to track and stay in contact with alumni through emails to graduates, web searches, reviewing LinkedIn and Facebook profiles for updates, and through campus databases used for fundraising purposes.

2.7F THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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: The School of Public Health has appropriate procedures in place for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance. Measures of success show the SPH students graduate in a timely manner, are successful in finding work in health related organizations, and have job placement in a reasonable length of time. Employers of the School’s graduates provide satisfactory remarks of their effectiveness in the workplace.

Challenges: Collecting data from the School’s graduates and employers of those graduates is a time consuming activity. The challenge will be to continue to streamline the process and make it more efficient so that we have the best information possible and that the collection process is sustainable.

Plans: The School has mechanisms in place that enable tracking of its graduates, their place of employment, and overall satisfaction of the student and the employers. The feedback provides important insight and helps guide curriculum planning and training. We will continue to use and continuously work to improve our tracking mechanisms.
2.8 OTHER PROFESSIONAL DEGREES. IF THE SCHOOL OFFERS CURRICULA FOR PROFESSIONAL DEGREES OTHER THAN THE MPH OR EQUIVALENT PUBLIC HEALTH DEGREES, STUDENTS PURSUING THEM MUST BE GROUNDED IN BASIC PUBLIC HEALTH KNOWLEDGE.

2.8a THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF PROFESSIONAL DEGREE CURRICULA OFFERED BY THE SCHOOL, OTHER THAN THOSE PREPARING PRIMARILY FOR PUBLIC HEALTH CAREERS, AND A DESCRIPTION OF THE REQUIREMENTS FOR EACH.

The School of Public Health does not offer professional degree curricula in other areas. This Section does not apply.
2.9 BACHELORS DEGREES IN PUBLIC HEALTH. IF THE SCHOOL OFFERS BACCALAUREATE PUBLIC HEALTH DEGREES, THEY SHALL INCLUDE THE FOLLOWING ELEMENTS:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses. Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelors degree at the parent university. The experience may be tailored to students’ expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

2.9a THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF ALL BACHELORS-LEVEL MAJORS OFFERED BY THE SCHOOL. THE INSTRUCTIONAL MATRIX IN CRITERION 2.1A MAY BE REFERENCED FOR THIS PURPOSE.

The UC Berkeley School of Public Health offers one Bachelor of Arts (BA) degree. The BA prepares students for graduate study in public health. Those who choose to work after obtaining their BA are usually employed by government, private, and nonprofit organizations in careers such as survey workers, educators, or research project associates. Undergraduate students in the College of Letters & Science at UC Berkeley can apply to major in public health after completing the lower-division requirements, generally at the end of the sophomore year. Refer to Instructional matrix in Criterion 2.1a.

Since the reintroduction of the Undergraduate Public Health Program in 2004, the number of students in the major has more than tripled (from 100 to 435), and produced approximately 1300 BA graduates through the College of Letters & Science. In addition, the undergraduate program was recognized in 2006 with the campus Educational Initiatives Award. Beyond the
undergraduate major, the core courses also have become increasingly popular with students in other programs.

2.9b THE SELF-STUDY DOCUMENT SHOULD INCLUDE DESCRIPTION OF SPECIFIC SUPPORT AND RESOURCES AVAILABLE IN THE SCHOOL FOR THE BACHELORS DEGREE PROGRAMS.

The Bachelor of Arts degree in public health ensures advising is readily available to the students for course planning and assistance in ensuring their success in the program. The peer counseling group which enhances the undergraduate advising program provides the chance for potential students to learn from and share concerns with a peer. The peer counseling group estimates that 25% of potential students take advantage of this opportunity.

The School also offers a Health Career Opportunity Program (HCOP) that provides undergraduate public health majors with career and graduate school advising, mentorship, practice based coursework and enrichment programs that enhance their success and preparation to be competitive applicants for jobs and for graduate health professions schools. Enrichment programs include a primary care and public health exposure course, a summer research program with School of Public Health Faculty, a GRE preparation program, and a Minorities in Health Conference. HCOP partnerships with Stanford Medical School, San Francisco State, and the Health Career Connection expand and enhance available opportunities, support, and connections.

Health Career Opportunity Program is part of the Center for Public Health Practice (CPHP). In addition to HCOP, CPHP provides undergraduates an opportunity to participate in four courses:

1. What Can you do with a Public Health Degree? - Fall 2014 had 11 undergraduates
2. Public Health Professional Development Workshop Series - Spring 2015 had 1 undergraduate
3. Effective Public Health Negotiations – typically has 4 undergraduates
4. Public Health Advocacy in Action – typically has 1 to 2 undergraduates

Graduate and undergraduate students from all disciplines are welcome to enroll in these classes. All classes are designed to enable students to strengthen practical public health competencies while also gaining valuable career exposure, experience, and networking. Students also gain powerful experience through participating in CPHP sponsored student clubs including Multicultural Health in Action and Asian Pacific Islander Women’s Forum.

SPH dedicates a section of the School website to the Undergraduate program. The site describes the major, informs students on how to declare a major in Public Health; provides information, contact names and numbers for advising; lists all course requirements; and shows samples of courses of study. The site provides links to a number of other resources of support for Public Health undergraduates including Cal Undergraduate Public Health Coalition student group, the Career Center, the Center for Public Health Practice, the College of Letters & Science, the Education Abroad Program, the Undergraduate Research Apprenticeship Program, the Undergraduate Handbook, the Undergraduate Student Learning Initiative (USLI) document for Public Health Undergraduate Major, The UC Berkeley Washington Program, and a link to the Public Health Library. (See website: http://sph.berkeley.edu/undergraduate-major/sample-courses-study)
Undergraduate students apply and are accepted into the UC Berkeley College of Letters and Sciences. The College has a robust framework of support for all undergraduate students - all of which are available to the Public Health undergraduate.

School of Public Health undergraduates have opportunities for paid and volunteer research program participation. Programs are promoted to students through courses, list serves, advising and student health clubs. Some examples include:

- **Health Career Connection (HCC)** inspires and empowers undergraduate students to pursue public health careers through its comprehensive, paid summer internship program. Interns are placed in full-time 10 week internships in a wide range of public health settings and work on priority projects that strengthen their skills and experience. In addition HCC interns participate in career, professional development and graduate education workshops with a cohort of other students in their region. Over 25 UCB undergraduates participate in HCC internships each summer in one of 8 regions- 4 in California, New England, New York, North Carolina and Washington DC. HCC connects students to leading public health and medical school partners for support to pursue graduate programs. Over 70% of HCC interns are offered a permanent job or to extend their internship.

- The **SPH HCOP Summer Research Program** offers undergraduate students the opportunity to conduct research with a UCB SPH faculty member. Students work on priority public health research topics and gain valuable mentorship while also participating as a cohort in professional development and skill building workshops. Participants also participate in a GRE preparation course. Though HCOP the Center for Health Research for Action hires undergrads as work-study students and trains them in research methods, etc. The program indicates 15-20 students per year take advantage of this opportunity.

- **Health Leads at UC Berkeley** recruits undergraduate public health students to serve as advocates for patients needing assistance with social determinant related issues that need improvement for them to be healthy. Students are trained to be advocates and staff health desks in clinics at Kaiser Richmond and Contra Costa Regional Medical Center. The School does not track the number of students taking advantage of this opportunity.

- The **Short Term Educational Experiences for Research (STEER)** program offered by the Division of Environmental Health Sciences in the School of Public Health has a summer research internship for undergraduate students introducing them to the field of environmental health sciences, with the long-term aim of increasing the number of talented students who pursue graduate degrees and careers in this field. The STEER program targets undergraduates with an interest in the environmental health sciences and typically has about 12 participants - a 50:50 split of UCB and non-UCB students. (See Resource Materials List/ Section 2: 2.9b STEER Student List for a full list of participants for this program since it began in 2008) This nine week summer session provides a paid summer internship allowing students to conduct research with a designated faculty mentor and members of their research team, including staff scientists, graduate students...
and postdoctoral scholars. The Program constantly seeks to improve its recruitment process to better reach out to minority and disadvantaged students. Website: http://steer.berkeley.edu/

- The Safe Transportation Research and Education Center has trained undergraduate students as field data collectors and hired undergraduates in student assistant positions. The number of students hired varies each year and is not tracked by the School. The Center has the following current programs:
  - **Community Pedestrian Safety Training Project (CPST)** - The purpose of the CPST is to help make walking safer and more pleasant in California’s communities. Trainings are tailored to each community, enlisting participation from community members and safety advocates, along with professional staff and officials from local government and agencies.
  - **Teens in the Driver Seat (TDS)** - TDS is a program started by Texas Transportation Institute. It is a peer-to-peer program that promotes driving safety on high school campuses.

- **Peer Health Exchange (PHE)** recruits, selects, and trains UC Berkeley undergraduate student volunteers to teach high school students a comprehensive health curriculum consisting of thirteen standardized health workshops on topics ranging from decision-making and sexual health to substance abuse and nutrition. Several studies demonstrate that teenagers better absorb health information when it is delivered by educators of a similar age as opposed to adult educators. PHE educators gain valuable skills and experience while having a significant impact on student health. They also serve as role models. The School does not track the number of students taking advantage of this opportunity.

- **Project Imhotep**, based at Morehouse College, is an eleven-week summer internship designed to increase the knowledge and skills of student trainees in biostatistics, epidemiology, and occupational safety and health. The program begins with two weeks of intense educational training. During the following eight weeks, interns conduct public health research with experts at community based organizations, and state and federal public health agencies. In the past, UCB’s Director of Diversity was part of the program team. A handful of UCB undergraduates participated.

2.9c THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF REQUIRED AND ELECTIVE PUBLIC HEALTH COURSES FOR THE BACHELORS DEGREE. NOTE: THE SCHOOL MUST DEMONSTRATE IN CRITERION 2.6.C THAT COURSES ARE CONNECTED TO IDENTIFIED COMPETENCIES (ie, REQUIRED AND ELECTIVE PUBLIC HEALTH COURSES MUST BE LISTED IN THE COMPETENCY MATRIX IN CRITERION 2.6.D).

Public health is designed to improve human health through the development and application of knowledge that prevents disease, protects the public from disease and promotes health throughout the state, the nation, and the world. Under the public health major, undergraduates develop and apply knowledge from multiple disciplines for promotion and protection of the
health of the human population, giving due consideration to principles, rights, and cultural perspectives that abound in our multicultural country and world.

Students are required to be familiar with key concepts, methods, and basic findings from five core areas of public health: epidemiology, biostatistics, health policy and management, environmental health, and community health and human development. The UC Berkeley undergraduate curriculum includes core courses in each of these areas. Students in the Fall 2015 cohort of the Bachelor of Arts degree program are required to complete all five core courses. The core courses are:

- PH 150A: Introduction to Epidemiology (4)
- PH 150B: Introduction to Environmental Health (3)
- PH 150D: Introduction to Health Policy & Management (3)
- PH 150E: Community Health and Human Development (3)

(Refer to Section 2.6c for program specific competencies and the accompanying matrix.)

The core courses for the undergraduate program are taught by SPH faculty members. Some electives for the program are taught by SPH faculty while others are courses available to the students outside of the school’s course listings. The core courses are taught by the following:

- PH142 – Professor Steve Selvin, Professor Alan Hubbard, Lecturer Lahiff
- PH150A – Associate Professor Lisa Barcellos, Assistant Professor Mahasin Mujahid
- PH150B – Lecturer Charlotte Smith
- PH150D – Lecturer Robin Flagg
- PH150E – Professor Bill Satariano

Students who plan to continue to graduate school are strongly advised to concentrate elective units in only one or two areas of study. Most other courses in public health, including graduate level classes, can also meet elective requirements. The following is a list of options for elective courses.

**Biostatistics**

- PH 143: Introduction to Methods in Computational Biology (4)
- PH 145: Statistical Analysis of Continuous-Outcome Data (4)
- STAT 134: Concepts of Probability (3)
- STAT 135: Concepts of Statistics (4)
- STAT 150: Stochastic Processes (3)
- STAT 151AB: Linear Modeling: Theory and Application (8)
- DEMOG 110: Introduction to Population Analysis (3)
- MATH 53: Multivariable Calculus (4)
- MATH 54: Linear Algebra and Differential Equations (4)
- STAT 152: Introduction to Time Series (4)
**Infectious Diseases**
- PH162A: Public Health Microbiology (3)
- MCB 102: Principles of Biochemistry and Molecular Biology (4)
- MCB 140: General genetics (4) or MCB 142: Survey of General Genetics (4)
- MCB 150: Molecular Immunology (4)
- MCB 130: Cell Biology (4)
- MCB 114: Introduction to Comparative Virology (4)
- PMB 110: Biology of Fungi (4)
- ESPM 145: Arthropod-borne Zoonotic Diseases (2)
- ESPM 146: Medical/Veterinary Entomology (3)
- MCB 142: Survey of General Genetics (4)
- MCB 160: Introduction to Neurobiology (4)
- IB 131: General Anatomy (3)
- IB 132: Survey of Human Physiology (3)
- IB 137: General Endocrinology (4)

**Epidemiology**
- CHEM 112A, B: Organic Chemistry (10)
- DEMOG 110: Introduction to Population Analysis (3)
- GEOG 130: Food and the Environment (4)
- IB 131: General Human Anatomy (3)
- IB 132: Survey of Human Physiology (3)
- IB 140: Biology and Sociobiology of Human Reproduction (4)
- MCB 140: General Genetics (4)
- MCB 152: The Immune System (4)
- PH 112: Global Health: A Multidisciplinary Examination (4)

**Environmental Health Sciences**
- PHC 172: Pharmacology and Toxicology (3)
- ENR 102: Quantitative Aspects of Global Environmental Problems (4)
- CHEM 112A, B: Organic Chemistry (10)
- CE 108: Air Pollution Emission and Controls (3)
- CE 109: Indoor Air Quality (3)
- CE 110: Water Pollution Control and Treatment (3)
- CE 111: Environmental Engineering (3)
- CE 114: Environmental Microbiology (3)
- ERG 100: Energy and Society (4)
- ERG 102: Quantitative Aspects of Global Environment Problems (4)
- ERG 130: Analysis of Environmental Data (3)
- ESPM 167: Environmental Health and Development (4)
- GEOG 130: Food and the Environment (4)

**Health Policy & Management**
- PH 126: Health Economics and Public Policy (3)
PH 180: Topics in Human Sexuality (2)
PH 181 Population and Poverty (2-3)
PH 183 History of Medicine and Public Health (3)
ECON 157: Health Economics (3)
PH 116: Social, Political and Ethical Issues in Health and Medicine (2)
PP 156: Program and Policy Design (4)
CY PLAN 112A: The Idea of Planning (3)
CY PLAN 120: Community Planning and Public Policy for Disability (3)
ESPM 102D: Resource and Environmental Policy (4)
LS 103: Theories of Law and Society (4)
LS 107: Theories of Justice (4)
LS 165: Drug, Tobacco and Alcohol Policy (cross-listed with PP 162C) (3)
LS 168: Sex, Reproduction and the Law (4)
MASS COMM 102: The Effects of Mass Media (4)
PP 101: Introduction to Public Policy Analysis (4)
PP 117AC: Race, Ethnicity and Public Policy (4)
PP 179: Public Budgeting (4)
PS 103: Congress (4)
PS 150: The American Legal System (3)
PS 171: California Politics (4)
SW 112: Social Welfare Policy (3)

Community Health & Human Development
- PH 14: Introduction to Public Health (4)
- PH 103: Drugs, Health, and Society (2)
- PH 104 A/B: Health Promotion in a College Setting (2/2)
- PH 105: Policy, Planning and Evaluation of Health Promotion in a College Setting (3)
- PH107: Violence, Social Justice, and Public Health (2)
- PH 113: Campus/Community Health Impact Program (3)
- PH 114: Issues in Personal and Community Health Promotion (3)
- PHC129: Aging and the Human Brain (3)
- PHC155: Sociology of Illness (3)

2.9d THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF SCHOOL POLICIES AND PROCEDURES REGARDING THE CAPSTONE EXPERIENCE.

In academic year 2014/15, Professors William Satariano and Lisa Barcellos were selected to participate in the Presidential Chair Fellows program, sponsored by the Center for Teaching and Learning at UC Berkeley, as a result of an application they submitted centered on the development of an innovative capstone course for the undergraduate program. The review committee was particularly excited about the proposed innovative twist on the idea of a capstone course which centers on community partnerships and mixed-media engagement.
**Capstone Course – Description:** The main objective for the capstone course is to provide fourth-year students a common, integrated foundation in public health, while also enabling them to explore, as a member of a team, a specific project of public health significance.

The planned course format requires all capstone students to complete a common set of readings and discussion to develop an integrated view of the field. This may include a focus on a key health condition, e.g., asthma or breast cancer, from the perspectives of each of the core areas, e.g., epidemiology, environmental health, health services, and community health. Another possible project might be to address a specific public health policy and then to identify and evaluate the scientific evidence, e.g., from epidemiology or the social and behavioral sciences, to support that policy.

In addition to studying a common topic, whether a specific health condition or health policy, students will serve as a team member in collaboration with community partners. Following from previous experience in Public Health 150E, supported through the American Cultures Engaged Scholarship (ACES) program, a team of four to five students will collaborate with community partners on a project. The projects will address a key area of interest for the community partners and will have educational merit for the students. Ongoing collaborations are in place with a number of Bay Area organizations, including Asian Health Services, Alameda Health Department, Building Blocks for Kids, Contra Costa Health Department, Coordinating Agencies Responding to Disasters (CARD), and LifeLong Medical. Past projects have included the preparation of grant applications, preventive health videos for Vietnamese residents, organization and administration of focus groups with community residents on family health issues, and preparation of health education pamphlets. In the completion of these projects, students may play a variety of roles, from conducting archival research and statistical analysis to interviewing program participants. A student need not work on site at the community organization to take part in a project.

**Timeline:**

- **2014-2015:** The Planning Group convened; a Day-Long Retreat was held; a pilot Capstone Course was prepared and listed as an experimental PH 198 course.

- **Spring 2016:** the pilot Capstone Course will be administered with both Midterm and Final evaluations; a final report and recommendations will be prepared for a regular course in Spring 2017. Approximately 30 students will be enrolled in the class.

- **Summer 2016:** Preparation of regular Capstone course for Spring 2017.

- **Spring 2017:** the Fall 2015 cohort of undergraduate students in the School of Public Health Bachelor of Arts degree program will be required to complete the Capstone course for graduation.

The planning group consists of Professors Satariano and Barcellos, instructors from PH 150B and D, one additional faculty member plus two undergraduate students from the Undergraduate Management Committee, and three community and health-care partners. Community members will be recruited from among several community-based and health-care organizations, including
Asian Health Services, Alameda County Health Department, Building Blocks for Kids, Contra Costa Health Department, Coordinating Agency Responding to Disasters, and LifeLong Medical. In addition, a GSR will work closely with Professors Satariano and Barcellos as part of the overall planning, direction, administration, and evaluation of the project.

The working group will identify and review some of the challenging issues and questions associated with the establishment of this course. For example, it is estimated that approximately 100 fourth-year students will be eligible for the capstone course each spring. This could necessitate as many as three to four sections of the capstone course each year. Staffing and coordination must be considered.

The working group also will organize a Capstone Planning Retreat in the fall. Approximately 40 family, students, and outside community health colleagues will be invited to take part in a retreat to consider challenging issues as well as a proposed outline and curriculum for the proposed capstone course. The working group will review the conclusions and recommendations as part of the planning for the pilot capstone course in the spring.

The overall rationale of the capstone program is to enrich the core curriculum for the Undergraduate Major in Public Health. The course is based on the proposition that undergraduate education in public health should be integrative, interactive, and engaged in the community. Capstone courses represent a common requirement in many undergraduate programs. While a capstone course illustrates important points of convergence and application in a core curriculum, a course of this kind is not typically viewed as being especially innovative. The public health capstone is innovative in the following ways:

1. First, the planned course will actively involve community members in the design, administration, and evaluation of the course. The course will ensure that all undergraduate students will have the opportunity to collaborate with community partners and take part in the evolution of the capstone curriculum.
2. Second, the course will address integrated public health content.
3. Third, students will have the opportunity to learn more about alternative means for presentation of material.

This criterion is met.

Strengths: This outstanding Undergraduate Public Health Program was reintroduced at UC Berkeley in 2004. The number of students in the major has more than tripled since, with the demand exceeding the enrollment capacity yearly. The undergraduate program is well-supported with dedicated advisors readily available for helping students with course planning, advising, and assistance to ensure their success. The undergraduates have a menu of opportunities for research and internships with the long-term aim of increasing the number of talented students who pursue graduate degrees and careers in this field. Students in the Bachelor of Arts degree are required to be familiar with key concepts, methods, and basic findings from five core areas of public health:
epidemiology, biostatistics, health policy and management, environmental health, and community health and human development. Students in the Fall 2015 cohort are required to complete core courses in each of these areas and are required to take a capstone course.

Challenges: As the demand for this popular undergraduate major continues to increase, the challenge for the School will be to closely monitor and plan for managing the program. The undergraduate working group is working to identify and review the challenging issues and questions associated with the establishment of the capstone course. It is estimated that approximately one hundred 4th-year undergraduate students will be eligible for the capstone course each spring. This could necessitate as many as three to four sections of the capstone course each year. Staffing and coordination must be considered.

Plans: Two major changes for the undergraduate program have just been institutionalized: 1) the requirement that all students take core courses in the five core areas of public health, and 2) the requirement of a capstone course in spring of the student’s 4th year. The School will continue to monitor the demand for this undergraduate degree, ensuring the program has adequate faculty and staff to fulfill its mission. Determining if the program can continue to grow will be a future decision.
2.10 OTHER BACHELOR DEGREES. IF THE SCHOOL OFFERS BACCALAUREATE DEGREES IN FIELDS OTHER THAN PUBLIC HEALTH, STUDENTS PURSUING THEM MUST BE GROUNDED IN BASIC PUBLIC HEALTH KNOWLEDGE.

2.10a THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF BACCALAUREATE DEGREES OFFERED BY THE SCHOOL AND A DESCRIPTION OF THE REQUIREMENTS FOR EACH. THE INSTRUCTIONAL MATRIX IN CRITERION 2.1A MAY BE REFERENCED FOR THIS PURPOSE.

The School of Public Health does not offer baccalaureate degrees in other fields. This Section does not apply.
2.11 ACADEMIC DEGREES. IF THE SCHOOL ALSO OFFERS CURRICULA FOR GRADUATE ACADEMIC DEGREES, STUDENTS PURSUING THEM SHALL OBTAIN A BROAD INTRODUCTION TO PUBLIC HEALTH, AS WELL AS AN UNDERSTANDING ABOUT HOW THEIR DISCIPLINE-BASED SPECIALIZATION CONTRIBUTES TO ACHIEVING THE GOALS OF PUBLIC HEALTH.

2.11a THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF ALL ACADEMIC DEGREE PROGRAMS, BY DEGREE AND AREA OF SPECIALIZATION. THE INSTRUCTIONAL MATRIX MAY BE REFERENCED FOR THIS PURPOSE.

The MA, MS, and PhD degree programs within the School of Public Health are identified in the degree matrix Section 2.1a (template 2.1.1). The academic degree programs include Biostatistics MA and PhD; Environmental Health Sciences MS and PhD; Epidemiology MS and PhD; Joint Medical Program MS; Health Services and Policy Analysis PhD; and Infectious Diseases and Immunity PhD.

The academic degrees are granted by the Berkeley Graduate Division. A Graduate Group is a multi-disciplinary academic unit comprised of faculty members from more than one department on the UC Berkeley campus who have common interests and expertise in an area of study that cuts across disciplinary lines. A source of confusion is the fact that the degree names for both the professional and academic degrees are similar, for example, Environment Health Sciences MPH and Environmental Health Sciences MS. The name is of both the Berkeley Graduate Group and one of the divisions in the School of Public Health. The Graduate Group is responsible for the academic degree programs (MS, MA, and PhD); the divisions of the School are responsible for the professional degree programs (MPH and DrPH). Students in the MS and PhD programs are primarily interested in performing original research.

2.11b THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF THE MEANS BY WHICH THE SCHOOL ASSURES THAT STUDENTS IN ACADEMIC CURRICULA ACQUIRE A PUBLIC HEALTH ORIENTATION. 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 BY EACH.

The academic groups are discipline specific and are aligned with an area of concentration. Members of the academic group include the faculty in that area, faculty with appropriate interdisciplinary skills from other areas of concentration in the School, and faculty from related schools and departments on the UC Berkeley and UC San Francisco campuses.

Applicants accepted into the academic master degree program within the School of Public Health will be expected to have research experience in a health department, work experience in a health setting, or prior experience in independent study or research in science, social science, or humanities. The MS/MA applicants differ from the MPH student in that MPH students are not required to have previous work experience or research experience in public health. MS/MA applicants will be required to make up any deficiencies in course content in the five core public
health areas: Health Policy & Management, Environment Health Sciences, Health & Social Behavior, Probability and Statistics in Biology and Public Health, and Epidemiologic Methods. Master's students are required to take a minimum of 12 units per semester for four semesters.

Applicants accepted into the School of Public Health academic doctoral programs are likely to have an MPH or Masters degree from an accredited school of public health, or equivalent, and two years or more of professional experience in public health (post-master’s degree). The PhD degree program requires 4-6 semesters of coursework, followed by 4-6 semesters of research to complete the qualifying examination and dissertation. Most doctoral students enroll in at least 12 units per semester for a minimum of four semesters of academic residence at Berkeley. The amount of coursework necessary for each doctoral student in the doctoral program will vary depending on the student’s previous educational experience and background.

Because the academic groups are themselves oriented to public health, the course topics are health related. By its nature Public Health is a multidisciplinary program offering opportunities for academic students to be exposed to cross-disciplinary work. The students have opportunities to engage in research activities. Students in the PhD degree programs are required to complete an original research project. (See Section 2.11c)

In the Joint Medical Program (JMP) the student must complete a minimum of 20 units to receive the Master’s Degree in Health and Medical Sciences. At least 8 of the required units must be in 200 series courses in the student's major subject. The required curriculum for the master’s program consists of:

- HMS 261 Summer Thesis Seminar: a 1-credit weekly summer course introducing students to the principles of research.
- HMS 261 Fall and Spring Thesis Seminar: a 2-credit/semester, weekly seminar taken during the first year focusing on the development of a researchable question, development of a protocol and understanding of issues regarding human subjects research. The course also introduces students to methods for qualitative and quantitative research.
- Thesis working groups. A bi-monthly to monthly seminar for second and third year students designed to support them through their continued research and drafting of a final thesis. Students can request an exception to participation in a Thesis Working Group if there is not an appropriate seminar for their area of research being offered.
- A course in epidemiology: either Epidemiology 250A or 250B. Should students be able to test out of Epidemiology 250A through the test offered by the School of Public Health, this requirement will be met. However, it is nevertheless strongly recommended that such students take another course in epidemiology to further their educational goals.
- Methods selective: One course in research methods (methods selective) in the student’s area of research is required of all students. This may consist of a more specialized epidemiological methods course (for example, a course in survey research methods), or a course in another area of research (for example, qualitative methods). It is strongly advised that the methods course be completed before the student begins data collection. Indeed, JMP grant funding cannot be applied towards data collection unless a student has completed this requirement. Epidemiology 250B, if applicable to the
student’s research methods for the master’s degree, can fulfill this requirement. Epidemiology 250A does not fulfill the methods requirement.

- Content elective in chosen area of research: The student must take at least one graduate-level course clearly related to the student’s discipline of interest. The course should be approved as relevant by the student’s thesis advisor or thesis mentor. Because the student is receiving a graduate degree in a specific area of interest, it is very strongly recommended that the student supplement this course with other, preferably graduate-level, but at minimum upper division undergraduate-level, courses related to the student’s discipline of interest.

- Optional curriculum for the Joint Medical Program MS degree includes:
  - HMS 299: Independent Study. This course can be taken with the student’s thesis mentor or advisor. The primary goal of the independent study is to pursue the literature review. A maximum of 6 units of 299 course work can be used towards the degree.
  - HMS 296: Thesis Practicum. Students pursue their thesis research and compose their thesis under the supervision of their thesis advisor (or their mentor, as appropriate).
  - It is strongly recommended that students without a prior course in biostatistics take such a course in partial fulfillment of their requirements, regardless of the methods used in their own research project.

For all academic degree students, schoolwide mechanisms contribute to a public health perspective. They include the Dean’s Colloquium series highlighting public health issues of wide concern and seminars given by an area of concentration to which all students are invited. Most courses are commonly attended by both professional and academic degree students. Intermingling of students in classes, social events, and student organizations promotes dialogue.

2.11c THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF THE CULMINATING EXPERIENCE REQUIRED FOR EACH DEGREE PROGRAM. IF THIS IS COMMON ACROSS THE SCHOOL’S ACADEMIC DEGREE PROGRAMS, IT NEED BE DESCRIBED ONLY ONCE. IF IT VARIES BY DEGREE OR PROGRAM AREA, SUFFICIENT INFORMATION MUST BE PROVIDED TO ASSESS COMPLIANCE BY EACH.

The culminating experience for the academic master degree programs within the School of Public Health are designed to test a candidate’s breadth of understanding and knowledge and the ability to articulate and explain the basic concepts gained from the curriculum.

- Students in the MS degree program in epidemiology must give an oral presentation on a written research paper. The topic of the paper is negotiated in advance with a member of the examination committee. The committee consists of two-to-three faculty members. The oral comprehensive exam lasts for approximately 60-90 minutes.
- The examination committee for the MA degree in Biostatistics consists of two faculty members of the Graduate Group in Biostatistics. Candidates are asked to select three topics and write a description of each. Topics are presented during the exam period of 90 minutes. Examiners are free to ask for clarification or elaboration through requests for
more background, detail or examples. Alternatively, a thesis may be submitted to fulfill requirements though the decision to submit a thesis rather than take the oral examination must be made early in the final semester of the program.

- Students in the Environmental Health Sciences MS degree program are expected to complete a formal thesis in compliance with Graduate Division regulations. This is a capstone project and requires an oral presentation. (See Graduate Division website for Thesis Filing Guidelines: http://grad.berkeley.edu/policies-guides/thesis-filing/)

- Students in the Joint Medical Program MS degree complete an academic thesis as a requirement of their MS. They must complete an inquiry-driven project in an area relevant to human health in the biological, physical or clinical sciences, in the humanities or in the social sciences. The project culminates in a thesis, including a review of the literature and question formulation, as well as, a summary and discussion of the findings of the project. Many students publish their findings, though this is not required for the degree. All students are also required to present their project orally as part of the yearly JMP symposium. Theses are supervised by a committee of Berkeley faculty, the student’s mentor, and the JMP thesis advisor.

All PhD programs have a required doctoral dissertation. The students take a Qualifying Examination required by the University on their dissertation, their preparation (three fields), and a prospectus which may be reviewed separately. Printed doctoral theses may be found in the School of Public Health’s Sheldon Margen Library. The theses are not available electronically. The culminating experience for each program follows:

- Biostatistics PhD candidates take a qualifying examination to test both a candidate's general competence in the field of biostatistics and the ability to apply biostatistical methods to a broad research area. Students prepare a dissertation which is reviewed by a dissertation committee.

- Environmental Health Science PhD candidates are required to take a Graduate Group Examination, Qualifying Examination, and attain formal approval and acceptance of their dissertation. A committee of three Berkeley Academic Senate members will guide the research and judge the merits of the dissertation.

- In order for Epidemiology PhD students to be admitted to candidacy, the student must submit a prospectus and pass a three-hour oral qualifying examination which is conducted by a four-member faculty committee. The four-member committee must be approved by the Graduate Division. After advancement to candidacy, students must conceive, conduct, and complete an original research project culminating in a dissertation. A three-member Dissertation Committee (approved by the Graduate Division) monitors the progress of the student and is responsible for guiding and supervising the student’s research assuring that the thesis meets the highest standards of excellence.

- The Health Services and Policy Analysis PhD culminating experience begins with a comprehensive written examination that tests the student’s knowledge in one of four disciplines: economics, organization theory, politics and policy, or population health. This exam is evaluated by two faculty members who judge the merits of the exam independently. Students must also complete a research methods paper that is evaluated by a faculty member and judged according to current publication standards. To advance to candidacy, students must pass a qualifying oral examination that tests the depth of their
knowledge in substantive theory and methods relevant to their proposed dissertation topic. This oral exam is conducted by a four-member committee approved by Graduate Division. Students who pass the oral examination advance to candidacy and form a three-member committee approved by Graduate Division that will mentor the student in the research and writing of the dissertation. Students may elect to write a traditional dissertation geared towards publication or produce three papers that are of publication quality. They complete the program when their committee has determined that the research makes a significant and independent contribution to the field and has provided signatures to signify their approval of the dissertation.

- Infectious Diseases and Immunity PhD program requires a qualifying examination consisting of an oral defense of two written research proposals (10-15 pages each). One proposal may be the student’s proposed dissertation research problem, but the other must encompass a research problem in an area unrelated to the dissertation research. The purpose of the examination is to test the student’s mastery of a broad area of knowledge reflecting the interdisciplinary preparation of an approved course of study. Within one semester of passing the qualifying examination, students must apply for advancement to candidacy for the PhD degree. At this point, the student must identify a Dissertation Committee comprised of faculty members who can contribute to the dissertation research work. The student presents a written research proposal to the committee prior to formally commencing the research. It is expected that the student’s research will be of sufficient quality to be accepted for publication in peer-reviewed journals. A goal of three, first-author publications are typically considered sufficient to write the dissertation. The emphasis on publication of student research, rather than merely completing a dissertation, is an intrinsic component of the Program’s training experience and one of its unique strengths. Within three months of filing the student’s dissertation, the student will give an oral seminar to the members of the Graduate Group describing the dissertation research conducted.

2.11d THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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: Surrounded by public health faculty and administratively located in the School of Public Health, academic degree students have the opportunity and are encouraged by their advisors to obtain a foundation and an understanding of public health. Students have opportunities for cross-disciplinary work, opportunities to engage in research activities, and opportunities to share knowledge with professional public health degree students through common courses and intermingling at social and intellectual events. Rigorous culminating experiences as determined by the UC Berkeley Graduate Division are in place for all academic degree programs.

Challenges: The academic degrees are granted by the Berkeley Graduate Division which has the responsibility for all academic degree programs on the UC Berkeley campus. The professional
public health degrees are administered by the School of Public Health. It is a challenge to help students, faculty, and constituents untangle the decision-making and governing of each of these degrees – academic vs. professional.

Plans: The academic degrees add depth and richness to the School’s degree offerings. We will continue to support these programs and the faculty and staff within them.
2.12 DOCTORAL DEGREES. THE SCHOOL SHALL OFFER AT LEAST THREE DOCTORAL DEGREE PROGRAMS THAT ARE RELEVANT TO ANY OF THE FIVE AREAS OF BASIC PUBLIC HEALTH KNOWLEDGE.

2.12a THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF ALL DOCTORAL PROGRAMS OFFERED BY THE SCHOOL, BY DEGREE AND AREA OF SPECIALIZATION. THE INSTRUCTIONAL MATRIX MAY BE REFERENCED FOR THIS PURPOSE.

The School of Public Health has a schoolwide DrPH program and PhD programs in Biostatistics (Bio), Environmental Health Sciences (EHS), Epidemiology (Epi), Health Services and Policy Analysis (HSPA), and Infectious Diseases and Immunity (ID&I). Please see Template 2.1.1 in Section 2.1a.

2.12b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF SPECIFIC SUPPORT AND RESOURCES AVAILABLE TO DOCTORAL STUDENTS INCLUDING TRAINEESHIPS, MENTORSHIP OPPORTUNITIES, ETC.

All applicants for doctoral programs within the School of Public Health will be considered for research and teaching appointments which include both tuition support and a stipend. Due to the core courses and undergraduate major, there are many Graduate Student Instructor positions available within the School. Alternatively, doctoral students frequently support themselves, and at the same time gain valuable research experience, by working as graduate student researchers on various research projects. Positions as graduate student researchers are plentiful, both at the School of Public Health and at various collaborating institutions, particularly UC San Francisco, Kaiser Permanente Division of Research, Cancer Prevention Center of California, The California Birth Defects Monitoring Program, and the California Department of Health Services.

Other possible sources of financial support include graduate fellowships from the University of California; scholarships from the Wellness Fund and other School of Public Health funds; various Graduate Opportunity Program Fellowships; Public Health Service Traineeships; Block Grant Fellowships; Berkeley Fellowships; Chancellor's and Cota Robles Fellowships (Diversity Fellowship); Mentored Research Award; Foreign Language and Area Studies Award; the University of California Dissertation-Year Fellowship; and various endowments.

Additional and program specific sources of support and resources available are listed under each program.

**Doctor of Public Health (DrPH):** The Professional Degree Supplemental Tuition Fee assessed to all professional students provides monies for student support. In 2013/14, 40% of this revenue was used for direct student aid. (See Section 1.6a) Other funding opportunities include fellowships from Blann, Kalmanowitz, Morello-Frosch and Kaiser-Permanente. Negotiations are taking place with the University of California Office of the President and Susan G. Komen Foundation for a Graduate Training in Disparities Research fellowship which will provide support to doctoral students interested in breast cancer.
**Biostatistics PhD**: All applicants will be considered for fellowships, and for teaching and research appointments. Positions funded by faculty research grants occasionally become available for students in Biostatistics (both here at UCB and on the UC San Francisco campus). The more background a student has in Biostatistics, the better the chances a position can be found. Since teaching is often a vital part of a career in Biostatistics, students are encouraged to take advantage of any opportunity to serve as a Graduate Student Instructor. Graduate Student Instructors (GSIs) serve an apprenticeship under the tutelage and supervision of a faculty member.

**Environmental Health Sciences PhD**: The National Institute for Occupational Safety and Health (NIOSH) Training Grant supports EHS students in the following academic programs: Epidemiology, Ergonomics, Industrial Hygiene, and Targeted Research Training Epidemiology. In addition, EHS PhD students may apply for the Preston Award which is provided through the School of Public Health. The students may also apply for outside fellowships, such as the Fulbright, National Science Foundation (NSF), and Environmental Protection Agency (EPA) Star.

**Epidemiology PhD**: A number of students in epidemiology are supported by fellowships from the National Science Foundation, and other off-campus sources. Many students help support themselves by working as graduate student instructors or as graduate student researchers.

- **Training Grants – UC Berkeley**
  - Fogarty International AIDS Training Grant: This NIH training grant supports the training of students from selected developing countries and of U.S. minority students interested in international AIDS research. Tuition, fees, and a stipend are covered.
  - Toxic Substances Training and Research Program
    http://asrg.berkeley.edu/funders.html
  - National Institute on Alcohol Abuse and Alcoholism, Graduate Research Training on Alcohol Problems http://www.arg.org/

- **Training Grants – UC San Francisco**
  - Traineeships in AIDS Prevention Studies (TAPS):
  - The Institutional Dentist Scientist Award Program (DSA): This NIH Training Grant supports an integrated program for dentists doing advanced clinical training and PhD research in various areas, including Epidemiology at UC Berkeley.
  - Integrated DDS-PhD Program: The Dental Scientist Training Program: This NIH Training Grant supports an integrated program for entering dental students leading to a DDS degree from UCSF and PhD with the option of specializing in oral biology, epidemiology or bioengineering. The epidemiology option is conducted through the Epidemiology program at UC Berkeley School of Public Health. Tuition, fees and a stipend are covered for five years of the program.

- **Additional Sources of Fellowship Support**:
  - National Science Foundation: http://nsf.com/

**Health Services and Policy Analysis PhD**: A training Grant from Agency for Healthcare Research and Quality (AHRQ) supports up to 4 students each year. Students with an interest in disparities in breast cancer can receive tuition and support from the Susan G. Komen award. Two
endowed programs also provide support for students. Graduate Student Instructor (GSI) and Graduate Student Researcher (GSR) appointments and department grants are typical sources of funding for all HSPA students. Students are expected to work as Student Researchers or Instructors as part of their training. Students who have completed the course requirements are encouraged to apply for dissertation grants to fund their research.

**Infectious Diseases and Immunity (IDI) PhD:** The Division offers full funding to doctoral students for the first year of study from a combination of state and Division funds. Funding support will include fees and tuition as well as a monthly stipend.

- Graduate Student Instructorship (GSIship) can also be used to supplement funding support. Two GSI teachings are required, first GSI must be 50% and done within 1st and 2nd year. The second GSI can be 25% but preferably 50% and can be completed any time prior to graduation. The current annual stipend for IDI pre- and post-qualifying exam students is approximately $29,500.
- After the students have decided on the laboratory for research, the faculty as their mentor and Principal Investigator will be responsible for continuing funding the students as Graduate Student Researcher (GSR) until graduation.
- Extramural sources of pre-doctoral fellowships are available from the National Institute of Allergy and Infectious Diseases, National Science Foundation, and private sources such as Founder Region Fellowship for women in doctoral program.

**2.12c THE SELF-STUDY DOCUMENT SHOULD INCLUDE DATA ON STUDENT PROGRESSION THROUGH EACH OF THE SCHOOL’S DOCTORAL PROGRAMS, TO INCLUDE THE TOTAL NUMBER OF STUDENTS ENROLLED, NUMBER OF STUDENTS COMPLETING COURSEWORK AND NUMBER OF STUDENTS IN CANDIDACY FOR EACH DOCTORAL PROGRAM.**

The following table provides the number of active students in each doctoral degree program within the School of Public Health, the number of students completing coursework and the number of students in candidacy for each doctoral program.

<table>
<thead>
<tr>
<th>Template 2.12.1 – Doctoral Student Data for year 2013/14</th>
<th>DrPH</th>
<th>PhD Bio</th>
<th>PhD Epi</th>
<th>PhD EHS</th>
<th>PhD HSPA</th>
<th>PhD ID&amp;I</th>
</tr>
</thead>
<tbody>
<tr>
<td># newly admitted in 2013/14</td>
<td>7</td>
<td>3</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td># currently enrolled (total)</td>
<td>27</td>
<td>20</td>
<td>32</td>
<td>22</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td># completed coursework during 2013/14</td>
<td>15</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td># advanced to candidacy (cumulative) during 2013/14</td>
<td>15</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td># graduated in 2013/14</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>
2.12d THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF SPECIFIC COURSEWORK, FOR EACH DEGREE, THAT IS AIMED AT DOCTORAL-LEVEL EDUCATION.

All of the PhD programs in the School of Public Health are administered by a group of faculty appointed by the Graduate Division and include faculty members from a number of other disciplines and departments at Berkeley. Some programs may also have faculty who are from the UC San Francisco campus.

The UC Berkeley campus is considered an academic campus where in most cases the graduate schools only offer doctoral degrees. The only graduate schools on the UC Berkeley campus offering masters degrees are the professional schools. The UC Berkeley School of Public Health is considered a professional school. Because UC Berkeley is an academic campus, it may be difficult for reviewers to distinguish between master-level courses and doctoral-level courses: undergraduate courses are in the 100 series; doctoral and master level courses are both in the 200 series. For example, Professor Joan Bloom teaches PH224A Health Care Organizations and Environments at the master level. She also teaches PH224C Advanced Health Care Organizations and Environments at the doctoral level. Master-level students are not able to enroll in doctoral-level courses. However, a doctoral student could opt to take a master-level course if needed for the student’s basic knowledge as recommended by their faculty advisor. In addition to advanced courses, the doctoral students are required to take all of the doctoral seminars available in their area of concentration. The program curriculum for the doctoral degree in each concentration may be found in the student handbooks in Resource Materials List/Section 2: 2.6c Folder – Student Handbooks for All Degree Programs.

**DrPH program** is a full-time program designed to be completed in three to four years. Preferred candidates have a master degree in public health or a related field and two years or more of professional experience in public health (post-masters). Students with deficiencies in coursework equivalent in content to the MPH at the UC Berkeley School of Public Health must take prerequisite courses early in the program which include the School’s breadth courses PH200C, PH142, and PH250A. (See Section 2.3a for course descriptions)

- **Coursework:** Students must complete a minimum of 4 fulltime semesters of coursework (48 units) and a minimum of 12 units of dissertation research credits. DrPH students are expected to complete coursework in the core areas of management, research design and methods, public health ethics, and leadership. Students are also expected to acquire breadth by taking coursework in at least two of the following three areas: health politics and policy analysis, public health interventions, or environmental health sciences. In addition to courses in the core and breadth areas, DrPH students are required to attend the DrPH seminar every semester of their first two years in the program. Once students complete and pass their qualifying examination, they are required to attend a post-qualifying exam seminar. Finally, sometime during their first two years in the DrPH program, all DrPH students are required to participate in a DrPH Leadership seminar offered in the Fall and Spring of the first year.

- **Residency:** All DrPH students will complete a professional and/or research residency in a public health setting during the summer after their first year. The residency gives students
the opportunity to identify data for dissertation research, conduct analyses, and participate in specific projects of interest to them. Requirements include:

- 20-40 hour/week, 9-12 week residency
- Development of a formal written plan (residency agreement) identifying the major goals, objectives, planned activities, and timeline for achieving those activities, and identifying a final product for the residency
- Produce tangible products to demonstrate competencies developed during the placement (ex: grant applications, evaluation designs, articles for publication)
- Complete required evaluations of self, site, etc.

**Biostatistics PhD:** A PhD degree in Biostatistics requires a program of courses selected from biostatistics, statistics, and at least one other subject area (such as biology, environmental health, and epidemiology). Courses cover traditional topics as well as recent advances in biostatistics and in statistics. Those completing the PhD will have acquired a deep knowledge and understanding of these subject areas. Since graduates with doctorates often assume academic careers in research and teaching, a high degree of mastery in research design, theory, methodology and execution is expected as well as the ability to communicate and present research findings and area of expertise in a clear, understandable manner.

The PhD degree program requires 4-6 semesters of course work followed by 2-4 semesters to complete examinations and prepare a dissertation (a minimum of four semesters of registration is required). The curriculum in Biostatistics involves courses from a wide variety of areas including the biological and health sciences. Courses in the biological sciences, such as genetics, microbiology, and physiology are also part of the curriculum and are basic for an understanding of medical and health problems. Website: [http://www.stat.berkeley.edu/biostat/degrees/phd.htm](http://www.stat.berkeley.edu/biostat/degrees/phd.htm)

**Environmental Health Sciences PhD:** The PhD program in Environmental Health Sciences (EHS) can last from two-to-five years; students normally take courses during their first or second year in preparation for the qualifying examination. In the first year, depending on the nature of their master program, doctoral students will work closely with their academic advisers to ensure they have mastered the material discussed in the EHS core courses. Courses taken are chosen in consultation with the student's academic adviser, and students should have an early discussion of this issue with their advisers. Students must develop expertise in their major (Environmental Health Sciences) as well as two minor fields, such as biostatistics, epidemiology, environmental law, policy, or molecular cell biology. One of the student's minor fields must be outside of EHS. Students register for a full course load of 12 units every semester. Students who have completed the necessary coursework enroll in 12 units of independent research—PH 299. Doctoral students must complete a minimum of four semesters of academic residence at Berkeley. Website: [http://sph.berkeley.edu/areas-study/environmental-health-sciences](http://sph.berkeley.edu/areas-study/environmental-health-sciences)

Sample first year curriculum for the Ph.D. students:

**Fall:**
- PH 293 EHS Ph.D. Seminar 1 unit
- PH 299 Independent Research 3 units
- Electives/EHS core courses 8 units

**Spring:**
- PH 293 EHS Ph.D. Seminar 1 unit
- PH 299 Independent Research 3 units
- Electives/EHS core courses 8 units

Doctoral students are expected to carry at least 3 units of directed research in each of the first two semesters and increased units in subsequent semesters. Part of this research effort will be devoted to the development of two minor fields as well as a dissertation prospectus in preparation for the qualifying exam. Students are encouraged to take courses outside the School of Public Health to enhance their understanding of other disciplines that may be important to their research areas.

**Epidemiology PhD:** In addition to the courses required for the master’s degree, Ph.D. students identify a third area of scientific knowledge in which they will develop competence. Normally, a minimum of one additional year of study is required following receipt of the master’s degree before taking the qualifying examination and being advanced to candidacy for the Ph.D. degree. After advancement to candidacy, students must conceive, conduct, and complete an original research project culminating in a dissertation. The normative time in the Ph.D. program is four years.

Before taking the qualifying examination, it is expected that doctoral students will have taken the following courses or their equivalent, either while in a master degree program (at Berkeley or prior to matriculating at Berkeley) or while in the doctoral program, or be knowledgeable about the material covered in these courses:

- PH 292 (6) Epidemiology Seminar (Fall) or PH 292 (7) Epidemiology/Biostatistics Seminar (Fall) (usually taken prior to or during the first year of doctoral study).
- PH 293 (8, 13) Epidemiology Doctoral Seminar (Fall & Spring – for at least two years)
- PH 250A Epidemiologic Methods I (Summer or Fall)
- PH 250B Epidemiologic Methods II (Fall)
- PH 250C Epidemiologic Theory (Spring)
- PH 142 Introduction to Probability and Statistics in Biology and Public Health (Fall)
- PH 145 Statistical Analysis of Continuous Outcome Data (Spring)
- PH 241 Statistical Analysis of Categorical Data (Spring)
- PH 242C Longitudinal Data Analysis (Fall or Spring)
- PH 245 Introduction to Multivariate Public Health Statistics (Fall)
- PH 248 Statistical/Computer Analysis Using R (Fall)
- PH 252 Epidemiological Analysis (Spring)
- PH 252A Applied Sampling Seminar (Fall, even-numbered years)
- PH 252C Intervention Trial Design (Fall)
- PH 252D Introduction to Marginal Structural Models (Fall)
- PH 259A History of Epidemiology (Fall)
- PH 259B Ethical Issues in Epidemiology Research (Spring)

Doctoral students are also expected to attend the divisional research seminar regularly. Through their choice of elective courses, students are also expected to develop expertise in a third area of knowledge relevant to their expected dissertation research (e.g. virology, sociology, anthropology, demography, etc.). Students are expected to seek out and take appropriate other
courses in the School of Public Health; in other departments and schools on the Berkeley campus; and at UC San Francisco, relevant to their chosen “third area,” or of potential benefit to them in their research. Website: http://sph.berkeley.edu/areas-study/epidemiology

Health Services and Policy Analysis PhD: The doctoral program in Health Services and Policy Analysis is distinguished by its application of the social science disciplines to real world health issues. Students select a major area of concentration from among health economics, organizations, political science/policy, or population health while receiving exposure to all these areas. They have access to all of the social science disciplines and professional schools at the University of California, Berkeley, in addition to the core resources provided by the School of Public Health. Students also receive a thorough grounding in research methods and the application of these methods to the analysis of health policy issues. The core faculty group for the HSPA Program are professors in the School of Public Health; however, the larger faculty group is comprised of experts in departments and schools across the Berkeley campus. Coursework is drawn from a variety of departments including public health, sociology, psychology, organizational behavior and industrial relations (Haas School of Business), and political science. Each specialty track within the HSPA degree program - health economics, organizations, political science/policy, or population health – has a unique set of core courses and specialty field courses from which the students choose.
Website: http://www.hspa.berkeley.edu/curriculum

- A total of 60 units composed of courses, seminars, and independent study is required of all HSPA students. Units earned from courses taken as Master students cannot count toward the PhD requirement. Core Classes: Students must take five courses from the three core disciplines: Health Economics, Health Politics/Policy, and Organizations. Of the five required core courses, two must be in the student’s specialty track, one in each of the two non-specialty tracks, and one must be chosen from either of the non-specialty tracks.
- PhD Seminars: All students are required to attend the HSPA First/Second-Year Seminar during all four semesters of their first two years. The seminars will be taught by rotating faculty and are organized in content to avoid duplication of material. After passing the specialty field exam students are strongly encouraged to attend the HSPA Dissertation Seminar or an equivalent seminar during all semesters until graduation. Students who are preparing to take their Qualifying Exam will have the opportunity to practice their presentation with their peers. The intent of the colloquium is to provide an opportunity for HSPA students across all stages of completion to meet regularly, be presented with on-going research and participate in stimulating discussions with faculty and guest speakers.

Infectious Diseases and Immunity (IDI) PhD: The PhD program is administered by the Graduate Group of Infectious Diseases and Immunity, which is appointed by the Graduate Division and includes faculty members from the School of Public Health’s Infectious Diseases and Vaccinology division, plus a number of other disciplines and departments at Berkeley. The objective of this program is to provide students with research-oriented pursuits that will train them to design and implement independent investigations and advance the fundamental knowledge of infectious disease agents and their interactions with the human host and the environment. The goal of the IDI PhD five year program is to promote health by integration of
basic research and applied technologies for the development of new approaches for the
diagnosis, treatment, prevention, and control of infectious disease in humans. This program
crosses traditional departmental boundaries to combine clinical, epidemiological and basic
laboratory research strategies in modern biology and apply these to specific infectious disease
problems affecting human populations.

The following minimum core graduate courses, or their equivalent, are required of all students in
the Graduate Group. These courses should be taken before the Qualifying Examination
Committee is appointed, and the student must receive a “B” or higher grade average in these
courses, except seminars that can be taken on a Satisfactory or Unsatisfactory basis (S/U).

Group I: Infectious Diseases (2 courses)
   PH 260A Principles of Infectious Disease (4 units)
   And one of the following:
   PH 260B Principles of Infectious Disease (4 units)
   PH 261 Advanced Medical Virology (3 units)
   PH 262 Molecular Basis of Bacterial Pathogenesis (3 units)
   PH 265 Molecular Parasitology (3 units)
   PH 266 Viruses & Cancer (3 units)

Group II: Immunology (1 course)
   PH 263 Public Health Immunology

Group III: Epidemiology and Biostatistics (2 courses)
   PH 145 Statistical Analysis of Continuous-Outcome Data
   or PH 245 Introduction to Multivariate Statistics
   PH 253B Epidemiology and Control of Infectious Diseases (3 units) or
   PH 260E Molecular Epidemiology

Group IV: Research (2 courses)
   PH 276 Conduct and Integrity in Research (2 units)
   PH 293 section 4 Monday IDI Doctoral Seminar, for all IDI students
   PH 293 section 12 Wednesday IDI Doctoral Seminar for pre-QE students

It is suggested that, students will elect to take at least a few additional Advanced courses
appropriate to the student’s area of research interest and fill in the gap of knowledge in areas
such as cell biology, genetics or biochemistry with the guidance of the Graduate Advisor and
other faculty.

Lab Rotations: Rotations in lab provide an opportunity for students to experience different
research areas and environments. Lab rotation should be arranged by mutual agreement with the
faculty and the student in consultation with the IDI Head Graduate Advisor. Each lab rotation
may last 9 weeks and should begin as early as the later part of the first semester.

Teaching Requirement: At least two semesters as a Graduate Student Instructor (GSI) are
required.

2.12e THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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: UC Berkeley, School of Public Health offers a professional DrPH degree, as well as PhD degrees in five areas: Biostatistics, Environmental Health Sciences, Epidemiology, Health Services and Policy Analysis, and Infectious Diseases and Immunity. All doctoral degree students have opportunities for fellowships, grants, and teaching and research appointments. Coursework is clearly identified and available on each doctoral program’s website and in the student handbooks. The student’s progression through each of the School’s doctoral programs is well tracked.

Challenges: Funding for doctoral students is always in demand. It is the School’s challenge to continue to obtain funding paths for the students in these outstanding degree programs.

Plans: The School plans to continue to support and encourage the students and faculty within the doctoral programs.
2.13 JOINT DEGREES. IF THE SCHOOL OFFERS JOINT DEGREE PROGRAMS, THE REQUIRED CURRICULUM FOR THE PROFESSIONAL PUBLIC HEALTH DEGREE SHALL BE EQUIVALENT TO THAT REQUIRED FOR A SEPARATE PUBLIC HEALTH DEGREE.

2.13a THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF JOINT DEGREE PROGRAMS OFFERED BY THE SCHOOL. THE INSTRUCTIONAL MATRIX IN CRITERION 2.1.a MAY BE REFERENCED FOR THIS PURPOSE.

The UC Berkeley School of Public Health offers the following joint degree programs:

- **Concurrent degrees:**
  - Haas School of Business/Public Health: Health Management (MBA/MPH)
  - Social Welfare/Public Health (MSW/MPH)
  - College of Environmental Design/Public Health: Public Health and City and Regional Planning (MCP/MPH)
  - Goldman School of Public Policy/Public Health: Health and Public Policy (MPP/MPH)
  - Graduate School of Journalism/Public Health (MJ/MPH)

- **Dual Degrees:** Students in the Social Welfare and the Journalism programs with Public Health may opt for a dual degree.
  - Public Health and Social Welfare (MSW/MPH)
  - Public Health and Journalism (MJ/MPH)

The School of Public Health offers joint programs with the University of California, San Francisco and Stanford University that allow medical students and physicians the opportunity to receive public health training in conjunction with their medical education. The joint programs are listed in the following sub-section.

2.13b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A LIST AND DESCRIPTION OF HOW EACH JOINT DEGREE PROGRAM DIFFERS FROM THE STANDARD DEGREE PROGRAM. THE SCHOOL MUST EXPLAIN THE RATIONALE FOR ANY CREDIT SHARING OR SUBSTITUTION AS WELL AS THE PROCESS FOR VALIDATING THAT THE JOINT DEGREE CURRICULUM IS EQUIVALENT.

At the University of California, Berkeley, three types of combined degree programs are recognized. The School of Public Health offers seven options for combined degree programs: five concurrent and two dual. Both concurrent and dual degree programs require that students complete SPH core knowledge breadth courses as outlined in Table 2.3.1, and an approved public health practice experience.

**Concurrent Degree Programs** – an integrated curriculum, officially approved by the Graduate Council, which leads to two masters degrees on the Berkeley campus. Students are simultaneously admitted to both schools/departments and complete the requirements for both
degrees. Please see Template 4.3.2 Student Enrollment Data from 2011/12 – 2013/14 for information regarding the number of students in each of the following concurrent degree programs.

Health Management, MBA/MPH - Initiated in Fall, 1982, the Health Services Management Program is designed to provide an overall proficiency in the management of larger and more complex health delivery organizations such as hospitals, multi-corporate systems, and health maintenance organizations. Students come to the program with an average of five years of health-related work experience and have made a substantial commitment to the industry. Graduates of this program are prepared for leadership roles in both business and delivery aspects of health and technology industries. In a two-and-a-half year period, students take virtually all of the MBA core courses in the School of Business and a complete MPH curriculum in the School of Public Health. Website: http://www.haas.berkeley.edu/advantage/health/

Health and Public Policy, MPP/MPH - Approved during Academic Year 1985-86, the three-year concurrent MPP/MPH is offered by the Goldman School of Public Policy and the School of Public Health. Applicants apply to the MPP/MPH degree track in the School of Public Health and indicate Health Policy & Management as their area of study. A supplementary questionnaire is required for the MPP/MPH degree choice. Preference is given to applicants who have work experience in health policy and who demonstrate an understanding of public policy and policy analysis techniques. Graduates assume research and policy analysis positions in federal and state governmental agencies, consulting organizations, health advocacy groups, and health care associations. This program recognizes that health policy analysts and health policy makers require knowledge of the principles and techniques of policy analysis, as well as an in-depth understanding of the health sector and its policy processes. Website: http://sph.berkeley.edu/concurrent-degrees/mppmph-goldman-school-public-policy

Social Welfare and Public Health, MSW/MPH - Traditionally a dual-degree program, the MSW/MPH became available as a concurrent degree program in Fall 2007. The three-year concurrent degree program is designed to permit students the maximum amount of flexibility while fulfilling the requirements for both degrees. Students will be enrolled in the Community Health and Human Development Division with a concentration in Maternal and Child Health, or Health and Social Behavior in the School of Public Health and with the concentration in Direct Practice in Health or Management and Planning in the School of Social Welfare. All applications for this program will be directed to the Concurrent Degree Committee. Admissions will be made in consultation with the admissions officers of each school and will be consistent with the admissions requirements for each school. Website: http://sph.berkeley.edu/concurrent-degrees/mswmpm-school-social-welfare

Public Health and City and Regional Planning, MCP/MPH - This, the oldest of the concurrent degree programs dating back to 1972, is for students who want to serve as liaisons between the public health and community planning functions of local government. Students are expected to demonstrate strengths in policy analysis and strategic planning, with particular emphasis on the use of knowledge of health service delivery systems and public policy to solve problems of health care delivery in complex urban environments. Students complete the core curriculum of their School of Public Health area of concentration and the core curriculum for City and
Regional Planning, after which they may specialize in areas such as environmental health, economic and regional planning, or human services. Both degrees are normally earned in a three-year period.
Website: http://sph.berkeley.edu/concurrent-degrees/mcpmph-college-environmental-design

Journalism and Public Health MJ/MPH - The three-year MJ/MPH allows students to combine their interests in public health, journalism, communications and media. The program is designed to produce public health professionals who are effective media practitioners and communicators as well as journalists with the training and knowledge necessary to cover public health and medical issues for online, print, broadcast and other media platforms. Students select one of four public health concentrations (environmental health, epidemiology/biostatistics, health and social behavior, infectious diseases) and simultaneously develop their reporting and multimedia skills. The program explores how public health and journalism intersect and impact each other and prepares graduates for work in a variety of public health, media, and journalism settings.
Website: http://sph.berkeley.edu/concurrent-degrees/mjmph-graduate-school-journalism

Dual Degree Programs – an individual student already enrolled in one school or department has the opportunity to petition to add a second degree in a different school or department. Students who enroll as a dual degree MPH student must complete the core curriculum in their area of concentration and have no possibility of shared units. Although these dual degree options are available, no students have applied to either dual degree program during the last three years. The dual degree options are:

- **MSW/MPH** – School of Public Health and the School of Social Welfare
- **MJ/MPH** – the School of Public Health and the School of Journalism

Joint Degree Programs – the School of Public Health participates with the University of California, San Francisco (UCSF) and Stanford in offering intercampus degree programs at the doctoral level only.

**MD/MPH with UCSF** - The MD/MPH program provides an opportunity for UCSF medical students to obtain a master’s degree in public health (MPH) at UC Berkeley during an additional 11 months of study, usually between the third and fourth years of medical school. Some students obtain their MPH between the end of medical school and the beginning of residency. The program begins in July and ends in May of the following year and is an intensive, full-time 42 unit course of study. Only currently registered UCSF medical students may apply.

**MD/MPH with Stanford** – This MD/MPH program is open to current Stanford University medical students who are enrolled in the Scholarly Concentration in Community Health. This program is designed to train medical students to be effective physician scholars and public health leaders. Most students enter into the program after their second year of medical school. Qualified applicants choose one of the 11-month Epidemiology, Interdisciplinary, or Maternal & Child Health programs at the UC Berkeley School of Public Health. The 11-month program is designed to train health professionals with experience in health services and is an intensive, full-time 42 unit course of study running from July to May (11 months).
Occupational & Environmental Medicine Residency with UCSF - UCSF administers a residency program in occupational medicine. Applicants must also apply to the Environmental Health Sciences area of concentration at the UC Berkeley School of Public Health. The program typically entails two years of training. In the first year, fellows obtain a master’s in Public Health (MPH) at UC Berkeley, receiving training in occupational and environmental epidemiology, public policy, environmental health sciences, health behavior, health education, biostatistics, ergonomics, industrial hygiene, and toxicology. The second year focuses on supervised practical training and involves training time in clinics; local, state, federal or international governmental agencies; non-governmental organizations; academic, consulting, and industry settings.

Preventive Medicine Residency with UCSF - The UC San Francisco School of Medicine offers a residency program in public health and general preventive medicine which includes a year of study leading to the MPH degree at the UC Berkeley School of Public Health. This program is open to physicians who have graduated from an accredited medical school in the United States or Canada (or who are certified by the Educational Council for Foreign Medical Graduates). Participants must have completed at least one year of approved clinical internship or residency experience and be licensed to practice medicine in the United States or Canada, and must be U.S. or Canadian citizens or permanent residents. The program provides the academic (MPH) year and the year of supervised field training (practicum year) in preventive medicine and public health required by the American Board of Preventive Medicine.

2.13c THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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.

The criterion is met.

Strengths: The School of Public Health provides five MPH concurrent degrees and two MPH dual degree offerings with other schools on the Berkeley campus. UC Berkeley School of Public Health participates with the University of California, San Francisco and Stanford in offering four intercampus degree programs at the doctoral level (MPH/MD). Curriculum for the professional public health masters degree in these joint degree programs is equivalent to that required for a separate public health masters degree.

Challenges: The challenge will be to help students see the advantage a joint degree has to offer them in meeting the public health trials of the future.

Plans: We will prepare students to be transformational global health leaders in all sectors, including research, academia, government, and nonprofit and for-profit organizations by providing them with the traditional deep vertical training and experience as well as providing a set of broader contextual and system-based educational opportunities, trainings, and experiences. To prepare leaders to meet the complex public health challenges of today’s world, we plan to scale up our prestigious concurrent and dual degree programs.
2.14 DISTANCE EDUCATION OR EXECUTIVE DEGREE PROGRAMS. IF THE SCHOOL OFFERS DEGREE PROGRAMS USING FORMATS OR METHODS OTHER THAN STUDENTS ATTENDING REGULAR ON-SITE COURSE SESSIONS SPREAD OVER A STANDARD TERM, THESE PROGRAMS MUST A) BE CONSISTENT WITH THE MISSION OF THE SCHOOL AND WITHIN THE SCHOOL’S ESTABLISHED AREAS OF EXPERTISE; B) BE GUIDED BY CLEARLY ARTICULATED STUDENT LEARNING OUTCOMES THAT ARE RIGOROUSLY EVALUATED; C) BE SUBJECT TO THE SAME QUALITY CONTROL PROCESSES THAT OTHER DEGREE PROGRAMS IN THE SCHOOL AND UNIVERSITY ARE; AND D) PROVIDE PLANNED AND EVALUATED LEARNING EXPERIENCES THAT TAKE INTO CONSIDERATION AND ARE RESPONSIVE TO THE CHARACTERISTICS AND NEEDS OF ADULT LEARNERS. IF THE SCHOOL OFFERS DISTANCE EDUCATION OR EXECUTIVE DEGREE PROGRAMS, IT MUST PROVIDE NEEDED SUPPORT FOR THESE PROGRAMS, INCLUDING ADMINISTRATIVE, TRAVEL, COMMUNICATION AND STUDENT SERVICES. THE SCHOOL MUST HAVE AN ONGOING PROGRAM TO EVALUATE THE ACADEMIC EFFECTIVENESS OF THE FORMAT, TO ASSESS LEARNING METHODS AND TO SYSTEMATICALLY USE THIS INFORMATION TO STIMULATE PROGRAM IMPROVEMENTS. THE SCHOOL MUST HAVE PROCESSES IN PLACE THROUGH WHICH IT ESTABLISHES THAT THE STUDENT WHO REGISTERS IN A DISTANCE EDUCATION OR CORRESPONDENCE EDUCATION COURSE OR DEGREE IS THE SAME STUDENT WHO PARTICIPATES IN AND COMPLETES THE COURSE OR DEGREE AND RECEIVES THE ACADEMIC CREDIT.

2.14a THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF ALL DEGREE PROGRAMS THAT ARE OFFERED IN A FORMAT OTHER THAN REGULAR, ON-SITE COURSE SESSIONS SPREAD OVER A STANDARD TERM, INCLUDING THOSE OFFERED IN FULL OR IN PART THROUGH DISTANCE EDUCATION IN WHICH THE INSTRUCTOR AND STUDENT ARE SEPARATED IN TIME OR PLACE OR BOTH. THE INSTRUCTIONAL MATRIX IN CRITERION 2.1.a MAY BE REFERENCED FOR THIS PURPOSE.

The School of Public Health offers one On-Campus/Online Professional Master of Public Health Degree. (See Section 2.1a) This online program began in 2011/12 with 8 students; grew to 36 students in 2012/13; to 76 students in 2013/14; and to 151 in 2014/15.

2.14b THE SELF-STUDY DOCUMENT SHOULD INCLUDE DESCRIPTION OF THE DISTANCE EDUCATION OR EXECUTIVE DEGREE PROGRAMS, INCLUDING AN EXPLANATION OF THE MODEL OR METHODS USED, THE SCHOOL’S RATIONALE FOR OFFERING THESE PROGRAMS, THE MANNER IN WHICH IT PROVIDES NECESSARY ADMINISTRATIVE AND STUDENT SUPPORT SERVICES, THE MANNER IN WHICH IT MONITORS THE ACADEMIC RIGOR OF THE PROGRAMS AND THEIR EQUIVALENCE (OR COMPARABILITY) TO OTHER DEGREE PROGRAMS OFFERED BY THE SCHOOL, AND THE MANNER IN WHICH
IT EVALUATES THE EDUCATIONAL OUTCOMES, AS WELL AS THE FORMAT AND METHODS.

In response to the state, national, and global shortage of trained public health professionals, the UC Berkeley School of Public Health offers the On-Campus/Online Professional Master of Public Health (OOMPH) Degree Program. This online program enables midcareer professionals to continue their full-time careers while earning an MPH from one of the world’s leading universities. The program enables its students to become public health leaders with the interdisciplinary and multicultural perspective needed to protect and promote the well-being of individuals and communities.

The on-campus/online program offers the same quality and rigor as the School of Public Health’s on-campus MPH programs. Students earn their degrees over 7 semesters (2.5 years), taking 14 courses and earning 42 semester units. The program includes two mandatory 8-day on-campus experiences. Faculty participating in the program are encouraged to attend Teaching with Technology Workshops which offer the opportunity to re-visit and refine course-level goals, outcomes and assessment. The workshops explore ways in which each course contributes to the overall student learning expectation and provides assessment tools and information for enhancing student learning and teaching. (See Resource Material List/ Section 2: 2.14b OOMPH Teaching Workshop)

Curriculum Overview
Designed for working professionals, the interdisciplinary program features expert faculty who develop the student’s understanding of the core areas of public health, including biostatistics, epidemiology, environmental health, social and behavioral science, and management of health services. Many of the faculty who teach in the online program are members of the School’s primary faculty and teach on-campus within their program. (See the program website for more information: http://onlinemph.berkeley.edu/) This public health education prepares the student to lead the effort to protect against environmental hazards, prevent the spread of disease, encourage healthy behaviors, help communities recover from disaster, and advocate for quality and accessibility in health care.

Combining online learning, two on-campus sessions, and a required minimum 130 hour practicum, the program creates opportunities for the students to connect face-to-face with faculty and classmates, and the employers who seek out UC Berkeley MPH graduates. (See website for course listing: http://onlinemph.berkeley.edu/curriculum/overview/)

Curriculum Requirements
- 14 required courses (a minimum of 42 semester units of course work)
- At least a 3.0 (B) grade point average in all course work
- A minimum 130 hour practicum
- A written comprehensive proctored exam upon the successful completion of 42 units

It is recommended that the student take two courses (6 units) per semester enabling them to complete the curriculum in seven semesters.
On-Campus/Online Courses

- Two courses - Health Policy and Management and Interdisciplinary Workshop - have on-campus and online components. These courses each include one week of intensive on-campus instruction.
- While on campus the students engage in career services counseling and practice activities in public health advocacy and policy analysis. There is an extensive series of negotiation workshops and ethics case discussions related to public health practice. Students meet not only their instructors, but senior administrative staff and faculty not normally teaching in the online program in small private faculty lunches.

The On-Campus/Online Professional MPH Degree Program's curriculum consists of the same core requirements as the on-campus MPH programs, as well as eight additional courses that provide a broad-based interdisciplinary background in public health. Competencies for the online course are carefully determined and articulated.

Online Student Experience

Online courses at UC Berkeley are not simply computer-based training or taped lecturers delivered on campus. Courses are structured online leaning modules delivered by SPH faculty, each with extensive supporting resources including graduate student instructors in a ratio of 27:1 to enhance the interactivity with the course material. Discussion assignments are mandatory and, students study the same textbooks and take the same courses as the on-campus MPH programs (syllabi may be slightly different or in some cases more extensive), with the added value of being able to study and review multimedia lectures at any time, as many times as the student needs. Online lectures include a combination of audio, text, graphics, video, and integrated-interactive discussion.

The online learning experience is primarily asynchronous with optional scheduled synchronous learning events and office hours.

- Asynchronous class time means that the student can log in at his/her convenience anytime and participate in the multimedia lectures, view video clips, get reading assignments, post questions, take quizzes, participate in discussion sessions, and submit homework. Course materials, as well as technical support, are available 24/7.

- Synchronous class time means that the student, student peers, the instructor, and/or the GSI are interacting with each other live. Some discussion sessions are synchronous, allowing time for students to ask questions and clarify class materials, as needed. All discussion sessions are archived and can be reviewed throughout the duration of the course. Naturally, the On-campus learning is synchronous.

- Instructors and GSIs hold synchronous office hours; however, students are also able to send questions to them at any time.

Library

Students have access to online resources made available by the UC Berkeley Library, including licensed resources such as journal article databases, online journals, and e-books. When on
campus, students may use any networked campus computer or AirBears, the UC Berkeley wireless network. When off campus, students access licensed library resources via the proxy server or the campus VPN (virtual private network).

Students are provided with resources via online access to the Sheldon Margen Public Health Library website and the Online MPH Library Orientation Session web guide. (See website: http://www.lib.berkeley.edu/PUBL/)

To help students get started with researching for course assignments, Michael Sholinbeck, Instruction/Outreach Librarian at the Public Health Library, has prepared 3 short tutorials:

- Thinking about your research topic/choosing databases to search
- Evaluating the information you find from a search
- Using RefWorks to save citations and cite them in a Word document

Students also have access to the following Public Health Library web pages:

- Indexes and Databases: Key databases to search for articles and more
- UC-eLinks Citation Linker: See if a known citation is available online
- Electronic Public Health Resources: Online resources on numerous Public Health topics (environmental health, HIV/AIDS, statistics/data, etc.)
- OskiCat: The UC Berkeley Library catalog
- Instruction/Guides: Help pages on databases and literature searching, managing citations, and more

**Technical Support**

Information regarding the technical software needed for the On-Campus/Online Professional Master of Public Health is on the program’s website:

- Minimum System Requirements: http://guides.instructure.com/m/4214/l/82542-what-are-the-basic-computer-specifications-for-canvas

In general, the operating system (PC, Mac) used on most computers will be sufficient for the course as long as one of the recommended browsers is used. Some of the courses require browser plug-ins which may already be installed on the student’s computer. If not, they are available for free download for both the Windows and Macintosh operating systems.

**Academic Rigor**

The On-Campus/Online Professional MPH Degree Program offers a rigorous and stimulating learning experience in a flexible format that allows the student to continue working full time while completing a MPH degree in seven semesters. Students learn from School of Public Health faculty instructors and actively engage with other students, course facilitators, and graduate student instructors (GSIs). The online format bridges geographic barriers, bringing together professionals with different backgrounds and expertise from all over the United States into a diverse learning community. Students actively engage with peers from a variety of fields - physicians, dentists, nurses, attorneys, journalists, engineers, business professionals, and public health practitioners - and learn from their rich experiences while sharing each student’s unique
perspective. Through discussions, group projects, and collaboration, students develop a multidisciplinary approach to public health issues.

**Required Practicum**
The field practice (practicum) component of the On-Campus/Online Professional MPH (OOMPH) program is a requirement for the MPH degree. The purpose of the field practicum is to provide a structured pathway for students to obtain practical experience within the field of public health and an opportunity to practice the skills they have acquired in the curriculum. The practicum experience may be made up of no more than three field placements. The program encourages students to use this practicum requirement to broaden their exposure to working opportunities in the field of public health and to expand their network of professional contacts. Self-direction with structured guidance is the operating model. Criteria and deliverables for the practicum include:

- A minimum of 130 hours total (110 on site engagement, 16 for searching and informational interviews and 4 for preparation of a final report).
- A Proposal – A written document that outlines the skills and/or networking that the student intends to develop during each field placement experience and why the chosen placement is a good fit for those objectives. It should also include the total hours of engagement expected. Proposals must be approved by the OOMPH practicum adviser.
- A Memorandum of Understanding (MOU) - MOUs should be explicit about the number of hours per week or month the student commits for the field placement and the expected duration of the engagement. It should list the expectations of each party to the agreement and how conflicts will be resolved. OOMPH provides an MOU template.
- Reflection papers - Students are required to submit a self-study reflection paper after every 16 hours of completed placement. This works out to about 6 reflection papers.
- Final Placement Report – a report for each placement that reflects on the total experience summarizing briefly the work that was done. The placement report must explain the most valued learnings and the skills practiced or acquired during that placement. A comment about the networking value of the placement is recommended, but optional.
- Preceptor Affidavit - a signed affidavit from each placement preceptor that the student completed the responsibilities agreed, including the time spent at the organization must be submitted to the practicum advisor.
- Completion of all elements of the practicum requirement is required for advancement to candidacy for the MPH degree.

(See Resource Material List/Section 2: 2.14b OOMPH Practicum General Description & Requirements)

**Evaluation of Educational Outcomes**
Combining online learning and two on-campus sessions, the program uses the same evaluation process as the on-campus MPH. Each course has a mid-course evaluation that is used to make mid-course adjustments; a formal evaluation tool is administered at the end of each course that is identical to the on-campus course evaluation. In addition there are questions related to the online tools and effectiveness of the online instruction. Students’ sophistication and expectations mature over the course of the program and by the end of the first year we begin to get very instructive and constructive feedback for improvement and innovation that is driven by the student suggestions. The program also has an open culture regarding instructional improvement.
and the students are regularly reminded to send suggestions and feedback real-time to the program director and/or the Director of Online Pedagogy rather than waiting for a formal evaluation. Students are required to maintain at least a 3.0 (B) grade point average in all course work. A written comprehensive proctored exam is given to each student in their final semester before graduation.

When the students are on campus during the summers, the program uses the opportunity to conduct focus groups around improvement questions. SPH faculty participating in the faculty lunches program take notes on lunch meeting discussions and ideas, passing them on to OOMPH program staff.

The program also conducted a side-by-side survey of student performance on one of its quantitative courses taught with the same curriculum by the same professor. This activity will be done longitudinally to see how the on-campus cohort compares with the online over time. A plan to add a second more qualitatively focused course to the comparison set is in place for 2015/16.

Each course uses multiple modes to check for student learning so that immediate action can be taken by the instructional team. Reinforcement of student learning is accomplished by activities (problem sets, case studies, group projects) that allow practices with principles, concepts and skills to integrate the new knowledge acquired. Student progress is monitored closely and a student affairs officer is available to support students at the earliest sign of mal-performance, to see if there are non-academic issues playing a role in performance or if there is a need for more structured tutoring. For most of the courses the student must pass the proctored final to receive credit for the course.

Evaluation of educational outcomes is continuous and real time within courses. The comprehensive examination is an integrative exercise that asks students to use their knowledge to problem-solve using core competencies delivered by the program. The program has developed a competency matrix (modeled on the WASC template) that is slightly different from the CEPH model. It illustrates how the competencies develop from course to course over the duration of the MPH program. The program is studying how it can improve its assessments to measure mastery of competencies in a more precise manner over time.

2.14c THE SELF-STUDY DOCUMENT SHOULD INCLUDE DESCRIPTION OF THE PROCESSES THAT THE SCHOOL USES TO VERIFY THAT THE STUDENT WHO REGISTERS IN A DISTANCE EDUCATION OR CORRESPONDENCE EDUCATION COURSE OR DEGREE IS THE SAME STUDENT WHO PARTICIPATES IN AND COMPLETES THE COURSE OR DEGREE AND RECEIVES THE ACADEMIC CREDIT.

Crystal Saetern, Admissions/Recruitment Specialist for the UC Berkeley School of Public Health checks the applicants during the admissions process making sure GRE scores and transcripts match the information provided in the application. If GRE scores aren't automatically matched to the student’s application, a manual match using birthdates as the verifying mechanism is performed. Once an applicant is admitted, the information is sent to the UC Berkeley Graduate
Division for processing. The Graduate Division does a similar verification requiring student’s official transcripts to ensure that the names/birthdates on the transcripts match the applicant’s information.

Once a student gets a CalNet ID, the Library puts their licensed resources behind a CalNet authentication screen, meaning the student must login using CalNet ID and passphrase to access licensed (subscribed) library resources.

The two residential summer programs on-campus allows our instructional team to match online performance with what we observe on campus. When students arrive on campus their identity is verified with driver’s licenses or passports when they sign into class. Identity verification on campus, language proficiency, and participation characteristics are observed for anomalies. Separately, students engage in group work online. They then meet these cohort “buddies” on campus. This acts as a deterrent for identity substitution during the online parts of the program. In addition, each course has an exam which is physically proctored and picture ID verified by the proctor.

Our learning management system allows us to see granular detail of logon history and IP address interaction with the course materials, including which IP address submits assignments. In one instance, a GSI recognized submissions from an IP address that had not logged onto the course materials for that week. The student was counselled and the behavior ceased.

2.14d THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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: The UC Berkeley School of Public Health provides a robust On-Campus/Online MPH degree program for mid-career professionals. The program offers the same quality and rigor as the School of Public Health’s on-campus MPH programs, learning from School of Public Health faculty instructors and actively engaging with other students, course facilitators, and graduate student instructors. Evaluation procedures are in keeping with the School’s standards for its on-campus MPH programs. A field practice (practicum) component of the OOMPH program is a requirement for the MPH degree.

Challenges: To continue to increase the opportunity for participation in this outstanding degree offering.

Plans: The School and UCSF are working together to add a globally focused track to OOMPH in order to extend its reach, and have already raised $80K to support our efforts to do so. The jointly developed globally-focused courses will lead to a joint Masters in Global Health (an online version of the UCSF masters) and to a full MPH in Global Health (the global version of our existing online degree). The plan is to strengthen OOMPH and other online offerings in order for these programs to continue to be strong revenue generators for the School.
SECTION 3.0: CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

3.1 RESEARCH. THE SCHOOL SHALL PURSUE AN ACTIVE RESEARCH PROGRAM, CONSISTENT WITH ITS MISSION, THROUGH WHICH ITS FACULTY AND STUDENTS CONTRIBUTE TO THE KNOWLEDGE BASE OF THE PUBLIC HEALTH DISCIPLINES, INCLUDING RESEARCH DIRECTED AT IMPROVING THE PRACTICE OF PUBLIC HEALTH.

3.1a THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE SCHOOL’S RESEARCH ACTIVITIES, INCLUDING POLICIES, PROCEDURES AND PRACTICES THAT SUPPORT RESEARCH AND SCHOLARLY ACTIVITIES.

The School's research is rooted in the cornerstones of "The Berkeley Difference," an ecological perspective that recognizes the complex interactions among human biology, behavior, and the physical and social environments; an interdisciplinary approach; a commitment to public action; and a high value placed on diversity, human rights, and social justice. The School is committed to interdisciplinary studies that examine the interplay of genetic vulnerabilities, physical agents of disease, and host resistance modulated by social adversities and supports in understanding the distribution of mental and physical health in human populations.

The School's location on an academic campus facilitates research collaborations with other departments and schools that stress social, behavioral, economic, political and organizational aspects of health care, such as business economics, political science, sociology, social welfare, engineering, basic biology, and public policy, as well as law. The School is working to examine the full implications of a broad-based ecological approach by expanding and deepening its relationships with campus research centers and institutes. The School's existing research centers already involve many faculty members working on various aspects of an interdisciplinary approach to health.

The environment and expectations of UC Berkeley, a research institution, strongly support and encourage faculty research. At the University of California, the value of research is expressed in the expectation that faculty will devote a substantial portion of their time to research. The importance of research is also evident in the academic recruitment and promotion process in which assessment of faculty research is required.

All doctoral and most academic master degree students are engaged actively in public health research as their final degree requirement. Opportunities for undergraduate students to participate in research activities are limited but are available.

The School follows well-established policies and procedures of the University and the UC Berkeley campus covering such areas as the use of human subjects, environmental health and safety issues, the use of animals, copyrights, the right of publication of findings, and disclosure of financial interest. Campus offices have specific roles in the support of campus research: the Sponsored Projects Office is responsible for reviewing proposals for budget accuracy and
ensuring the proposed project is within university business rules and regulations; the Accounting Services Office, office of record for expenditures, provides clear purchasing policies and audit practices; Extramural Fund Accounting ensures post-award management meets grantor rules and regulations.

In October 2013, School of Public Health research support transitioned to a new campus model titled Campus Shared Services (CSS). This central campus unit now oversees both pre- and post-award processes for all SPH research awards and extramural funding. Many of the original staff from the Research Services Unit (RSU) housed within the School retained their positions, receiving new training and additional support. The research support office remains located in University Hall with easy access for faculty and PI’s.

Campus Shared Services Research (CSSR) is expanding the support program for SPH. When the CSSR unit for SPH research is fully staffed it is expected to have between 20-22 staff, including 3 pre-award administrators, 15-17 research administrators, and 2 contracts and grants supervisors – this in comparison to the original 12-13 staff employed in RSU. The workload has been reduced as a result; each research administrator (RA) oversees the accounts for 5 to 7 Principal Investigators, depending on complexity of the awards. The change in workload enables the RA to provide monthly reports and projections, and enables more oversight and protection. The new support unit provides:

- Pre-award services including budget development, consulting on fund searches, and responding to pre-award questions or problems. Proposals are reviewed for completeness, including agency and University forms, accuracy of budgets, School commitments, and third party commitments.
- Post-award management of grants is the responsibility of the principal investigator (PI) who is provided daily assistance by the Unit. PI’s receive assistance with budget changes, sub-contracts, and budget projections. Monthly and final expenditure reports are prepared for the duration of the project. These expenditure reports are reviewed by the Principal Investigator.
- Close-out documentation is prepared by Unit staff in conjunction with the PI. Requests for extension, additional funding, budget adjustments, or other close-out items are assisted by CSSR staff experts.

Purchasing, hiring, and payroll processes are done by other units within Campus Shared Services. The School’s CSSR unit staff act as facilitators for these processes, working with their counterparts in Business and Human Resources to provide the PI with the best possible service.

Staff within CSSR receive regular training including a campus offered “boot camp” for all processes related to research administration: financial reporting, reconciliation, budget development, proposal writing and processing issues, professional services and business contracts, honoraria, payments on grants, the audit process, sub-awards, E-filing, close-outs, and cost-sharing/effort reporting. Staff also attend STARS Customer Service Training. STARS stands for: Sincere; Trustworthy; Attentive; Resourceful; Successful. All key traits Campus Shared Service is aiming to further cultivate in its staff members. UC Berkeley Campus Shared Services was formed to create an environment for sharing best practices and policy information. Its mission is to foster professional growth in the research administration community through in-
depth training, providing a forum for collegial interaction, disseminating knowledge by subject matter experts, creating a peer-group-based mentoring environment, and seeking and sharing best practices.

3.1b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF CURRENT RESEARCH UNDERTAKEN IN COLLABORATION WITH LOCAL, STATE, NATIONAL OR INTERNATIONAL HEALTH AGENCIES AND COMMUNITY-BASED ORGANIZATIONS. FORMAL RESEARCH AGREEMENTS WITH SUCH AGENCIES SHOULD BE IDENTIFIED.

Community-based research is integral to the mission and research goals of the School. Organized centers, faculty collaborations, individual faculty members, and students conduct community-based research in local, national, and international venues. The School has numerous programs and centers focused on community-based research, collaboration, and interaction. Here are a few examples:

- **The Alcohol Research Group** (ARG) has been engaged in epidemiological studies of alcohol and health services research since 1959. ARG is the home of one of 18 National Alcohol Research Centers funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA). The Center conducts and disseminates high-quality research in epidemiology of alcohol consumption and problems, alcohol health services research, and alcohol policies, while also training future generations of alcohol researchers.

- **The Best Babies Zone** (BBZ) initiative is an innovative, multi-sector approach to reducing infant mortality and racial disparities in birth outcomes and improving birth and health outcomes by mobilizing communities to address the social determinants that affect health. The Best Babies Zone is a three year pilot initiative, funded by the W.K. Kellogg Foundation, with the goal of reducing infant mortality using a place-based, multi-sector approach. The Best Babies Zone works in neighborhoods across three U.S. cities (Cincinnati, Ohio; Oakland, California; and New Orleans, Louisiana), in coordination with a backbone organization at the University of California Berkeley School of Public Health, to reach this goal and to ultimately achieve community transformation so that every child in the zone is born healthy and into a thriving community. The uniqueness of this national initiative lies in the fact that not only is the approach zonal, but it is comprehensive, addressing four critical sectors—economics, education, health and community—in order to strengthen environments that support better and healthier outcomes.

- **The Bixby Center for Population, Health, and Sustainability** is a collaboration of students, faculty, researchers, and staff working to improve maternal health and address the impact of population on global public health and the environment. The Center is located at the University of California, Berkeley, and works closely with leaders of U.S. and international-based organizations, as well as government officials throughout Africa and Asia. It is dedicated to developing innovations to improve reproductive health in resource-poor settings, including reliable health information systems, local access to essential technologies and guidelines for prioritizing interventions to maximize health impact. The Center assists in the implementation of family planning and maternal health programs and
seeks to improve the health outcomes of the world’s poorest and most vulnerable women and their families. The Bixby Center for Population, Health and Sustainability is dedicated to helping achieve slower population growth within a human rights framework by addressing the unmet need for family planning. Funding for the program’s research comes from various sources including the Gates Foundation, NIH, CDC, Endowed Chair Funds, etc.

- **The California Program on Access to Care (CPAC)** is an applied policy research program established in August 1997 at the behest of the California State Legislature. CPAC’s directive is to address health issues pertaining to the state’s most vulnerable populations, including migrants, agricultural workers, the working poor, and other low-income populations. Through independent research and policy analysis conducted by the academic community both inside and outside the University, CPAC expands and enhances dialogue among government officials, healthcare advocates, and academic researchers.

- **Center for Family and Community Health (CFCH)**, a CDC funded Prevention Center, focuses its efforts on health promotion and disease prevention through programs directed at families, neighborhoods, and communities. It is one of 28 Health Promotion and Disease Prevention Research Centers sponsored by the U.S. Centers for Disease Control and Prevention. The mission of the Center for Family and Community Health is to reduce health inequalities through health promotion and disease prevention research and evaluation. As part of the School of Public Health at the University of California, Berkeley, the Center works collaboratively with health departments and other government agencies, schools, and community organizations to foster the implementation and dissemination of evidence-based health promotion strategies across the life span with a special focus on diverse, vulnerable populations.

- **The Center for Global Public Health (CGPH)** at the University of California, Berkeley was launched in 2008 by a core group of faculty at the Berkeley School of Public Health as a nexus to connect and engage diverse departments and research units towards translating global health research into public health action. The Center draws from a diverse faculty from Berkeley, especially the School of Public Health, who have dedicated their lives towards teaching and researching for global public health. Funded by the Vice Chancellor’s office and with additional support from various grants and individual donors, CGPH partners with the Centers for Emerging and Neglected Diseases (CEND) under the Berkeley Alliance for Global Health which brings together more than 80 faculty members from 12 schools and colleges.

- **Center for the Health Assessment of Mothers and Children of Salinas (CHAMACOS)** CHAMACOS is a community-university partnership investigating the environment and children's health in the Salinas Valley, Monterey County, California. CHAMACOS is examining routes of pesticide exposure to children and their potential health effects and developing sustainable strategies to reduce pesticide exposure among children. CHAMACOS is also engaged in studying which factors in the environment might cause or exacerbate asthma in children. Overall, the goal of CHAMACOS is to understand the relationship of the
environment to children's health and develop interventions that reduce the incidence of environmentally related childhood disease. Funding is primarily from NIH.

- **The Forum for Collaborative HIV Research**, founded in 1997, is a public/private partnership at the University of California, Berkeley Washington Campus. The Forum's mission is to enhance and facilitate HIV research and this is accomplished by bringing together all relevant stakeholders to address emerging issues in HIV/AIDS. The Center seeks to identify gaps and impediments, frame issues and help set research strategy. The goal is to optimize care and treatment of those affected by HIV/AIDS and includes research addressing prevention, treatment strategy, health services utilization and health policy. The Forum includes representatives from government, industry, patient advocates, health care providers, academia and foundations. An Executive Committee, including members from each of these groups, and the Forum directors set the research agenda for the Forum. The Executive Committee meets regularly to identify, discuss and prioritize emerging issues.

- **Petris Center on Health Care Markets & Consumer Welfare** (Petris Center) helps to guide public policy by creating the data and conducting the research needed to understand today's complex health care market. It provides up-to-date information on changes in the health care system that may impact the health care marketplace and alter its capacity to provide high-quality care at competitive prices. It assesses issues related to the welfare of California consumers, especially affordability, availability and access to health care with a particular focus on low and moderate-income consumers. It concerns itself with the role of consumer choice and participation of front-line workers in the health care delivery system. It conducts studies and provides objective information to lawmakers, regulators, consumer-advocates, health care providers, and the public at large.

Many School of Public Health faculty are engaged in community-based projects as a part of their research agenda. More information can be found about each of these programs at the School’s website: [http://sph.berkeley.edu/research/centers-programs](http://sph.berkeley.edu/research/centers-programs)

### 3.1c THE SELF-STUDY DOCUMENT SHOULD INCLUDE A LIST OF CURRENT RESEARCH ACTIVITY OF ALL PRIMARY FACULTY IDENTIFIED IN CRITERION 4.1.a, INCLUDING AMOUNT AND SOURCE OF FUNDS FOR EACH OF THE LAST THREE YEARS. THESE DATA MUST BE PRESENTED IN TABLE FORMAT AND INCLUDE AT LEAST THE FOLLOWING INFORMATION ORGANIZED BY DEPARTMENT, SPECIALTY AREA OR OTHER ORGANIZATIONAL UNIT AS APPROPRIATE TO THE SCHOOL: A) PRINCIPAL INVESTIGATOR, B) PROJECT NAME, C) PERIOD OF FUNDING, D) SOURCE OF FUNDING, E) AMOUNT OF TOTAL AWARD, F) AMOUNT OF CURRENT YEAR’S AWARD, G) WHETHER RESEARCH IS COMMUNITY BASED AND H) WHETHER RESEARCH PROVIDES FOR STUDENT INVOLVEMENT. SEE CEPH DATA TEMPLATE 3.1.1; ONLY RESEARCH FUNDING SHOULD BE REPORTED HERE. EXTRAMURAL FUNDING FOR SERVICE OR TRAINING/CONTINUING EDUCATION GRANTS SHOULD BE REPORTED IN TEMPLATE 3.2.2 (FUNDED SERVICE) OR TEMPLATE 3.3.1 (FUNDED TRAINING/WORKFORCE DEVELOPMENT), RESPECTIVELY.
Available in the Resource Materials List/ Section 3: 3.1c - Template 3.1.1 Research Activity of Primary Faculty 2011/12 – 2013/14

PLEASE NOTE: Research activity for the fiscal year 2014/15 was not available at the time of preparation of this Self-Study.

3.1d THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF MEASURES BY WHICH THE SCHOOL MAY EVALUATE THE SUCCESS OF ITS RESEARCH ACTIVITIES, ALONG WITH DATA REGARDING THE SCHOOL’S PERFORMANCE AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS. FOR EXAMPLE, SCHOOLS MAY TRACK DOLLAR AMOUNTS OF RESEARCH FUNDING, SIGNIFICANCE OF FINDINGS (EG, CITATION REFERENCES), EXTENT OF RESEARCH TRANSLATION (EG, ADOPTION BY POLICY OR STATUTE), DISSEMINATION (EG, PUBLICATIONS IN PEER-REVIEWED PUBLICATIONS, PRESENTATIONS AT PROFESSIONAL MEETINGS) AND OTHER INDICATORS.

The School of Public Health evaluates the success of its research activities in many ways, including number of research proposals submitted, the proposal amounts requested, and the research awards received. The School does not set measures for individual faculty productivity but rather takes pride in the overall success of the School’s research program. The measures of success demonstrated within this section are based on totals for the entire School’s research program as it compares to other UC Berkeley units. Information for the 2014/15 fiscal year was not available at the time of preparation of this Self-Study for these measures.

In a comparison with other UC Berkeley units, the School of Public Health is consistently in the top five schools, often ranking second on campus for the amount of research awarded. When comparing the School of Public Health’s research program with other units on UC Berkeley campus, it is important to note the differences in size. The School of Social Welfare is similar in size to SPH but the other three schools regularly in the top five with research awards are much larger. For example, the School of Engineering which is the largest had 215 active faculty members in 2013/14, while the School of Public Health had 74 primary faculty active in both teaching and research.

The following chart provides a picture of the number of research proposals submitted over the last three years for SPH and the other top research schools on campus.

<table>
<thead>
<tr>
<th>TABLE 3.1d – MEASURES FOR SUCCESS OF RESEARCH ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Proposals Submitted – Comparison with UCB Units*</td>
</tr>
<tr>
<td><strong>Outcome Measure</strong></td>
</tr>
<tr>
<td>College of Engineering</td>
</tr>
<tr>
<td>School of Public Health</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
<tr>
<td>College of Natural Resources</td>
</tr>
<tr>
<td>School of Social Welfare</td>
</tr>
</tbody>
</table>
The following chart shows the proposal amounts requested over the last three years.

**TABLE 3.1d – MEASURES FOR SUCCESS OF RESEARCH ACTIVITIES**

<table>
<thead>
<tr>
<th>Research Proposal Amounts Requested – Comparison with UCB Units*</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Measure</strong></td>
<td><strong>2011/12</strong></td>
<td><strong>2012/13</strong></td>
<td><strong>2013/14</strong></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>$577,222,046</td>
<td>$413,129,328</td>
<td>$391,360,147</td>
</tr>
<tr>
<td><strong>School of Public Health</strong></td>
<td><strong>$147,288,997</strong></td>
<td><strong>$177,830,265</strong></td>
<td><strong>$139,993,006</strong></td>
</tr>
<tr>
<td>Chemistry</td>
<td>$77,783,171</td>
<td>$81,802,583</td>
<td>$165,769,786</td>
</tr>
<tr>
<td>College of Natural Resources</td>
<td>$136,092,192</td>
<td>$137,784,977</td>
<td>$203,363,373</td>
</tr>
<tr>
<td>School of Social Welfare</td>
<td>$74,992,885</td>
<td>$41,987,922</td>
<td>$49,243,155</td>
</tr>
</tbody>
</table>

The School of Public Health has consistently been among the top five UC Berkeley units with the most research dollars awarded on an annual basis. The following table indicates total dollar amount awarded per year over the last three years.

**TABLE 3.1d – MEASURES FOR SUCCESS OF RESEARCH ACTIVITIES**

<table>
<thead>
<tr>
<th>SPH Research Awards –Comparison with UCB Units*</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Measure</strong></td>
<td><strong>2011/12</strong></td>
<td><strong>2012/13</strong></td>
<td><strong>2013/14</strong></td>
</tr>
<tr>
<td>College of Engineering</td>
<td>$368,649,310</td>
<td>$364,121,906</td>
<td>$169,854,868</td>
</tr>
<tr>
<td><strong>School of Public Health</strong></td>
<td><strong>$143,137,656</strong></td>
<td><strong>$61,174,092</strong></td>
<td><strong>$132,366,816</strong></td>
</tr>
<tr>
<td>Chemistry</td>
<td>$87,626,868</td>
<td>$67,822,870</td>
<td>$66,354,910</td>
</tr>
<tr>
<td>College of Natural Resources</td>
<td>$87,948,100</td>
<td>$63,792,456</td>
<td>$65,929,510</td>
</tr>
<tr>
<td>School of Social Welfare</td>
<td>$78,694,822</td>
<td>$67,736,056</td>
<td>$72,483,642</td>
</tr>
</tbody>
</table>


Another measure of research success is the number of publications stemming from faculty research. Since 2009, current School of Public Health academic senate faculty members have authored nearly 1700 publications and over 28,000 citations. When reviewing all research publications affiliated with the School and considering both academic senate and non-senate appointees, authored publications reach above 4000 and citations over 50,000. Even with this impressive number of publications, there may be a multitude of other publications which incorporate faculty research, such as policy reports, symposium/conference proceedings, guest editorials, and book reviews that have been omitted from this count. The measure of publications is a reflection of the extent to which new knowledge is disseminated as a result of the School’s extensive research program. (Please see Resource Materials List/ Section 3: 3.1d Report Author Citation Publication Count)

### 3.1e THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF STUDENT INVOLVEMENT IN RESEARCH.

Ranging from cancer, heart disease, and infectious disease through reproductive health, environmental/occupational health, and substance abuse to health services, health policy and
health promotion, the School’s broad research program contributes to fulfilling the School’s mission “to promote and protect the health of the human population.” Collaborative and individual research projects, along with PhD and DrPH dissertations, enable faculty and students not only to add to the knowledge base of the public health disciplines but also to improve public health practice.

All doctoral and most academic master degree students are engaged actively in public health research. Opportunities for research experience are available to all students through courses and graduate student researcher appointments in the School, as well as, through the internship placement program. Of the 90 summer 2013 internship placements, 29% were in University/Research programs.

In developing research proposals, SPH faculty are strongly encouraged to include GSR positions in their budgets. Students gain valuable research experience when engaged in the investigation of public health problems. The number of individual public health students employed in SPH research projects is substantial. As noted on Template 3.1.1, most SPH research allows for student participation.

<table>
<thead>
<tr>
<th>TABLE 3.1e – GSR APPOINTMENTS WITHIN SPH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

Data Source: Cal Answers - HR Census

Undergraduates are also provided research opportunities.

- The Short Term Educational Experiences for Research Program in the Environmental Health Sciences Division of the School offers a paid summer internship to undergraduates interested in Environmental Health Sciences. Students admitted to the program will be matched to faculty conducting environmental health research of interest to the intern. See Section 2.9 for additional information about the STEER program.
- The School has a formal honors program which provides opportunity for students to do honors research. The numbers of participants were 14 in 2011, 12 in 2012, 11 in 2013, and 12 in 2014. The Undergraduate program has plans to boost these numbers to 10% of undergrads doing formal honors research for the upcoming year and then 15% for the following year.
- The School also has an Undergraduate Research Apprenticeship Program where Public Health professors indicate their availability to have undergraduates get involved with their research.
- Course PH199 (Supervised Independent Study) affords students the opportunity to work with faculty on research-related topics. Last year, 15 PH undergraduates received credit in such courses, including one student who then received a Fulbright Scholarship. Since the inception of this course, SPH has had two students receive Fulbright Scholarships.
- In addition, Public Health undergraduates informally approach faculty to work with them on projects and research. Because this is an informal arrangement it is not tracked, however, it is estimated that approximately ten per year find research opportunities using this method.
The School of Public Health has two on-going scholar research programs: 1) the Robert Wood Johnson Foundation Health and Society Scholars Program and 2) the Robert Wood Johnson Scholars in Health Policy Research Program.

- **The Robert Wood Johnson Foundation Health and Society Scholars Program** is designed to build the nation's capacity for research, leadership and action to address the broad range of factors affecting the health of populations. The scholars selected in 2014 will investigate how connections among biological, genetic, behavioral, social, economic, and environmental conditions impact the population’s health. The program seeks to improve the nation’s health by better understanding and acting on the determinants that can reduce population health disparities. Among many topics, the new scholars will study social factors underlying infectious disease transmission, as well as possible interventions designed to improve urban health. The program invites three new scholars each year to a two-year program, maintaining a total of six scholars.

- **The Robert Wood Johnson Foundation Scholars in Health Policy Research Program** involves eight students; four selected each year for a two-year program. The SPH Scholars in Health Policy Research Program was developed to enhance health policy research in a multidisciplinary environment. The program links the School of Public Health with other UC Berkeley campus departments (economics, political science, sociology, and public policy) and with two health policy research units at UCSF.

3.1f THE SELF-STUDY DOCUMENT SHOULD INCLUDE ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET AND AN ANALYSIS OF THE SCHOOL’S STRENGTHS, AND WEAKNESSES AND PLANS RELATING TO THIS CRITERION.

This criterion is met.

Strengths: On an academic campus recognized for its outstanding research, the School of Public Health has achieved ongoing recognition for the amount and quality of its research. Faculty research productivity and the relevance of the research to local and worldwide communities correspond to the School’s research goals to achieve excellence, to conduct community based research, and to further the development of preventive measures. SPH students are actively involved in research opportunities in several areas: classroom experiences, field placement internships, community-based participatory research, graduate student research appointments, and post-doctoral scholar programs.

Challenges: To continue advancing the School’s thriving atmosphere of innovative research, we will have to balance and support both research activity driven by individual faculty research agendas, as well as collective research areas, by ensuring high quality administrative support.

Plans: The 2015-2020 Strategic Plan goals and objectives outlines initiatives that will guide the School in fostering innovative disruptive research in key areas. This requires radical collaboration between diverse disciplines and institutions as well as between basic research, translational research, implementation research, education, and action.
3.2 SERVICE. THE SCHOOL SHALL PURSUE ACTIVE SERVICE ACTIVITIES, CONSISTENT WITH ITS MISSION, THROUGH WHICH FACULTY AND STUDENTS CONTRIBUTE TO THE ADVANCEMENT OF PUBLIC HEALTH PRACTICE.

3.2a THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE SCHOOL’S SERVICE ACTIVITIES, INCLUDING POLICIES, PROCEDURES AND PRACTICES THAT SUPPORT SERVICE. FORMAL CONTRACTS OR AGREEMENTS WITH EXTERNAL AGENCIES SHOULD BE NOTED.

The mission of the School of Public Health is to develop, apply, and share knowledge from multiple disciplines to promote and protect the health of the human population, sensitive to multicultural perspectives and informed by human rights. The School carries out this mission with programs of teaching, research, and service. These programs, grounded in an understanding of the theory and methods of the biological, environmental and social sciences, are integrated through a focus on communities that reach from the neighborhoods surrounding the campus to international settings. Service is integral to the School’s tripartite mission of teaching, research and service. The overall commitment to service by SPH faculty, staff, and students reflects the respected value of service in the public health profession.

School of Public Health students and faculty collaborate with community-based organizations to effect change and address issues. As stated in Section 3.1, a number of organized units in the SPH are engaged in community service through their research programs. In addition, the School has numerous other programs involved in community-based service. Here are a few examples:

- **The Center for Public Health Practice** (CPHP) is the focal point for the practice component of the MPH curriculum. In addition to working with MPH students, Field Program Supervisors (FPSs) provide service to the community in a variety of ways. The Field Program Supervisors recruit students (MPH and DrPH) through coursework and residency, to contribute to an organization’s objectives through grant writing and as consultants for special projects, they identify faculty who can provide technical assistance to organizations that need specialized public health expertise lacking in the organization, and they arrange seminars and forums for faculty, students, and practitioners to exchange ideas and to share resources.

- **The Resource Center on Aging** opened in October 1985 as part of the University of California at Berkeley’s new Academic Geriatric Resource Program. Under the leadership of the School of Public Health Clinical Professor Guy Micco, MD, Director, and Desi Owens, MS, MSW, LCSW, Academic Coordinator/Campus Planner, the Center is the coordinating mechanism for activities in aging on the UC Berkeley campus, and also serves as a clearinghouse for information on aging activities both on and off campus. It maintains affiliations with organizations in aging which provide resources for field research and current information on issues in aging in the community. The Center also disseminates information on education, research, grants, publications, fellowships, internships, job opportunities, and community resources in aging.
• **Health Research for Action** (formerly the Center for Community Wellness) at UC Berkeley is one of the School of Public Health's initiatives to translate research findings into successful resources and programs for the public. HRA works with communities, foundations, private industry and government agencies to reduce health disparities and create more hopeful, empowered communities. HRA currently is involved in an initiative to improve the health and well-being of young migrant workers in China. The researchers at UC Berkeley SPH have brought a community-based participatory research to the factories of the Changzhou Xinbei Development Zone. The researchers are working in partnership with the Chinese government and community organizations and international foundations, including Pathfinder International, the Asia Foundation, the Levi Strauss Foundation and Oxfam. Together, they have launched the China Worker Wellness Project—a participatory program that engages workers, factory owners, government officials, and health service providers in a collaborative process to identify and address the health and social needs of the workers.

• **The UC Berkeley Wellness Letter**, founded in 1984, is one of the oldest and most successful of all university-sponsored health newsletters. The Wellness Letter takes the expertise of the School of Public Health and other researchers at UC Berkeley, as well as other top scientists from around the world, and translates their leading-edge research into practical advice for daily living. The UC Berkeley Wellness Letter is governed by an editorial board composed of School of Public Health faculty.

The School is also involved in providing specific programs and activities to disadvantaged students in four contiguous counties surrounding the San Francisco Bay. The UC Berkeley School of Public Health, in collaboration with the Stanford University School of Medicine, San Francisco State University, and Health Career Connection, was awarded a three-year Health Careers Opportunity Program (HCOP) grant by the Health Resources and Services Administration of the U.S. Department of Health and Human Services. The primary goal of the San Francisco Bay Area Comprehensive HCOP Program is to increase diversity in the health professions. The four anchor institutions offer separate programs and joint activities to promote successful entrance into careers in the health professions.

3.2b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE EMPHASIS GIVEN TO COMMUNITY AND PROFESSIONAL SERVICE ACTIVITIES IN THE PROMOTION AND TENURE PROCESS.

Service is essential for appointment and academic advancement. The campus and the School of Public Health expect high standards in four criteria for appointment, promotion, and appraisal: 1) teaching, 2) research, 3) professional competence and activity, and 4) university and public service. Specific details of professional and community service achievements are required in the preparation of faculty curricula vitae and instrumental when faculty are being considered for promotions. School of Public Health faculty are expected to participate in professional and community service activities outside the university as part of their requirements for promotion and tenure.
The official University of California Academic Senate policy on appointment, merit increase, or promotion states that a candidate's record be judged on university service and public service as two of four key criteria.

- The University of California Academic Personnel Manual (APM), in relation to professional service, states
  “In certain positions in the professional schools and colleges...a demonstrated distinction in the competencies appropriate to the field and its characteristic activities should be recognized as a criterion for appointment or promotion. The candidate’s professional activities should be scrutinized for evidence of achievement and leadership in the field and of demonstrated progressiveness in the development or utilization of new approaches and techniques for the solution of professional problems.” (APM 210-1-d-3)

- After describing university service, the Manual addresses public service:
  “Services by members of the faculty to the community, State, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality, should likewise be recognized as evidence for promotion.” (APM 210-1-d-4)

Website: http://www.ucop.edu/academic-personnel/academic-personnel-policy/

General University Policy Regarding Academic Appointees (APM025) states:

Faculty members are expected to participate in University activities and to use their professional expertise to contribute to their profession and the community. University activities and outside professional activities can be positive contributors for fulfilling one’s University obligations. The University sees great value in activities outside the University that advance and communicate knowledge through interaction with industry, the community, and the public, and through professional and consulting opportunities.

3.2c THE SELF-STUDY DOCUMENT SHOULD INCLUDE A LIST OF THE SCHOOL’S CURRENT SERVICE ACTIVITIES, INCLUDING IDENTIFICATION OF THE COMMUNITY, ORGANIZATION, AGENCY OR BODY FOR WHICH THE SERVICE WAS PROVIDED AND THE NATURE OF THE ACTIVITY, OVER THE LAST THREE YEARS. SEE CEPH DATA TEMPLATE 3.2.1. PROJECTS PRESENTED IN CRITERION 3.1 SHOULD NOT BE REPLICATED HERE WITHOUT DISTINCTION. FUNDED SERVICE ACTIVITIES MAY BE REPORTED IN A SEPARATE TABLE; SEE CEPH DATA TEMPLATE 3.2.2. EXTRAMURAL FUNDING FOR RESEARCH OR TRAINING/CONTINUING EDUCATION GRANTS SHOULD BE REPORTED IN TEMPLATES 3.1.1 (RESEARCH) AND 3.3.1 (FUNDED WORKFORCE DEVELOPMENT), RESPECTIVELY.

In addition to the organized units within the School that provide service as noted in the examples in 3.2a, individual faculty members perform service stemming from their professional commitment and corresponding to the university’s expectations. A thorough review of faculty professional service may be found within curricula vitae in the Resource Material List/ Section 3:
3.2c Folder – Faculty Curriculum Vitae. The CV’s list faculty participation in numerous activities:

- Members of professional societies and scientific organizations
- Editors and/or reviewers for scholarly journals and other publications
- Advisory board and panel members
- Government service and service to privates and non-profits
- Consultants with public and private organizations

**Template 3.2.1 - Faculty Service Activities for 2011/12 – 2013/14 may be found in the Resource Materials List/ Section 3.2c.**

PLEASE NOTE: Faculty service activity for the fiscal year 2014/15 was not available at the time of preparation of this Self-Study.

The UC Berkeley School of Public Health is the only school of public health in Northern California. Its location in the San Francisco Bay Area with physical proximity to the California Department of Public Health offices in the East Bay and Sacramento as well as to local health departments in Berkeley, Alameda, Contra Costa, San Mateo and San Francisco Counties provides opportunities for service through consultations, student assignments, joint projects, and shared resources. The list of Summer Internship Placements in Section 2.4b provides information regarding the extensive number of relationships with community groups with which the School works to involve students in practice experiences and research, and to engage the community in service activities. Additional lists of directly involved community groups can be found in Section 3.3d.

**Template 3.2.2 - Funded Service Activities for 2011/12 – 2013/14 is on the following pages.**

PLEASE NOTE: Funded service activity for the fiscal year 2014/15 was not available at the time of preparation of this Self-Study.
### Template 3.2.2 – Funded Service Activities 2011/12-2013/14

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Principal Investigator or Dept</th>
<th>Funding Source</th>
<th>Funding Period Start/End</th>
<th>Amount Total Award</th>
<th>Amount 2011/12</th>
<th>Amount 2012/13</th>
<th>Amount 2013/14</th>
<th>Comm Based Y/N</th>
<th>Student Participation Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe Routes to Transit Program Evaluation and Bicycle/Pedestrian Counts (3)</td>
<td>Jill Cooper EHS</td>
<td>Fehr and Peers</td>
<td>9/1/2010 - 8/30/2014</td>
<td>$30,000</td>
<td>$13,672</td>
<td>$6,868</td>
<td>$9,460</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Teens in the Driver Seat</td>
<td>Jill Cooper EHS</td>
<td>Cal Office of Traffic Safety</td>
<td>10/1/2011 - 9/30/2012</td>
<td>$230,000</td>
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<td>$0</td>
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<tr>
<td>SafeTREC VII</td>
<td>Jill Cooper EHS</td>
<td>Cal Office of Traffic Safety</td>
<td>10/1/2011 - 9/30/2012</td>
<td>$1,512,500</td>
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<td>Safe Routes to School</td>
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<td>UC San Francisco</td>
<td>7/1/2012 - 6/30/2014</td>
<td>$120,000</td>
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<td>SafeTREC VIII</td>
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<td>Cal Office of Traffic Safety</td>
<td>10/1/2012 - 9/30/2013</td>
<td>$1,305,000</td>
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<td>Teens in the Driver Seat 2013/14</td>
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<td>Cal Office of Traffic Safety</td>
<td>10/1/2012 - 9/30/2013</td>
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<td>Teens in the Driver Seat 2013/14</td>
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<td>$1,300,000</td>
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<tr>
<td>Project Name</td>
<td>Principal Investigator &amp; Department</td>
<td>Funding Source</td>
<td>Funding Period Start/End</td>
<td>Amount Total Award</td>
<td>Amount 2011/12</td>
<td>Amount 2012/13</td>
<td>Amount 2013/14</td>
<td>Community-Based Y/N</td>
<td>Student Participation Y/N</td>
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<tr>
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<td>Northern California Community Health Initiative</td>
<td>Patricia Crawford CHHD</td>
<td>Group Health Cooperative</td>
<td>7/1/2011 - 6/30/2014</td>
<td>$789,114</td>
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<td>The Role of Fortified Beverages and Fruit Drinks in Childhood Obesity Prevention: Implications for Current State and Local Policy Development</td>
<td>Patricia Crawford CHHD</td>
<td>Californi a Center for Public Health Advocacy</td>
<td>4/1/2012 - 7/31/2013</td>
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<td>LiveWell Colorado Communities</td>
<td>Patricia Crawford CHHD</td>
<td>Group Health Cooperative</td>
<td>4/1/2012 - 6/30/2013</td>
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<td>$0</td>
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<td>LiveWell Colorado Communities Years 2-6</td>
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<td>Southern California HEAL Zones Evaluation: Youth Survey</td>
<td>Patricia Crawford CHHD</td>
<td>Group Health Cooperative</td>
<td>8/1/2012 - 7/31/2014</td>
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<td>Evaluation of TCE: Healthy School Meals</td>
<td>Patricia Crawford CHHD</td>
<td>Californi a Endowment</td>
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<td>Changes in Community Food Shopping Environments, Shopping Behaviors, and Dietary Behaviors When a Full-Service Grocery Store Enters a Low-Income Neighborhood</td>
<td>Patricia Crawford CHHD</td>
<td>PolicyLi nk</td>
<td>2/1/2012 - 7/31/2013</td>
<td>$24,335</td>
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<td>Project Name</td>
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<td>Funding Source</td>
<td>Funding Period Start/End</td>
<td>Amount Total Award</td>
<td>Amount 2011/12</td>
<td>Amount 2012/13</td>
<td>Amount 2013/14</td>
<td>Community-Based Y/N</td>
<td>Student Participation Y/N</td>
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<td>Summer Training Program in Environmental Health Sciences for High School and Undergraduates</td>
<td>Robert Spear EHS</td>
<td>NIH National Institute of Environmental Health Sciences</td>
<td>1/1/2008 - 11/30/2013</td>
<td>$289,926</td>
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<td>Youth @ Work: Talking Safety Dissemination Project - Health and Safety for All: Training and Services for Hard To Reach Workers in Small Business - Factors Affecting Teachers Adoption of Youth at Work Training Safety Curriculum</td>
<td>Michael Wilson EHS</td>
<td>DOL Occupational Safety and Health Administration</td>
<td>9/30/2011 - 9/30/2014</td>
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<td>Jeff Oxendine HRSA</td>
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<td>San Francisco Bay Area Comprehensive Health Careers Opportunity Program (HCOP)</td>
<td>Jeff Oxendine DHHS</td>
<td>9/1/2010 - 8/31/2014</td>
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<td>Digital Media Literacy for Public Health Professionals</td>
<td>Jeff Oxendine California Endowment</td>
<td>1/15/2011 - 7/30/2012</td>
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<td>Developing a Plan for Workforce Development to Accelerate Accreditation for the California Department of Public Health</td>
<td>Jeff Oxendine Robert Wood Johnson Foundation</td>
<td>7/15/2013 - 1/14/2015</td>
<td>$249,984</td>
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**Project Name**: Health Policy Advocacy Initiative  
**Principal Investigator & Department**: Jeff Oxendine  
**Funding Source**: California Endowment  
**Funding Period Start/End**: 9/1/2013 - 8/31/2015  
**Amount Total Award**: $501,793  
**Amount 2011/12**: $0  
**Amount 2012/13**: $0  
**Amount 2013/14**: $501,793  
**Community-Based Y/N**: Y  
**Student Participation Y/N**: Y

The School of Public Health provides service to local communities to address issues of concern. The following are a few examples of SPH funded service programs which are community-based (service) and include evaluation of the program (research). Funded service activities are not listed in other Section 3 templates.

- **Safe Transportation Research and Education Center (SafeTREC)** is part of the University of California, Berkeley, affiliated with the School of Public Health and the Institute of Transportation Studies, with additional partnerships with the Department of City and Regional Planning, Public Policy and Transportation Engineering. The Center helps the California Office of Traffic Safety administer its Sobriety Checkpoint Program and its Community Pedestrian Safety Workshops and supports various safety initiatives from other California agencies, including the California Department of Transportation. The Center’s research is carried out by faculty at UC Berkeley with assistance from post-doctoral scholars, research staff, graduate student researchers, and undergraduate students. The mission of SafeTREC is to reduce traffic fatalities and injuries through multidisciplinary collaboration in education, research, and outreach. The center’s aim is to strengthen the capability of state, county, and local governments, academic institutions, and local community organizations to enhance traffic safety through research, curriculum and material development, outreach, and training for professionals and students. Additional projects within the Center focus on these safety concerns:
  - **Community Pedestrian Safety Training Project**: The purpose of the CPST is to help make walking safer and more pleasant in California’s communities. Trainings are tailored to each community, enlisting participation from community members and safety advocates, along with professional staff and officials from local government and agencies.
  - **Teens in the Driver Seat Project**: TDS is a program started by Texas Transportation Institute. It is a peer-to-peer program that promotes driving safety on high school campuses. Pre and post assessments are completed to assess changes in self-reported behavior and attitudes.
  - **Safe Routes to School Project**: This project is an evaluation of the state’s Safe Routes to School educational and engagement programs. The project is measuring the impact of program activities on self-reported mode shift and perceived safety, as well as examining the land use around schools and the potential for mode shift.

- **Atkins Center for Weight and Health Projects**: Founded in 1999, the Center works with community groups to develop and evaluate programs to support healthy eating and
active living, with a focus on children and families in diverse communities. The Center’s collaborative approach maintains scientific rigor and is responsive to the real-world needs and concerns of community partners. Recent projects include:

- **Northern California HEAL Zones Evaluation: Youth Survey** – Public Health nutrition, a school-based evaluation
- **Northern California Community Health Initiative** – Public Health nutrition, a community-based evaluation
- **The Role of Fortified Beverages and Fruit Drinks in Childhood Obesity Prevention** – Public Health nutrition, evaluation research
- **LiveWell Colorado Communities** – Public Health nutrition, technical assistance
- **Evaluation of TCE Healthy School Meals** – Public Health nutrition, evaluation research
- **Changes in Community Food Shopping Environments** – Public Health nutrition, evaluation research

- **Summer Training Program in Environmental Health Sciences for High School and Undergraduate students:** This grant was provided by the NIH National Institute of Environmental Health Sciences in the amount of $289,926. Professor Robert Spear led the training program from January 2008 through November 2013. The program offered a summer training course to high school and potential public health undergraduate students.

- **Labor Occupational Health Program:** The Labor Occupational Health Program is a community outreach program of the Center for Occupational and Environmental Health at the School. LOHP staff are dedicated to improving health and safety in the workplace. The program serves labor, management, community organizations, health professionals, government, schools, and the general public. The program focus is on training accident prevention (See Section 3.3) but in addition has service projects dedicated to helping the community.
  - **Youth @ Work: Talking Safety Dissemination Project** is a service project targeting youth and high school teachers. The project is designed to help teachers use a training curriculum regarding youth at work.
  - **Health and Safety for All: Training and Services for Hard to Reach Workers in Small Business:** This service project targets immigrant, non-English speaking workers and the small business owners who employ them, with a specific focus on nail salons, restaurants, recycling and young workers in a range of industries.

### 3.2d THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF THE MEASURES BY WHICH THE SCHOOL MAY EVALUATE THE SUCCESS OF ITS SERVICE EFFORTS, ALONG WITH DATA REGARDING THE SCHOOL’S PERFORMANCE AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.

The centers and programs listed in Section 3.2 are representative of the many resources within the School that focus on active service to the community. Efforts of both faculty and students are fundamental in advancing the understanding of public health and integrating theory and science through a focus on communities. SPH faculty are committed to sharing professional knowledge
and competence with the community as highlighted in Template 3.2.1 – Faculty Service from 2011/12 through 2013/14 and as listed in the faculty curriculum vitae located in the Resource Materials List/ Section 3.

Faculty are expected to participate in professional and community service activities as part of the requirements for promotion and tenure. UC Berkeley School of Public Health does not set standard measures for faculty involvement in service because that element of a faculty member’s career is distinguished during the review process for advancement and is based on individual plans and goals. The School takes pride in the outstanding service each faculty member provides in their area of expertise.

The School does have goals for its service program and continues to work to improve and provide valuable service through a number of activities. The measures listed in the table below highlight some of the goals set in the 2008-2012 Strategic Plan. These activities are ongoing efforts for the School.

<table>
<thead>
<tr>
<th>Table 3.2d Measures Identifying the Success of School’s Service Efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Measure</strong></td>
</tr>
<tr>
<td>Develop strong, sustained external relationships with public health programs, practitioners and communities in the Bay Area, California, and globally to improve health and provide valuable service</td>
</tr>
<tr>
<td>Assess and pursue opportunities to work with one or more interested communities over a multi-year period to improve health status and the conditions that promote health</td>
</tr>
<tr>
<td>Encourage faculty, deans, staff to play active roles on major local, statewide, domestic and international taskforces, coalitions &amp; other initiatives to improve health</td>
</tr>
<tr>
<td>Play a visible leadership role in research programs, systems and policy change to advance health work force diversity in California</td>
</tr>
</tbody>
</table>

3.2e THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF STUDENT INVOLVEMENT IN SERVICE, OUTSIDE OF THOSE ACTIVITIES
ASSOCIATED WITH THE REQUIRED PRACTICE EXPERIENCE AND PREVIOUSLY DESCRIBED IN CRITERION 2.4.

For SPH students, public health education at Berkeley takes place not only through the classrooms of the campus but through active involvement with our communities locally, statewide, nationally, and internationally. The MPH Application for Advancement to Candidacy asks graduating students to describe their participation in a service activity that benefits a broad field of public health beyond training or course projects. In 2009/10 a Pfizer award for student-led leadership was established to recognize students doing meaningful work on community projects. Most SPH students are involved in a service activity. As demonstrated in Template 3.2.3 – Funded Service Activities, students are actively participating in over 80% of the activities. In addition, the SPH website provides information about numerous opportunities for students to volunteer in service to the community: http://sph.berkeley.edu/current-students/student-groups

In 2003, when the Institute of Medicine declared Community-Based Participatory Research (CPBR) one of eight new content areas in which all schools of public health should offer training, our SPH was one of the few that was already doing so. Through a popular course which began in 1999 graduate students both learned the theories and methods used in conducting research with, rather than on, communities. Students were offered up to 20 diverse field placements with which they could choose to partner for four hours a week, keeping an analytical journal in which they discussed how CBPR theory played out in these real world situations. This class continues to be taught, most recently by Meredith Minkler and Emily Ozer. With Professor Minkler’s recent retirement, the course will now be offered by Dr. Ozer who brings expertise in youth participatory action research. Service activities include working with several local health departments and nonprofit organizations, such as the Asian Pacific Environmental Network, LaClinica de la Raza, and the West Oakland Environmental Indicators Project; participating with staff and residents as they identify and build on local assets, develop community capacity and apply lay knowledge in helping design and conduct studies of issues that matter locally, translating findings into actionable results.

Opportunities for community engagement also are encouraged through other courses in the SPH, with students in classes on Program Planning and Evaluation, for example, selecting a community-based organization or health department with which to work in writing a detailed program plan for funding a new health promoting project for the organization. Students also develop a sophisticated program evaluation for a community-based organization or health department, in consultation with the nonprofit, and in response to a real need for such work.

The School’s service arm, the Labor Occupational Health Center, will begin this year a new course on Worker Health and Social Justice that also will include opportunities for civic engagement as a way of applying classroom learning in studying and addressing real world public health problems. Under the leadership of Health and Social Behavior faculty member Seth Holmes, and with guest lectures by Dr. Minkler and others, the course will help teach community engagement approaches, including community organization, CBPR, popular education, etc. in the context of learning about and improving the health of immigrant and other low income workers.
Students have extensive opportunities to apply the latest knowledge and skills aimed at improving the practice of public health through their volunteer efforts in community-based research experiences. Students also find volunteer opportunities on the SPH website where organizations are encouraged to post volunteer opportunities. Following are a few examples of opportunities for students to become involved in service activities. For more information regarding programs specific to the undergraduate group, please see Section 2.9b.

- **Multicultural Health In Action (MHIA)** is a student-run group focused on the professional development of students through the integration of learning and practice. MHIA engages students in projects related to multicultural health and health disparities during the academic year. Through these practical experiences, peer support, mentoring from community leaders, skills-based workshops and training, students hope to be better prepared for future work in multicultural health and health disparities issues. MHIA has partnered with the City of Berkeley Public Health Division for the past two years. The group is beginning to work with other local organizations as well and coordinates an Ambassador program with Alameda County DPH for which students can volunteer for course credit.

- **The Center for Health Leadership Fellows** participates in community projects as part of their program deliverables. On May 2, 2014 the CHL Fellows Consultant teams shared the results of their year-long consulting projects with these local Public Health organizations:
  - San Francisco General Hospital - *Achieving Service Excellence at San Francisco General Hospital by Shadowing Patients and Engaging Front-line Staff in Specialty Clinics in the Evaluation and Implementation of Patient Satisfaction Measures*
  - Street Level Health Project - *Expanding Health Portals for the Most Marginalized: Replicating the Model of Street Level Health Project*
  - California Emerging Infections Program - *Developing a Tool Kit for Organizational Strategies, Processes, and Products to Improve Workflow for Routine and Non-Routine Tasks for CEIP*

- **Cal Student Assistance for Public Health** (Cal STAPH) is an official student group at UC Berkeley SPH that provides training and response opportunities to public health graduate students by assisting state and local health departments in California during disease outbreaks and other public health emergencies. The mission of Cal STAPH is to train and deploy students to assist state and local health agencies in responding to urgent and emergency public health threats. Through partnerships with health departments in the San Francisco Bay Area, Cal STAPH links students with applied public health experience and departments with needed surge capacity.

Through a competitive process the Bixby Center for Population, Health, and Sustainability awards stipends to support student summer internships -- Bixby Center Summer Internships and Research in Family Planning, Population and Reproductive Health. The internships are typically overseas; the maximum award is $5K. (For more information please see Resource Materials List/ Section 3: 3.2e Bixby Fund Flyer) In summer 2015, the Center awarded two internships:
one in the amount of $1,000 for work in Mexico and one for $5,000 for work in Niger. The Center typically funds one GSR in the fall semester.

Incoming students are selected in part for their sense of responsibility and commitment to the public good. Their service contributions begin with Fall orientation and continue throughout their graduate study. Students are introduced to opportunities for community service as soon as they begin at SPH. In a new joint effort to bring public health students into the Berkeley community, the City of Berkeley and SPH developed a Volunteer Mobilization Day for all incoming public health graduate students. Students are directly engaged with the community working with childcare, homeless and public health sites throughout Berkeley for a day of service.

Public Health graduate and undergraduate students are involved in service through participation in programs organized in coordination with the UC Berkeley Tang Center and through their coursework including:

- **Health Worker Program** - Health Workers are trained by Health Promotion staff and live in campus living groups, providing first aid, education, and outreach to campus living groups. The program has been in existence for over 25 years.
- **Sexual Health Education Program** - This program does outreach on HIV/AIDS and other pressing health issues facing communities of color.
- **The Suitcase Clinic** was founded and developed by students from the UCB-UCSF Joint Medical Program and the School of Public Health out of a desire to address the unmet needs of the City of Berkeley’s homeless and low-income population. Structured around principles of public health, social welfare, community activism and empathy, the Suitcase Clinic currently supports three weekly multi-service drop-in centers in the city of Berkeley: The General Clinic, the Women’s Clinic, and the Youth Clinic. For more information about this program please visit the following website: https://callink.berkeley.edu/organization/suitcaseclinic/about

Every spring semester, SPH seeks a graduating SPH student who is carrying on the social action traditions of Professor Emeritus Henrik L. Blum, MD, MPH (1915-2006). The Henrik L. Blum Award is given annually to a graduating student whose public health activities symbolize the spirit of social justice and democratic action which Dr. Blum epitomized in his own life and which he succeeded in instilling in the minds and hearts of students, professors, staff, and alumni. To nominate a graduating student, one must write a brief letter explaining how the student displays three criteria important to Professor Blum: **Caring**, **Creativity**, and **Courage**. The 2014 Award went to Jose Dario Maciel. Dario worked as a patient advocate, clinical researcher, health care policy consultant, Peace Corps Volunteer, science educator, and volunteer case worker for newly arrived immigrants. As part of his MPH internship, Dario worked at a reproductive justice organization in Guatemala to evaluate the impact of a grassroots advocacy campaign aimed at promoting family planning services in government health centers and sex education in public schools. He hopes to contribute to the planning, development, and evaluation of innovative health and social programs that address both immediate needs and the root causes of ill health. The 2015 recipient is Ruvani Fonseka, MPH/MSW. Among her many accomplishments, Ms. Fonseka served an internship with a local non-profit called Narika. Narika’s mission is “to promote women’s independence and economic empowerment by helping
domestic violence survivors with advocacy, support, information, referrals, and education.” While at Narika, Ms. Fonseka lead strategic planning efforts with the board members, won a $4,500.00 grant for trauma-informed child care and evaluated and redesigned Narika’s Self-Empowerment and Economic Development program for South Asian survivors of domestic violence and human trafficking in the Bay Area. (For more information please see the letter for her nomination in the Resource Materials List/ Section 3: 3.2e Ruvani Fonseka – Blum Award.)

Students of the School of Public Health, despite being enrolled in full time degree programs, make time to contribute to the community and to health related groups outside the University.

3.2f THE SELF-STUDY DOCUMENT SHOULD INCLUDE ASSESSMENT OF THE EXTENT TO WHICH THIS CRITERION IS MET AND AN ANALYSIS OF THE SCHOOL’S STRENGTHS AND WEAKNESSES AND PLANS RELATING TO THIS CRITERION.

This criterion is met.

Strengths: The School of Public Health has an active service program, consistent with its mission. Organized units in the School are providing information and service to the community and simultaneously involving community groups in needs assessment, planning, and evaluation. The target groups reached are extensive. SPH students are committed to benefiting the greater society through contributions to the community.

Challenges: We will increase our ability to track and manage the numerous UC Berkeley School of Public Health centers and programs that engage community, locally and globally, increasing our capacity to radically collaborate with community partners to achieve the goals of priority health initiatives.

Plans: The School is working to provide more SPH students with opportunities for community involvement. Dean Bertozzi is encouraging exploration of more embedded relationships with a handful of partners who would have a set number of slots for student interns and together would fulfill a critical function for the organization. The idea being that this type of long-term relationship would be more meaningful for the students and more useful for the community group.

The School plans to coordinate collaborations across the School and the Berkeley campus and invest in strong community engagement, processes and infrastructure in order to proactively support our various community engagements. We will build on the School’s longstanding history of community-based participatory research so that we continue to create authentic and respectful academic-community collaborations.
3.3 WORKFORCE DEVELOPMENT. THE SCHOOL SHALL ENGAGE IN ACTIVITIES OTHER THAN ITS OFFERING OF DEGREE PROGRAMS THAT SUPPORT THE PROFESSIONAL DEVELOPMENT OF THE PUBLIC HEALTH WORKFORCE.

3.3a THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE WAYS IN WHICH THE SCHOOL PERIODICALLY ASSESSES THE CONTINUING EDUCATION NEEDS OF THE COMMUNITY OR COMMUNITIES IT INTENDS TO SERVE. THE ASSESSMENT MAY INCLUDE PRIMARY OR SECONDARY DATA COLLECTION OR DATA SOURCES.

The School of Public Health is committed to providing continuing education and training to the numbers of personnel engaged in public health practice without formal training, and previously trained alumni and other professionals who seek to maintain and advance their knowledge and skills. Faculty, through their research programs, centers, and studies of world events, continue to evaluate and assess the needs of the professionals and personnel working in the public health field and to refine the School’s involvement in continuing education and workforce development strategies. The School also has multiple centers which have a major focus on providing competency-based trainings to address the assessed priority continuing education and workforce development needs of alumni and local and statewide partners.

The Center for Occupational and Environmental Health offers a variety of courses, symposia, and summer institutes for continuing education in current topics in the categories of industrial hygiene, occupational safety, hazardous substance training, agricultural safety and health, and other multidisciplinary areas. The Labor Occupational Health Program is a community outreach program within the School of Public Health whose work addresses today's health and safety needs in nearly every industry, from healthcare to agriculture to construction. The Health Initiative of the Americas program coordinates and optimizes resources in the United States, Mexico, and other Latin American countries to implement innovative strategies to address unmet health needs of the Latino-origin population living and working in the United States. The Maternal and Child Public Health Nutrition Training Program is designed to contribute to the MCH nutrition workforce and to succession management by developing a series of public health nutrition and leadership online training modules to provide continuing education to place-based public health nutritionists in the field.

For the past 14 years, the Center for Public Health Practice (CPHP) has been assessing the needs of the public health workforce and providing competency based trainings to address them through participation in the National Public Health Training Center network. For the past 4 years CPHP has served as the lead agency for the California- Pacific Public Health Training Center (CALPACT), a collaborative effort of Schools and Programs of Public Health at Berkeley, UC Davis, California State University Fresno and University of Hawaii, Manoa. CALPACT conducted assessments of health employer training needs in California, Hawaii and the Pacific Islands using the Council on Linkages Competencies. UC Berkeley School of Public Health developed work with three surrounding local health departments and local community health centers to deliver custom trainings based on their priority assessed needs. SPH also provided trainings to students and professionals as part of its on campus “Professional Development
Workshop Series”. Webinars and on-line trainings were also provided. In 2013/14, SPH provided over 80 trainings to 2400 area professionals.

The School’s Center for Public Health Practice also has a grant from the Robert Wood Johnson Foundation to assist the California Department of Public Health (CDPH) in developing its workforce development and succession plan. As part of the plan, the School’s Center for Public Health Practice staff conducted a training needs assessment for the largest classification of CDPH employees and worked with senior management to pilot and implement corresponding trainings. The School’s Center for Public Health Practice is also developing the overall workforce development strategy and plan that includes recruitment, retention and advancement. The School also has a contract with CDPH to assess the quality improvement training needs of the department and develop and deliver a curriculum to build capacity and spread best practices.

The Center for Public Health Practice conducted a survey of SPH alumni and employers in July 2014. The survey identified the priority training needs of alumni and the top competencies employers are seeking. CPHP is now partnering with the SPH Alumni Association to develop a professional development plan.

Steve Shortell and Patricia Crawford served as expert advisors to the Let’s Get Healthy California Task Force. School faculty also played a leadership role in developing the State Innovation Model working in conjunction with the Centers for Medicare & Medicaid Services. The University of California, Berkeley School of Public Health was pleased to serve as a neutral facilitator for discussions and as the analytic staff for the Berkeley Forum for Improving California’s Healthcare Delivery System. The Forum included the CEOs of six of California’s leading health systems, three health insurers and two large physician organizations, along with the California Secretary of Health and Human Services, the U.S. Department of Health and Human Services Region IX Director and California insurance regulators. “A New Vision for California’s Healthcare System: Integrated Care with Aligned Financial Incentives” is the result of the collective work of all involved. Website: http://berkeleyhealthcareforum.berkeley.edu/

The School of Public Health provides necessary training on multiple subjects through numerous venues, including structured classes, workshops, lectures, and seminars. Continuing education courses are offered by the School of Public Health through UC Berkeley’s University Extension, the Center for Occupational and Environmental Health, the Labor Occupational Health Program, Maternal and Child Public Health Training Program, and the Health Initiatives of the Americas Program. Other courses, lectures, and seminars are provided by faculty and organized units, such as the Center for Public Health Practice. Feedback from students and public health practitioners participating in the various programs gives direction and essential input to the development of new programs and the updating of current programs.

Another example of how the School addresses the continuing education needs of the community is a program which began in April 2014. School of Public Health researchers and three partner institutions established a new program to train and educate researchers, educators, and professionals who can tackle global health challenges specific to slum dwellings. The UC Berkeley led program is one of five consortia sponsored by the Fogarty International Center, the international arm of the National Institute of Health (NIH). Each consortium will receive $4 million over five years, for a total of $20 million awarded by the NIH to train a new generation
of global health researchers. SPH will train early-career health and medical researchers through year-long fellowships based in 10 locations throughout Central and South America, Sub-Saharan Africa, Asia and Eastern Europe. The sites are slum communities where research has been ongoing for at least three years. This program is overseen by Professor Lee Riley.

The School has five additional NIH Fogarty International Center grants aimed at working with other countries to identify public health needs and train individuals to address those needs. Professor Riley oversees the Training in Infectious Diseases and Immunity Research project which enables Brazilian health professionals to come to UC Berkeley to participate in research and receive training for addressing tuberculosis in their home country. Professor Reingold oversees three NIH grants that enable training and research: 1) HIV Implementation Science Research Training Program invites pre and post-docs from the developing country of Zimbabwe to participate in research and training at UC Berkeley, 2) UCB-UCSF-MU Research Training on TB and Other Pulmonary Complications of HIV which invites pre- and post-docs from the developing countries of Uganda, Zimbabwe, Ivory Coast, and Vietnam to participate in research and training, and 3) UCB/UCSF AIDS International Training and Research Program which invites pre- and post-docs from the developing country of Uganda to participate in research and training. Professor Scheffler oversees Research Training: Socio-Economics of Mental Health Service Delivery in SE Europe. This program sends out an annual Request for Proposal (RFP); new recruits are invited based on the submitted proposals. Trainees are local to regions in Southeastern Europe that qualify to participate in the training grant by NIH standards.

### 3.3b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A LIST OF THE CONTINUING EDUCATION PROGRAMS, OTHER THAN CERTIFICATE PROGRAMS, OFFERED BY THE SCHOOL, INCLUDING NUMBER OF PARTICIPANTS SERVED, FOR EACH OF THE LAST THREE YEARS. THOSE PROGRAMS OFFERED IN A DISTANCE-LEARNING FORMAT SHOULD BE IDENTIFIED. FUNDED TRAINING/CONTINUING EDUCATION ACTIVITIES MAY BE REPORTED IN A SEPARATE TABLE. SEE CEPH TEMPLATE 3.3.1 (OPTIONAL TEMPLATE FOR FUNDED WORKFORCE DEVELOPMENT ACTIVITIES). ONLY FUNDED TRAINING/CONTINUING EDUCATION SHOULD BE REPORTED IN TEMPLATE 3.3.1. EXTRAMURAL FUNDING FOR RESEARCH OR SERVICE EDUCATION GRANTS SHOULD BE REPORTED IN TEMPLATES 3.1.1 (RESEARCH) OR 3.2.2 (FUNDED SERVICE), RESPECTIVELY.

Continuing education courses are offered by the School of Public Health through UC Berkeley’s University Extension, the Center for Occupational and Environmental Health, the Labor Occupational Health Program, the Health Initiatives of the Americas program, the Maternal and Child Public Health Nutrition Training Program. Each program manages the enrollment differently, thus the following breakdown of enrollment in continuing education programs is presented in separate tables by program area. The information provided for this Self-Study document does distinguish the background of each attendee but it would include students and public health professionals seeking additional training.

**UC Berkeley Extension** is an active partner in furthering SPH responsibilities in continuing education. SPH and University Extension collaborate around selected course offerings and
provide a certificate program in Alcohol and Drug Studies, discussed in Section 3.3c. In addition, health professionals and other individuals in the community can enroll in regularly scheduled SPH courses through Concurrent Enrollment which is coordinated by University Extension. Total enrollment in the Alcohol and Drug Studies and other Public Health courses offered through UCB Extension is shown in the spreadsheet found in the Resource Materials List/Section 3: 3.3b UCB PH Extension Courses & Enrollment Data. The following table does not include data for the certificate program in Alcohol and Drug Studies.

<table>
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<td>x</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Total enrollment by term</td>
<td>91</td>
<td>133</td>
<td>119</td>
<td>87</td>
<td>121</td>
<td>81</td>
<td>53</td>
<td>43</td>
<td>41</td>
</tr>
</tbody>
</table>

x = Course not Offered

The Center for Occupational and Environmental Health (COEH) and its sister centers at UC Los Angeles and UC Irvine serve government, industry, labor, communities, schools, health professionals, and the general public through programs and partnerships designed to deepen understanding of occupational and environmental hazards and to prevent disease, fatalities, and injuries. Since its inception in 1980, COEH has been committed to delivering university services directly to the public. This is accomplished through a labor and community education program, a continuing professional education program, and clinical services.

COEH is a major provider of continuing education, coordinating a broad spectrum of accredited courses for practicing health and safety professionals. Affiliated with the Division of Environmental Health Sciences in the School of Public Health as well as nursing, medical, and engineering departments at UC San Francisco and UC Davis, COEH is funded by the University of California and the National Institute for Occupational Safety and Health (NIOSH) to train graduate students and residents at the three campuses as well as provide continuing education for practicing professionals and training for labor and other community groups. The Center’s
Continuing Education Program draws upon faculty from throughout COEH as well as nationally prominent guest instructors. Courses range from a few hours to a week in length. Attendees include physicians, nurses, safety professionals, occupational hygienists, and others interested in occupational safety and health issues. The Center for Occupational and Environmental Health offers a variety of courses, symposia, and summer institutes for continuing education on current topics in the categories of industrial hygiene, ergonomics, occupational and environmental health nursing and medicine, occupational safety, hazardous substance training, agricultural safety and health, and multidisciplinary topics. The courses are too numerous to list here but can be reviewed at the following website: https://www.coehce.org/ShowGroups.awp

Enrollment for COEH Continuing Education courses for the past three years is as follows:

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3013</td>
<td>2160</td>
<td>2475</td>
</tr>
</tbody>
</table>

The Labor Occupational Health Program (LOHP) is a community outreach program of the Center for Occupational and Environmental Health. The program serves labor, management, community organizations, health professionals, government, schools, and the general public. LOHP offers short courses for professionals in occupational health and related fields. LOHP also collaborates with the Work and Health Initiative at UC's Institute of Industrial Relations, providing training for public service projects in workers' compensation and occupational safety and health. LOHP is a community outreach program whose work addresses today's health and safety needs in nearly every industry from healthcare to agriculture to construction. Current projects include construction safety, environmental justice, ergonomics, hazardous waste, human factors, immigrant workers, lead hazards, teens in the workplace, union health and safety skills, and workplace violence. This program provides workforce development through a number of specialized trainings. More about the trainings currently being offered can be found at website: http://lohp.org/

Because many of the LOHP trainings target other trainers and leaders who go on to disseminate the information and resources to their communities (in some case, using training activities provided by LOHP), we estimate that many thousand additional people were reached. Recorded enrollment for LOHP Continuing Education courses for the past three years is as follows:

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3285</td>
<td>3747</td>
<td>2753</td>
</tr>
</tbody>
</table>

Maternal and Child Health (MCH) Training Program holds a training grant that has been in place since the 1950’s and is sponsored by the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau. The training funding primarily supports students in the MPH degree program as noted in Section 1.7h. In addition, the funding is used by the MCH Program to sponsor a one-day, in-person continuing education event each year. These one-day meetings draw upon the expertise of MCH faculty and are open to all public health practitioners interested in the topic area that is showcased. Recent examples of past events include:
Beyond the Basics - Integrating the Life Course Perspective into Public Health Practice (February 2011)

The Center for Public Health Practice (CPHP) offers extensive training for the local public health workforce. The following are a selection of workshops and courses offered by CPHP:
  - What Can You Do with a Degree in Public Health? (Public Health 291 - Fall Semester)
  - Professional Development Workshop Series (Public Health 291 - Spring Semester)
  - Health Communications in the Digital Era: Social Media, New Media, and Digital Innovations for Good (Public Health 290 - Fall Semester)
  - Health Policy Advocacy (Public Health 220 - Fall Semester)
  - Advocacy In Action: Health Policy Advocacy Group Study (Public Health 298 - Fall and Spring Semester)
  - Culture, Public Health Practice and Eliminating Health Disparities: From Ideas to Action in the 21st Century (Public Health 204 - Spring Semester)
  - Foundation of Health Policy and Management (Public Health 298.32)

The Center for Public Health Practice provides quality face-to-face and online trainings, events, and conferences in three priority areas: new and social media, leadership development, and organizational management in a multicultural society. Activities in these focus areas include:
  - Facilitating management training needs at the Alameda County Public Health Department, Contra Costa County Department of Public Health, San Francisco Department of Public Health, Asian Health Services and Community Health for Asian Americans. Trainings have included change management, project management, leadership development, strategic planning, community building, and cultural and linguistic humility.
  - Practice-focused conferences in partnership with community partners and key public health leaders to strengthen the public health workforce capacity, knowledge, competency, and incorporation of best practices regarding the use of innovative strategies and interventions to reduce health inequities.
  - Workshops, courses, and webinars for public health professionals and alumni to strengthen competencies such as health communications and new media, grant writing, needs assessment, financial management, time management, program planning, and leadership development.
  - Online training modules, webinars, and videos focusing on health communications, health reform and policy and advocacy, new media, multicultural health education, and management competencies.
  - Current Offerings
    - PH291 Professional Development Workshop Series
    - 21st Century New Media Training Series - Telling Stories That Matter: Visual Storytelling for Health
    - Health Communication Matters Webinar Series
    - Get Global Ready: Thriving in an Intercultural Workplace
  - Recent Offerings
    - Innovative Leaders Speaker Series
2014 Annual Leadership Conference: Leading Successful Collaborations to Strengthen Health Pathway Programs & Build Regional Pathway Systems

The number of professionals trained over the past 3 years is included in the table below. CPHP worked with San Francisco, Alameda and Contra Costa County Departments of Public Health to provide customized trainings to meet priority assessed competencies. It also provided a quarterly continuing education program for alumni, with over 100 participants in each session based on topics identified as the most relevant and timely. The Center for Health Leadership hosts an annual conference with over 200 participants from a wide range of public health organizations. While the public health training center grant ended in 2014, the School will continue to offer trainings with local partners through other sources of funding.

<table>
<thead>
<tr>
<th></th>
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<tr>
<td></td>
<td>1850</td>
<td>2150</td>
<td>2400</td>
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Template 3.3.1 – Funded Training/Continuing Education for 2011/12 to 2013/14 is on the following pages.

(Please note: at the time of preparation of the Self-Study Document 2014/15 Funded Training/Continuing Education had not been collected.)
<table>
<thead>
<tr>
<th>Project Name</th>
<th>Principal Investigator</th>
<th>Funding Source</th>
<th>Funding Period Start/End</th>
<th>Amount Total Award</th>
<th>Amount 2011/12</th>
<th>Amount 2012/13</th>
<th>Amount 2013/14</th>
<th>Comm. Based Y/N</th>
<th>Student Particip. Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Partnership for Young Worker Health and Safety</td>
<td>Baker, Robin</td>
<td>Cal Industrial Relations, Dept of</td>
<td>7/01/09 - 6/30/12</td>
<td>$126,000</td>
<td>$42,000</td>
<td>$0</td>
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<tr>
<td>A Participatory Intervention Program for Homecare Workers (HCWs)</td>
<td>Baker, Robin</td>
<td>DHHS CDC Centers for Disease Control</td>
<td>8/30/09 - 9/01/12</td>
<td>$553,313</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Using Best Practices to Disseminate Occupational Health Information to Hard to Reach Workers</td>
<td>Baker, Robin</td>
<td>DHHS CDC Centers for Disease Control</td>
<td>7/12/10 - 7/11/13</td>
<td>$432,000</td>
<td>$144,000</td>
<td>$139,000</td>
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<td>Worker Health and Safety Training Cooperative Agreement</td>
<td>Baker, Robin</td>
<td>UC Los Angeles</td>
<td>8/01/10 - 7/31/12</td>
<td>$392,097</td>
<td>$194,033</td>
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<tr>
<td>Research to Practice (R2P) in Construction and Health and Safety</td>
<td>Baker, Robin</td>
<td>CPWR- The Center for Construction Research and Training</td>
<td>9/01/10 - 2/28/14</td>
<td>$896,719</td>
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<tr>
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<td>CPWR- The Center for Construction Research and Training</td>
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<td>Occupational Safety and Health Education and Research Centers</td>
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<td>DHHS CDC Centers for Disease Control</td>
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<td>$1,502,457</td>
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<td>Kaskutas, Lee</td>
<td>NIH National Institute on Alcohol Abuse &amp; Alcoholism</td>
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<td>Amount 2012/13</td>
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<tr>
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<td>DHHS Health Resources &amp; Services Administration</td>
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<td>San Francisco Bay Area Comprehensive Health Careers Opportunity Program (HCOP)</td>
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<td>Stanford University</td>
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<td>$712,402</td>
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<td>Digital Media Literacy for Public Health Professionals</td>
<td>Oxendine, Jeff</td>
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<td>Community Health Worker Training Institute</td>
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<td>Developing a Plan for Workforce Development to Accelerate Accreditation for the California Department of Public Health</td>
<td>Oxendine, Jeff</td>
<td>Robert Wood Johnson Foundation</td>
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<td>Health Policy Advocacy Initiative</td>
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<td>Reingold, Arthur</td>
<td>NIH Fogarty International Center</td>
<td>6/1/08 5/31/14</td>
<td>$6,013,070</td>
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<td>Reingold, Arthur</td>
<td>NIH Fogarty International Center</td>
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<td>Amount Total Award</td>
<td>Amount 2011/12</td>
<td>Amount 2012/13</td>
<td>Amount 2013/14</td>
<td>Community-Based Y/N</td>
<td>Student Participation Y/N</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------</td>
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<td>--------------</td>
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<td>---------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>UCB-UCSF-MU Research Training on TB and Other Pulmonary Complications of HIV</td>
<td>Reingold, Arthur</td>
<td>NIH Fogarty International Center</td>
<td>8/1/13 1/31/18</td>
<td>$1,358,482</td>
<td>$0</td>
<td>$0</td>
<td>$272,071</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Training in Infectious Diseases and Immunity Research</td>
<td>Riley, Lee W</td>
<td>NIH National Institute of Allergy &amp; Infectious Diseases</td>
<td>9/1/06 8/31/12</td>
<td>$710,962</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Global Health Fellows and Scholars Research Training</td>
<td>Riley, Lee W</td>
<td>NIH Fogarty International Center</td>
<td>4/04/12 7/31/17</td>
<td>$4,430,782</td>
<td>$0</td>
<td>$1,105,000</td>
<td>$1,107,092</td>
<td>N</td>
<td>Y</td>
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<tr>
<td>Research Training: Socio-Economics of Mental Health Service Delivery in SE Europe</td>
<td>Scheffler, Richard</td>
<td>NIH Fogarty International Center</td>
<td>8/09/11 7/31/16</td>
<td>$1,149,362</td>
<td>$254,782</td>
<td>$223,024</td>
<td>$215,052</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Public Health Traineeship</td>
<td>Shortell, Stephen</td>
<td>DHHS Health Resources &amp; Services Administration</td>
<td>7/1/09 6/30/12</td>
<td>$110,136</td>
<td>$36,712</td>
<td>$0</td>
<td>$0</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Public Health Traineeship Program</td>
<td>Shortell, Stephen</td>
<td>DHHS Health Resources &amp; Services Administration</td>
<td>9/1/09 2/29/12</td>
<td>$76,292</td>
<td>$25,431</td>
<td>$0</td>
<td>$0</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Public Health Traineeships</td>
<td>Shortell, Stephen</td>
<td>DHHS Health Resources &amp; Services Administration</td>
<td>7/1/12 6/30/13</td>
<td>$25,952</td>
<td>$0</td>
<td>$25,952</td>
<td>$0</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>UC Berkeley Health Services Research Training Program</td>
<td>Shortell, Stephen</td>
<td>DHHS Agency for Healthcare Research and Quality</td>
<td>7/1/13 6/30/18</td>
<td>$860,890</td>
<td>$0</td>
<td>$0</td>
<td>$172,178</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>
3.3c THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF CERTIFICATE PROGRAMS OR OTHER NON-DEGREE OFFERINGS OF THE SCHOOL, INCLUDING ENROLLMENT DATA FOR EACH OF THE LAST THREE YEARS.

The School of Public Health offers two certificate programs.

One of the first of its kind in the U.S., the Certificate Program in Alcohol and Drug Abuse Studies prepares students for a career in addictions counseling or enhances expertise of those currently doing counseling. This certificate raises the quality of professionalism in addictions counseling. Following a three-level, developmental approach to the critical issues contributing to substance abuse, the curriculum begins with a thorough foundation in the biomedical, cultural, historical and psychological aspects of chemical dependency. It then covers the knowledge needed to work effectively in the field and culminates with intervention instruction, career-preparatory courses and internship options, providing practical experience. It offers the most current, evidence-based approaches to prevention, assessment, treatment and continuing care from UC Berkeley-approved instructors, who are leaders in the field. This drug and alcohol certificate program is approved by the California Foundation for the Advancement of Addiction Professionals (CFAAP), the educational board for California Association of Alcoholism and Drug Abuse Counselors (CAADAC). For information regarding each course that was offered in this program, along with enrollment data for each course, please refer to Resource Material List /Section 3: 1. UC Berkeley Courses & Enrollment Data. Cumulative enrollment data for each of the last three years is shown in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>434</td>
<td>543</td>
<td>514</td>
</tr>
</tbody>
</table>

The Global Health Leadership Forum (GHLF) is an executive education offering from the University of California Berkeley, School of Public Health in partnership with the Economics and Health Research Center (CRES) of Barcelona’s Universitat Pompeu Fabra, The King’s Fund, London and the Healthcare Leadership College, Singapore. This unique program is for experienced healthcare leaders/executives and focuses on globally-sourced innovations in health policy, technology, and management. GHLF features networking and lively interactions with renowned speakers who are experts in each topic (e.g. how to pay and incent providers, how to strengthen your health system, how to construct successful public-private partnerships, successes in care integration). In the past decade, there have been 456 session attendees from fifty-seven countries. One hundred thirty-six of the 456 participants attended two sessions and received an earned certificate from UC Berkeley. In order to receive a certificate, leaders must give a presentation at their second session on a pertinent project or program. Certificates were awarded to 13 in 2010, 15 in 2011, 23 in 2012, 3 in 2013, and 5 in 2014. Website: http://ghlf.berkeley.edu/index.html.

3.3d THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE SCHOOL’S PRACTICES, POLICIES, PROCEDURES AND EVALUATION THAT SUPPORT CONTINUING EDUCATION AND WORKFORCE DEVELOPMENT STRATEGIES.
The policy and practice of the Center for Public Health Practice is that evaluations are captured for each training delivered. Evaluations are used to assess the quality of training and future training needs. Evaluations inform subsequent training topics, delivery methods and speakers. The Center also identifies the impact trainings had on the capacity and performance of organizational partners and participants. Stories of impact are captured and communicated to illustrate the value of trainings.

CPHP also partners with state agencies, including California Department of Public Health, Office of Statewide Health Planning and Development and California Workforce Investment Board to evaluate the needs of the healthcare, mental health and public health workforce in California and develop corresponding plans to meet them.

3.3e THE SELF-STUDY DOCUMENT SHOULD INCLUDE A LIST OF OTHER EDUCATIONAL INSTITUTIONS OR PUBLIC HEALTH PRACTICE ORGANIZATIONS, IF ANY, WITH WHICH THE SCHOOL COLLABORATES TO OFFER CONTINUING EDUCATION.

The Center for Public Health Practice (CPHP) supports the professional development and capacity-building of alumni, public health professionals, and community-based organizations through workshops, conferences, events, and trainings. CPHP delivers these activities through its California Pacific Public Health Training Center (CALPACT), which is part of the Pacific Public Health Training Consortium (PPHTC), a Health Services Resources Administration (HRSA) funded collaborative of three Public Health Training Centers serving California, Nevada, Utah, Hawaii, and the Associated Pacific Territories. The mission of the PPHTC is to develop and maintain a skilled public health workforce in California, Utah, Nevada, Hawaii, and the U.S. Associated Pacific Islands in order to support and enhance individual and community health. CALPACT provides free or low-cost face-to-face and online trainings, events, and conferences in three priority areas: new and social media, leadership development, and multicultural health education. Activities in these focus areas include:

- Facilitating management training needs at the Alameda County Public Health Department, Contra Costa County Department of Public Health, San Francisco Department of Public Health, Asian Health Services and Community Health for Asian Americans.
- Practice-focused conferences in partnership with community partners and key Public Health leaders to strengthen the public health workforce capacity, knowledge, competency, and incorporation of best practices regarding the use of innovative strategies and interventions to reduce health inequities.
- Workshops, courses, and webinars for public health professionals and alumni to strengthen competencies such as health communications and new media, grant writing, needs assessment, financial management, time management, program planning, and leadership development.
- Online training modules, webinars, and videos focusing on health communications, health reform and policy and advocacy, new media, multi-cultural health education, and management competencies.
The Health Initiative of the Americas was created in January 2001 as a program of the University of California (UC) Office of the President. Now a joint program with UC Berkeley’s School of Public Health, the Initiative is a collaborative effort involving government, academia, the private sector, and community-based organizations of participating countries. The Initiative's objective is to coordinate and optimize resources in the United States, Mexico, and other Latin American countries to increase access to and use of health services, expand health insurance coverage, improve health outcomes, reduce health disparities, enhance the cultural competency of health care personnel, and implement innovative strategies to address unmet health needs of the Latino-origin population living and working in the United States. The Initiative fosters collaboration between the research communities of participating countries and establishes cross-border working relationships among government agencies and community-based organizations. After ten years of operation, HIA has become an international leader in developing innovative approaches to public health and health care for immigrant populations.

3.3f THE SELF-STUDY DOCUMENT SHOULD INCLUDE AN 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: The School of Public Health is committed to sharing its professional knowledge and competence with the community and the world. The School is aware of the need to help prepare those working in the field of public health without formal advanced training and the continuing educational needs of those who hold graduate degrees. Continuing education is strongly supported by numerous Centers and Programs within the School with nearly 20,000 trainees participating in continuing education over the last three years.

Challenges: Responding to needs in the profession, SPH faculty continues the challenge of developing new initiatives sensitive to health information developments and providing professional program opportunities.

Plans: Although the School offers many continuing education opportunities, these programs currently do not generate a profit. In the future, the School plans to work with the Berkeley Center for Executive Education to explore ways of expanding offerings in this area and to learn ways of profiting from doing so. The School of Public Health sees investments in technology as a critical priority and will leverage these tools to expand and scale innovations in continuing education and professional development.
4.0 FACULTY, STAFF AND STUDENTS

4.1 FACULTY QUALIFICATIONS. The school shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience, and research and teaching competence, is able to fully support the school’s mission, goals and objectives.

4.1a The self-study document should include a table showing primary faculty who support the degree programs offered by the school. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: A) Name, B) Title/Academic Rank, C) FTE or % Time, D) Tenure Status or Classification*, E) Gender, F) Race, G) Graduate Degrees Earned, H) Discipline in which degrees were earned, I) Institutions from which degrees were earned, J) Current Instructional Areas and K) Current Research Interests. See CEPH Data Template 4.1.1.

The School of Public Health Primary Faculty includes the ranks of Assistant, Associate, and Full Professor; Assistant, Associate, and Full Adjunct Professor; Assistant, Associate, and Full Professor-in-Residence; Clinical Professor; and Lecturer.

Template 4.1.1 – Primary Faculty Who Support Degree Offerings of the School may be found in the Resource Materials List/Section 4.1a.

PLEASE NOTE: The template shows primary faculty as of Fall Semester 2014. Template 4.1.1 will be updated with the Fall Semester 2015 Primary Faculty and made available to the Site Visit Team upon arrival September 30, 2015.

4.1b. IF THE SCHOOL USES OTHER FACULTY (ADJUNCT, PART-TIME, SECONDARY APPOINTMENTS, ETC), SUMMARY DATA ON THEIR QUALIFICATIONS SHOULD BE PROVIDED IN TABLE FORMAT, ORGANIZED BY DEPARTMENT, SPECIALTY AREA OR OTHER ORGANIZATIONAL UNIT AS APPROPRIATE TO THE SCHOOL AND MUST INCLUDE AT LEAST THE FOLLOWING: A) NAME, B) TITLE/Academic Rank, C) Title and Current Employment, D) FTE or % Time Allocated to the School, E) Gender, F) Race, G) Highest Degree Earned (Optional: Schools may also list all graduate degrees earned to more accurately reflect faculty expertise), H) Disciplines in which listed degrees were earned and I) Contributions to the School. See CEPH Data Template 4.1.2.
The School of Public Health uses other faculty to help support its teaching programs.

**Template 4.1.2 – Other Faculty Used to Support Teaching Programs may be found in the Resource Materials List/Section 4.1b.**

PLEASE NOTE: The template shows other faculty who support the School’s teaching program as of Fall Semester 2014.

### 4.1c. DESCRIPTION OF THE MANNER IN WHICH THE FACULTY COMPLEMENT INTEGRATES PERSPECTIVES FROM THE FIELD OF PRACTICE, INCLUDING INFORMATION ON APPOINTMENT TRACKS FOR PRACTITIONERS, IF USED BY THE SCHOOL. FACULTY WITH SIGNIFICANT PRACTICE EXPERIENCE OUTSIDE OF THAT WHICH IS TYPICALLY ASSOCIATED WITH AN ACADEMIC CAREER SHOULD ALSO BE IDENTIFIED.

The School of Public Health faculty members have very active careers that revolve around a variety of public health issues and arenas and reflect the School’s ecological approach to health. The research problems addressed are current and reflect contemporary issues which can be brought into the classroom. In the same way, faculty who consult with external organizations or provide technical assistance gain practice perspectives that contribute to both their teaching and research. Additionally, some faculty members combine practice with their academic responsibilities. For example, a number of Clinical Professors working in the Joint Medical Program have active clinical practices. Others with SPH faculty appointments work as public health medical officers, pathologists, psychiatrists, research scientists, and directors for local public health foundations.

The full faculty complement encompasses both academic and professional degrees. The mixture of educational backgrounds enriches the School in team teaching and in research collaborations. The establishment of the Clinical Professor of Public Health series acknowledges community practitioners as leaders and their role in the educational program. (Please refer to Template 4.1.2 for additional information regarding Clinical Professor appointees, their employment, and teaching areas.) The SPH Adjunct Professor series acknowledges the individual’s role within the School as primarily working within research, however our adjunct professors are also actively engaged in teaching.

Courses requiring community based assignments, participation in class discussions by students with substantive prior public health experience, and the public health practice placement experiences of returning MPH students enrich practice perspectives in the curriculum. The commitment of the School to incorporate practice perspectives is evidenced in the effort and resources the School has put into the development of the Center for Public Health Practice which provides a focus not only for practice internships but for community relationships. In addition, several SPH courses bring students into the community for “service learning.” In many ways, students are extensions into practice and bring to the classroom and to research projects a sense of real world problems and methods to solve them.
4.1d. IDENTIFICATION OF OUTCOME MEASURES BY WHICH THE SCHOOL MAY JUDGE THE QUALIFICATIONS OF ITS FACULTY COMPLEMENT, ALONG WITH DATA REGARDING THE PERFORMANCE OF THE SCHOOL AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.

All Academic Senate faculty members have doctoral degrees from highly respected universities. Among the Senate faculty, twenty-two different U.S. universities are represented and seven universities in England, Scotland, the Netherlands, Canada, and New Zealand. The areas of doctoral study are relevant to the multidisciplinary teaching areas of SPH; the doctoral degrees being both academic and professional strengthen the School’s teaching program. The UC Berkeley campus has high standards of teaching, research and service for its Academic Senate faculty appointments; 39 of the current faculty have met those standards for appointment at or promotion to Full Professor.

SPH faculty rank consistently in the top five schools on the Berkeley campus in research dollars awarded. Section 3.0 on Research and Service demonstrates the variety of relationships faculty members have with community, non-profit, and governmental organizations that enrich their teaching and practice perspectives.

Non-senate faculty appointments are distinguished in their areas of study and research and follow a similar tenure-track process for promotion as the Academic Senate faculty. Non-senate faculty are included in the primary faculty list for this Self-Study because of the importance of their contributions to teaching at the UC Berkeley School of Public Health. Other teaching faculty include health professionals who have varied public health backgrounds as practicing physicians and leaders in local and state public health programs.

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic &amp; Professional Degrees Held by SPH Primary Faculty members</td>
<td>Ongoing</td>
<td>54 - PhD</td>
<td>51 - PhD</td>
<td>56 - PhD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 – MD</td>
<td>7 – MD</td>
<td>12 – MD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 - PhD/MD</td>
<td>1 - PhD/MD</td>
<td>1 - PhD/MD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 – DrPH</td>
<td>2 – DrPH</td>
<td>2 – DrPH</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-ScD</td>
<td>1-ScD</td>
<td>1-ScD</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-MPH/MBA</td>
<td>2-MPH/MBA</td>
<td>2-MPH/MBA</td>
</tr>
<tr>
<td>Continuing Promotion for Academic Senate faculty members</td>
<td>Ongoing</td>
<td>Full Professor - 38</td>
<td>Full Professor - 38</td>
<td>Full Professor – 39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assoc Professor - 11</td>
<td>Assoc Professor - 12</td>
<td>Assoc Professor - 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asst Professor - 7</td>
<td>Asst Professor - 6</td>
<td>Asst Professor - 6</td>
</tr>
<tr>
<td>Research Success Primary Faculty based on awarded amounts last 3 years</td>
<td>Ongoing</td>
<td>$48,113,508</td>
<td>$38,283,293</td>
<td>$31,990,067</td>
</tr>
<tr>
<td>Continue to have a distinguished complement of Other Teaching Faculty Appointments - Health Professionals who enrich the SPH teaching program</td>
<td>Ongoing</td>
<td>n/a</td>
<td>n/a</td>
<td>37 – PhD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23 – MD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12 – DrPH</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2 - JD</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>PH Officers – 5</td>
</tr>
<tr>
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<td></td>
<td>Foundation Dir – 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Res Scientists – 8</td>
</tr>
</tbody>
</table>
4.1e. 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: As of 2014/15, the UC Berkeley School of Public Health has a primary faculty of 74 individuals, educationally and professionally qualified to meet the School’s mission, goals and objectives. Extending the faculty resources are 63 other academic appointees and emeriti professors who by virtue of their academic and professional qualifications enrich the teaching program.

Challenges: The large number and many accomplishments of the School of Public Health faculty make it challenging for administration to maintain up-to-date and easily accessible data on the teaching, research, and service activities of each faculty member.

Plans: The School will continue to expand the multidisciplinary faculty complement assuring a broad public health perspective and enabling the School to meet its goals in research, teaching, and service.
4.2 FACULTY POLICIES AND PROCEDURES. THE SCHOOL SHALL HAVE WELL DEFINED POLICIES AND PROCEDURES TO RECRUIT, APPOINT AND PROMOTE QUALIFIED FACULTY, TO EVALUATE COMPETENCE AND PERFORMANCE OF FACULTY, AND TO SUPPORT THE PROFESSIONAL DEVELOPMENT AND ADVANCEMENT OF FACULTY.

4.2a THE SELF-STUDY DOCUMENT SHOULD INCLUDE A FACULTY HANDBOOK OR OTHER WRITTEN DOCUMENT THAT OUTLINES FACULTY RULES AND REGULATIONS.

Academic Personnel and Programs develop, implement and manage policies and procedures pertaining to the employment relationship between an academic appointee and the University of California. These policies and procedures are issued by the University of California Provost and Executive Vice President of Academic Affairs and published in the Academic Personnel Manual (APM). Academic Personnel and Programs maintain the official copy of the APM, including the online version of the APM and any subsequent changes. The APM in online at: http://www.ucop.edu/academic-personnel-programs/academic-personnel-policy/

The University of California Faculty Handbook is a readable and informative guide to faculty rights and responsibilities and to university rules and regulations. The Appendix of the Faculty Handbook contains sections of the APM regarding appointment and advancement, teaching and student relations, research, outside professional activities, and grievance procedures. A copy of the Faculty Handbook, can be found on the web at http://www.ucop.edu/academic-personnel-programs/programs-and-initiatives/faculty-resources-advancement/faculty-handbook.html

The SPH Academic Personnel Committee has developed a reference for Public Health faculty titled Procedures for Academic Advancements. The Procedures guide outlines the SPH actions needed for merits and promotions at each level, assistant, associate and full. Also in the Procedures guide are SPH guidelines for Adjunct Professors, Clinical Professors, and Field Program Supervisors. SPH Procedures for Academic Advancements and SPH Academic Promotion Process guides are available in the Resource Materials List/ Section 4: 4.2a Faculty Policies and Procedures.

The School of Public Health employs non-academic Senate lecturers who provide vital instructional services at the School. A systemwide bargaining unit is represented by the American Federation of Teachers. The Memorandum of Understanding between UC and the American Federation of Teachers for Lecturers is available online at: http://ucaft.org/content/unit-18-mou

4.2b THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF PROVISIONS FOR FACULTY DEVELOPMENT, INCLUDING IDENTIFICATION OF SUPPORT FOR FACULTY CATEGORIES OTHER THAN REGULAR FULL-TIME APPOINTMENTS.

In the appointment process, the Dean assesses the research needs of new faculty members and the associated start-up costs. A plan for meeting and funding those needs is developed prior to
appointment. Part of the plan for new faculty may include summer salary and reduced teaching loads. In addition, SPH has two endowed chairs that are specifically targeted to junior faculty to assist in development of their research and progress toward tenure.

The School of Public Health junior faculty mentoring program is organized for junior faculty through the provision of qualitative feedback, examination of the junior faculty’s course evaluation data, and assessment of the junior faculty member’s bio-bibliographies. (Please see Resource Materials List/Section 4: 4.2b Young Faculty Mentoring Program) Upon appointment, new assistant professors will be asked by the Associate Dean for Academic Affairs to choose an Academic Senate SPH faculty mentor:

- Division heads will provide yearly rosters of faculty willing to serve as mentors
- Mentors will be at full professorial or emeritus rank

Each designated faculty mentor will have the following responsibilities:

- Teaching evaluations: attendance at a minimum of one lecture and one seminar given by the assistant professor per semester (or more frequently, as needed or requested); provision of written and verbal feedback as soon as possible after visits.
- Research proposal evaluations: periodic review of research questions and direction, targeted funding agencies, and proposal components, at all stages of application process, especially 2-4 weeks prior to submission; provision of written and/or verbal feedback.
- Research product evaluation: review of original papers, chapters, and books.
- Overall evaluation: review of the assistant professor’s CV and/or bio-bibliography form each year; suggested reviews by other UCB faculty, within and outside of SPH, as indicated and requested.

Because the objective of the Mentoring Program is solely the successful academic development of junior faculty, records of evaluations will not be disseminated or available outside of the mentoring relationship. Once per year, the Associate Dean for Academic Affairs convenes separate meetings of faculty mentors and assistant professors to discuss programmatic issues and concerns.

The SPH faculty development efforts are supplemented by several campus and University programs designed to help all faculty. The Berkeley Campus Office of Educational Development offers special programs on increasing teaching effectiveness, including workshops, videotaping of classes and individual consultation. The Academic Senate Committee on Teaching sponsors several grant programs to prepare new courses, develop new modes of instruction, evaluate instruction and improve curricula. All faculty are informed of the opportunities and encouraged to participate.

The Office of the Chancellor and the Academic Senate Committee on Research offer several award programs for untenured, ladder-rank faculty to promote their research efforts. One such program is specifically for assistant professors who are heavily involved with University and community activities and whose research time is curtailed by those efforts. The awards may be summer salary, release from classes, or a financial assistance for research costs up to $10,000.
While the Campus research development programs are principally intended for ladder-rank faculty, especially assistant professors, the instructional grants are available to all faculty. To help Adjunct Professors further their research program, the School recommends Exceptional Principal Investigator status for those appointments, if requested. The School grants time for all faculty to participate in professional meetings and attend relevant seminars.

4.2c THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF FORMAL PROCEDURES FOR EVALUATING FACULTY COMPETENCE AND PERFORMANCE.

Faculty are reviewed at progressive points in their career. At each step the criteria are the same: teaching, research and creative work, professional activity, and university and public service. Adjunct Professors must meet the same appointment and advancement criteria as Senate faculty in regard to teaching, research and service but based on whether their focus is on teaching or research, the criteria for evaluation of performance are differentially weighted. In contrast, appointments in the Clinical Professor series are based on expertise in public health practice, the direct provision, management and/or evaluation of health-related services to the public. Lecturer appointments rely on teaching ability and professional competence in specialized curricular areas. Field Program Supervisor criteria relates to professional expertise, recognition in the field, and scholarly achievement.

The underlying principle of review is that faculty members are judged by colleagues according to fair and equitable procedures. The steps in the process are:

- Appointment - generally, but not always at the rank of Assistant Professor
- Merit Increase - advancement through the salary levels of a particular rank
- Mid-career Appraisal - evaluation of an Assistant Professor to offer guidance prior to a tenure promotion
- Promotion - advancement from one rank to another; confers tenure upon promotion from assistant to associate professor

Merit increases and promotions are based on documentation of productivity and level of performance. Evaluation of faculty begins within the School by requiring the candidate for merit or promotion to assemble a review file containing specified information, including courses taught, new instruction techniques, course evaluations, thesis/dissertation advising, research activity, professional activity, service and honors received. Letters of support from colleagues and students are solicited for promotion to Associate Professor, Professor, Professor Step IV, Step IX and above scale. The Division Head assesses the file and forwards it to the Dean with a recommendation. If the case is in request of a merit increase, the Dean will forward the documented case with a recommendation to the Executive Vice Chancellor and Provost. The Executive Vice Chancellor and Provost, following review by the Budget and Interdepartmental Relations Committee of the Academic Senate, renders the final decision regarding the merit request. If the case is promotional, two additional steps are taken: 1) a SPH faculty vote will be taken on the promotion and 2) a campus ad hoc committee will review the case. The ad hoc committee's recommendation for or against promotion must be approved by the Academic
Senate Committee on Budget and Interdepartmental Relations and finally by the Executive Vice Chancellor and Provost (EVCP) and the Chancellor. Promotions over the normal salary scale are decided at the level of The Regents of the University of California.

An example of the process for promotion to Associate Professor follows:
In the University of California system, promotion to Associate Professor confers tenure status on the faculty member. Review of an Assistant Professor for promotion to Associate Professor with tenure must occur in the eleventh semester of service, even if the ultimate recommendation is to defer the consideration of promotion to tenure. The steps include:

- Solicitation of external reviews (typically 6-10) from outside referees, including researchers and scholars from other universities and research organizations, and former students
- Preparation by the faculty member of written materials documenting the faculty member's performance on four fundamental criteria: scholarship, teaching, professional contributions, and university and public service
- Report from a School of Public Health Ad Hoc Committee on the quality of faculty member's work regarding the four fundamental criteria, concluding with a recommendation to the faculty and the Dean
- Faculty review of documentation (external review letters, report of faculty member's research, teaching, and other activities, student teaching evaluations, Ad Hoc Committee evaluation, etc.)
- Faculty meeting to discuss the case
- Anonymous mail ballot of the faculty
- Recommendation of the Dean to the Chancellor
- Appointment by the Chancellor's Office of a Campus Ad Hoc Committee to review the case and make a recommendation to the Chancellor and the Campus Committee on Budget and Interdepartmental Relations
- Review of the case by the Budget Committee, culminating in a recommendation to the Chancellor
- Review of the case by the Chancellor, and communication of the Chancellor's decision to the faculty member.

At each step in this process, the faculty member has the right to review letters (stripped of identifying information) and evaluation reports prepared by committees. The candidate is permitted the opportunity to correct any factual inaccuracies, and to rebut any conclusions that the candidate believes to be incorrect.

4.2d THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE PROCESSES USED FOR STUDENT COURSE EVALUATION AND EVALUATION OF TEACHING EFFECTIVENESS.

The School of Public Health has a standardized course evaluation form which meets the campus requirements and which evaluates both the course content and the instructors. The process is designed to promote forthright responses from students. The instructor of the course provides each student an evaluation form with an envelope for confidentiality. One of the students collects and returns the completed forms to a Division staff member who obtains the average ratings for
each item and types the open-ended, handwritten comments. Only after grades are submitted, does the staff member provide a copy of the course evaluation report to the instructor. Resource Materials List/ Section 4: 4.2d Course Evaluation Form & Responses: 4.2d Course Evaluation Form; and 4.2d 2013-14 SPH Course Ratings.

The results of student course evaluations serve multiple purposes. Most immediately, the instructor receives feedback on the course delivery, readings, and instructional approach, facilitating changes for the following year. The Educational Policy and Curriculum Committee reviews evaluations for the Breadth courses to assess their impact on the curriculum. Additionally, the course evaluation reports must accompany all advancement and promotion cases. Thus, the student responses are an important component in the mentoring and guidance provided to all faculty.

UC Berkeley is in the process of automating the course evaluation. It is hoped that this new format will make the process of collecting information about teaching effectiveness and course feedback more efficient and more attainable.

4.2e. THE SELF-STUDY DOCUMENT SHOULD INCLUDE AN 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: The University of California, Berkeley campus and the School of Public Health have delineated policies and procedures for recruitment, appointment, and promotion of both Academic Senate and Non-Senate faculty. Equity and fairness are integral principles in the process. Opportunities for professional growth in teaching and research are provided.

Challenges: A process for evaluating teaching performance is in place and consistently utilized with consideration given to student anonymity. However, this process is currently done by hand and is very time consuming.

Plans: The UC Berkeley campus plans to provide an electronic course evaluation format which will assist all degree programs in obtaining feedback.
4.3 STUDENT RECRUITMENT AND ADMISSIONS. THE SCHOOL SHALL HAVE STUDENT RECRUITMENT AND ADMISSIONS POLICIES AND PROCEDURES DESIGNED TO LOCATE AND SELECT QUALIFIED INDIVIDUALS CAPABLE OF TAKING ADVANTAGE OF THE SCHOOL’S VARIOUS LEARNING ACTIVITIES, WHICH WILL ENABLE EACH OF THEM TO DEVELOP COMPETENCE FOR A CAREER IN PUBLIC HEALTH.

4.3a THE SELF-STUDY DOCUMENT SHOULD INCLUDE DESCRIPTION OF THE SCHOOL’S RECRUITMENT POLICIES AND PROCEDURES. IF THESE DIFFER BY DEGREE (EG, BACHELORS VS. GRADUATE DEGREES), A DESCRIPTION SHOULD BE PROVIDED FOR EACH.

The School of Public Health (SPH) actively recruits students to increase the ranks of personnel prepared for public health practice, research, and education. The School's recruitment policy is to make known its educational and career opportunities to a broad base, with special efforts targeted to underrepresented students. The intent of recruitment is not simply to increase the number of applications but to ensure that applicants understand the differences among the public health disciplines and the admission criteria so that applications are appropriate and demonstrate the strengths of the applicant.

A variety of recruitment methods are employed to increase awareness of public health career opportunities and educational options at UC Berkeley. The SPH website is the most complete recruitment resource that includes an overview of all of the admissions requirements, information about all of the areas of concentrations and unique resources offered, steps on how to apply, and projected dates for upcoming in-house and external recruitment events. This is the basic recruitment tool used by the School as most prospective students prefer online sources. The website is http://sph.berkeley.edu/about-us/why-berkeley

For initial information and as handouts for recruitment events, the SPH has a comprehensive compendium that includes information about all the areas of concentrations, financial aid, life at Berkeley, and a summary of the resources available. This handout is included in the documents sent to each Site Team Visitor. It will also be available to the visitors upon arrival. It is not available electronically.

SPH staff and students participate in selected graduate fairs on California University campuses, out-of-state campuses, recruitment fairs hosted by professional organizations, and respond to special invitations from pre-health advisors and student organizations. The purpose of each outreach event is to address public health career opportunities and admission requirements for graduate study, specifically at the UC Berkeley School of Public Health. Each Fall, current students, alumni, faculty, and staff of the School of Public Health host a one-day Annual Public Health Conference for Prospective Students. Here students get an inside perspective and learn about public health degrees, career opportunities in the field, and the application process. Each Spring, the campus holds a two-day event (Graduate Student Diversity Day) which is an introduction to the UC Berkeley campus for prospective graduate students interested in exploring
the experiences of underrepresented students in graduate education at UCB. The second day of this event is arranged by individual schools, providing presentations, departmental visits, and discussions that address the experiences of students who have historically been excluded from participation in higher education. SPH is a participant in this important event.

Pre-application advising group sessions are offered by SPH three times a year, one session that is hosted in-person and two others that will be hosted online as an interactive webinar.

- Historically, the in-person event has drawn in 75-100 prospective applicant attendees. General schoolwide information is presented by Student Services staff, the Office of Diversity Services, and Graduate Recruitment and Diversity Services (GRADS). The group sessions for the areas of concentration that are hosted by faculty and program staff follow the general admissions information session. The format has proven to be valuable. Applicants benefit from the questions asked by others in the group and begin to see the interdisciplinary character of public health. At the same time, they personally meet SPH representatives and often telephone them later as other questions arise.

- In addition to the in-person session, there will be two new online pre-application advising webinars. Though the in-person sessions are very effective, the goal of the online webinars is to increase the SPH visibility and reach to prospective applicants who otherwise would not be able to attend an advising session. The webinars serve as a cost-efficient and interactive strategy to improve the accessibility of the SPH admissions team for prospective applicants all over the world. The Office of Student Services and Office of Diversity Services advertise the pre-application advising sessions on the SPH website, in their communication with prospective applicants, and throughout their recruitment travels.

Professional meetings in the Bay Area, state and national level offer another venue for faculty and admissions staff to interact with potential applicants, particularly working professionals in the public health field and in community-based organizations. The meetings provide an opportunity to encourage prospective students by actively discussing career potential and the School’s educational programs. The SPH has an exhibit booth at the APHA Annual Meeting which is staffed by the Office of Student Services and Admissions and the Office of Diversity Services, along with 15-20 graduate students whom the School assists with partial travel costs.

Other targeted recruitment activities are carried out by the Office of Diversity Services with coordination and collaboration between Student Services and Admissions.

4.3b THE SELF-STUDY DOCUMENT SHOULD INCLUDE STATEMENT OF ADMISSIONS POLICIES AND PROCEDURES. IF THESE DIFFER BY DEGREE, A DESCRIPTION SHOULD BE PROVIDED FOR EACH.

Admission standards, pedagogical policy, and curriculum decisions are made by the School of Public Health faculty as a whole. The School appoints a Head Graduate Advisor (Associate Dean for Student Services) to oversee all degree programs, monitor the impact of admissions on students and faculty resources, and serve as liaison with the Graduate Division. The SPH Student Services unit receives and assembles all application materials and determines
admissibility/non-admissibility according to UC Berkeley standards. All completed applications, regardless of admissibility, are sent to faculty admission committees in the appropriate area of concentration for review. Due to the sequence of courses, applications are accepted for the Fall semester only; peak admissions activity is November to March.

To be considered for admission to the MPH degree, an applicant must hold a bachelor's degree or its equivalent from an institution of acceptable standing and have adequate preparation in the biological, physical, or social sciences. At least a B (3.0) grade-point average or the equivalent in work completed after the first two years of a bachelor's degree program and in all post-Baccalaureate course work is a requirement for admission. An applicant who does not meet this academic criterion may request special consideration. The General Test of the Graduate Record Examination (GRE) is required except for applicants with previous professional or academic doctoral degrees. Most successful applicants will have GRE scores above the sixty percentile; grade-point averages above 3.5. Applicants from non-English speaking countries must pass the TOEFL within two years of application with a score of 570 for the paper-based test or 90 for the Internet-based test.

The MPH admissions process requires a minimum of three letters of recommendation. The Health Policy and Management MPH program requires that at least one letter be from someone familiar with the prospective student’s academic potential and at least one from someone familiar with the prospective student’s management, policy analysis, or planning potential. The On-Campus/Online MPH program asks that one of the three letters of recommendation be from a former professor (or someone who knows the prospective student’s academic potential) and one from a current or former employer (or someone who knows the prospective student’s professional potential).

MPH applicants must submit a Statement of Purpose explaining what has brought them to pursue graduate training in Public Health, explaining career goals and why a degree is needed in a specific program, explaining why the applicant is pursuing this degree and why at Berkeley. In addition, all applicants must submit a Personal History Statement giving the applicant an opportunity to add individuality and depth to the basic information contained in the Statement of Purpose.

The On-Campus/Online MPH program requires at least two years of post-baccalaureate work experience. A prospective student may petition for an exception based on exemplary work experience completed prior to completing a bachelor's degree. The work experience need not be in the health or public health sectors. Examples of alternative work experience include advocacy, social work, environmental sciences, marketing, journalism, housing, and municipal administration.

An applicant to the DrPH professional doctoral program must have an MPH degree from an accredited school of public health and, after obtaining an MPH, two years or more of professional experience in public health, showing progressive responsibility and evidence of leadership potential. Some exceptions to the two-year post-masters work requirement may be made in special circumstances. Applicants with a masters or higher degree outside the field of public health are also admissible but must make up any deficiencies in course content.
To declare an undergraduate major in Public Health the prospective student must first complete all of the lower division prerequisites (mathematics, biology, and social sciences) and obtain a grade of at least a B- in Bio:1B. The prerequisites can be found on the website at: http://sph.berkeley.edu/undergraduate-major/course-requirements. The application to declare the Public Health major includes: 1) a review of an applicant's academic preparation (coursework and GPA), and 2) an application essay similar to the "Statement of Purpose" required by graduate applications to the School of Public Health. In the application essay, students should describe the pathway that led them to an interest in this field of study, their experience relevant to Public Health (including volunteering), and their long-term ambitions for what they are thinking about doing with a degree in Public Health. All applications will be reviewed by Public Health faculty.

The School’s Educational Policy and Curriculum Committee has overall responsibility for admissions to all degree programs. The Committee is comprised of a representative from each area of concentration and is chaired by a faculty member appointed by the Dean. The Committee oversees admissions decisions made in the areas of concentration, approves/disapproves requests for exceptions, and redirects applicants for alternative review by other concentrations as appropriate.

Each Academic Group has its own faculty admissions committee and a set of standards explicit to the degree. Specific information regarding admissions for each Academic Group may be found on the School’s website: http://sph.berkeley.edu/

The number of degree offers of admission the School may make for the next academic year is designated by the Graduate Division based on statistical records kept over previous admission cycles.

4.3c THE SELF-STUDY DOCUMENT SHOULD INCLUDE EXAMPLES OF RECRUITMENT MATERIALS AND OTHER PUBLICATIONS AND ADVERTISING THAT DESCRIBE, AT A MINIMUM, ACADEMIC CALENDARS, GRADING, AND THE ACADEMIC OFFERINGS OF THE SCHOOL. IF A SCHOOL DOES NOT HAVE A PRINTED BULLETIN/CATALOG, IT MUST PROVIDE A PRINTED WEB PAGE THAT INDICATES THE DEGREE REQUIREMENTS AS THE OFFICIAL REPRESENTATION OF THE SCHOOL. IN ADDITION, REFERENCES TO WEBSITE ADDRESSES MAY BE INCLUDED.

The School of Public Health has a robust website offering prospective students an opportunity to learn the degrees offered, how to apply, and about student life within SPH. The website is used to attract prospective students, to inform them about the faculty, and to help them discover the breadth of research done at the school. Each degree program has its own webpage clearly providing information about the program’s curriculum, faculty, admissions statistics, qualification requirements, career opportunities in the field, and a program staff contact. The main webpage address is: http://sph.berkeley.edu/
The website provides links to the academic calendar, grading information, and all of the academic offerings of the School. Resources available to the student may be found at web address: http://sph.berkeley.edu/current-students/student-resources.

The School’s Student Handbook can be found on the site, as well as all degree requirements. The handbook offers a thorough compilation of information for the student. The link to the handbook is: http://sph.berkeley.edu/sites/default/files/Student-Handbook-2014-15.pdf. The Schoolwide Student Handbook 2014-15 may be found in the Resource Materials List/ Section 4: 4.3 Student Recruitment and Admissions.

The School-wide Student Handbook Table of Contents is as follows:

TABLE OF CONTENTS

SPH DIRECTORY 3
GENERAL INFORMATION 4
Electronic Mail
bSpace
SPH Student Lounge/Mailboxes
SPH Doctoral Lounge
Phone/Address/E-Mail Address Updates
Student Health Insurance Plan (SHIP)
University Health Services (UHS)
Listserve Announcements
Violence Prevention Education Requirement
Students in Crisis
Services for Student Parents
ADMINISTRATIVE STAFF ROLES AND RESPONSIBILITIES 8
FEES, BILLS AND OTHER MONEY MATTERS 9
Filing Fee Information and Policies
ACADEMIC HONESTY 12
Expectations of Students’ Conduct
UC Berkeley Honor Code
Cheating or Plagiarism
GENERAL ENROLLMENT INFORMATION 13
Registration/Withdrawal
Minimum/Maximum Unit Requirements
General Add/Drop Policies
Adding/Dropping a Course and Change of Grading Option
Pedagogy Courses
Undergraduate Courses
Independent and Special Study Courses
Consent of Instructor Good Academic Standing
Grading Standards
Residency Requirement
Faculty Advisors
MPH DEGREE BREADTH REQUIREMENTS 17
The following shows the MPH degree requirements as outlined in the Student Handbook.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>BREADTH COURSES</th>
<th>ALTERNATIVES/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREADTH COURSE</td>
<td>PH200C1, Health Policy and Management Breadth Course</td>
<td>1. PH223A, Introduction to Health Care System, 3 units, Fall (for MBA/MPH students only)</td>
</tr>
<tr>
<td></td>
<td>2 units, Fall</td>
<td>2. PH223D, Foundations of Health Policy and Management, 2 units, Fall (for HPM students only)</td>
</tr>
<tr>
<td>BREADTH COURSE</td>
<td>PH200C2, Environmental Health Sciences Breadth</td>
<td>1. PH270, Introduction to Environmental Health Sciences, 3 units, Fall (for EHS students only)</td>
</tr>
<tr>
<td></td>
<td>Course 2 units, Fall</td>
<td></td>
</tr>
<tr>
<td>BREADTH COURSE</td>
<td>PH200C3, Health and Social Behavior Breadth Course</td>
<td>No exemptions or alternatives for this requirement.</td>
</tr>
<tr>
<td></td>
<td>2 units, Spring</td>
<td></td>
</tr>
<tr>
<td>BIOSTATISTICS</td>
<td>PH142, Introduction to Probability and</td>
<td>4-8 units required, determined by division/program</td>
</tr>
<tr>
<td></td>
<td>Statistics in Biology and Public Health</td>
<td>1. PH141, Introduction to Biostatistics, 5 units, Summer</td>
</tr>
<tr>
<td></td>
<td>4 units, Fall</td>
<td>(may be acceptable in some programs; ask your advisor)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. PH241, Statistical Analysis of Categorical Data, 4 units, Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. PH245, Introduction to</td>
</tr>
</tbody>
</table>
Multivariate Statistics, 4 units, Fall  
4. **PH252**, Epidemiological Analysis, 3 units, Spring  
5. Exemption exam (offered during Welcome Week)

| EPIDEMIOLOGY          | PH250A, Epidemiology Methods 3 units, Fall or Summer | 1. **PH250B**, Epidemiologic Methods II, 4 units, Fall  
2. Exemption exam (offered during Welcome Week) |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBLIC HEALTH FIELD STUDY</td>
<td>PH297, Public Health Field Study 3 units, Fall</td>
<td>No exemptions or alternatives for this requirement. Waiver may be agreed upon individually with Assistant Dean For Public Health Practice.</td>
</tr>
</tbody>
</table>

The following webpage shows the degrees offered at UC Berkeley School of Public Health.

Berkeley School of Public Health

Degrees We Offer

At Berkeley, we develop diverse leaders for professional and research careers through undergraduate, master’s, and doctoral programs. Because public health is a broad field, we offer a wide range of professional and academic degrees to prepare you for a career in your area of interest.

**Master of Public Health (MPH)**

The master of public health (MPH) is a practice–based, professional degree that prepares students to be leaders in a public health practice setting. Graduates with an MPH degree are qualified for positions in federal, state, and local health departments; community–
based organizations; health care organizations; and research institutes, among others. The MPH degree program is designed to be completed in two years. There is also an 11–month program in some areas of study, which is intended for students who already have doctoral degrees or who are enrolled concurrently in a doctoral program.

We offer the on-campus MPH degree in the following areas of study:

Biostatistics, Environmental Health Sciences, Epidemiology, Epidemiology/Biostatistics, Health & Social Behavior, Health Policy & Management, Infectious Diseases & Vaccinology, Interdisciplinary, Maternal & Child Health, Public Health Nutrition

We also offer an on-campus/online MPH degree program.

Master of Arts (MA)

We jointly administer a master of arts (MA) degree in biostatistics with the College of Letters & Science. This two–year program includes coursework in biostatistics, statistics, public health, and biology. Graduates will be prepared for research, statistical, and analytical positions in federal agencies, health departments, and the health care delivery system. Completion of the program requires an oral comprehensive examination.

Master of Science (MS)

We jointly administer a master of science (MS) degree in epidemiology. This degree is geared towards students who wish to emphasize depth of coursework in one or more basic science areas complementary to epidemiologic research. Graduates will be prepared for a career in public health research. Students are not required to take the breadth courses in public health for this two–year course of study, but a minimum of three months of epidemiological research, a comprehensive oral exam, and a master's paper are required.

Doctor of Public Health (DrPH)

The doctor of public health (DrPH) is an interdisciplinary, professional degree program training doctoral students to be research leaders, public health policymakers, and public health practitioners. The DrPH program develops in its candidates all competencies included in the MPH program, with increased emphasis on the ability to initiate, organize, and pursue the investigation of significant problems or interventions in public health. The program is designed to be completed in three or four years for those applicants with an MPH from an institution accredited by the Council on Education for Public Health and at least two years of postgraduate professional public health leadership experience.

Doctor of Philosophy (PhD)
The doctor of philosophy (PhD) is primarily suited for individuals with goals in public health research or teaching. The Ph.D. program can last from two to five years and requires written and oral qualifying examinations as well as a dissertation. Students have access to all of the social science disciplines and professional schools at UC Berkeley, in addition to the core resources provided by the School.

We jointly administer the PhD degree in the following areas of study:

Biostatistics, Environmental Health Sciences, Epidemiology, Health Services & Policy Analysis, Infectious Diseases & Immunology

**Bachelor of Arts (BA)**

The bachelor of arts (BA) degree prepares students for graduate study in public health. Those who choose to work after obtaining their BA are usually employed by government, private, and nonprofit organizations in careers such as survey workers, educators, or research project associates. Undergraduate students in the College of Letters & Science at UC Berkeley can apply to major in public health after completing the lower-division requirements, generally at the end of the sophomore year.

**Joint and Concurrent Degrees**

The School offers joint, concurrent, and dual degree programs for students who are interested in combining other fields and disciplines with their public health studies. Some of these degrees are offered in conjunction with other schools or departments on the UC Berkeley campus, and others are in partnership with neighboring institutions.

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The following webpage shows how SPH students link to the Schedule of Classes.

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**Berkeley School of Public Health**

- ACADEMICS
  - Course Catalog

**Schedule of Classes**
The public health curriculum is designed for students to gain proficiency in the six areas of study through breadth coursework. In addition, students may select elective courses in fields related to their particular interests. Examples of more specialized course offerings include: Advanced Alcohol Research Seminar; Health and Social Policy in Mexico and Latin America; Biological and Public Health Aspects of Alzheimer's Disease; and The City and Health: Emphasis on Oakland.

For more information about course requirements, go to the Areas of Study section of our web site.

For current course information, please visit the UC Berkeley Online Schedule of Classes:

**Summer 2014**
Public Health Classes (Undergraduate and Graduate)

**Fall 2014**
Undergraduate Public Health Classes
Graduate Public Health Classes

4.3d THE SELF-STUDY DOCUMENT SHOULD INCLUDE QUANTITATIVE INFORMATION ON THE NUMBER OF APPLICANTS, ACCEPTANCES AND ENROLLMENT, BY CONCENTRATION, FOR EACH DEGREE, FOR EACH OF THE LAST THREE YEARS. DATA MUST BE PRESENTED IN TABLE FORMAT.

Template 4.3.1 provides quantitative information on the number of applicants, acceptances and enrollment by concentration for each degree program within the School. The School does not track reasons why individuals who are accepted to the program do not always take the next step to enroll.

<p>| Template 4.3.1 – Quantitative Information on Applicants, Acceptances, &amp; Enrollments 2011/12 to 2013/14 |
|-----------------------------------------------|---|---|---|
| Bachelor of Arts                              | 2011/12 | 2012/13 | 2013/14 |
| Applied                                       | 162     | 214     | 248     |
| Accepted                                      | 158     | 208     | 237     |
| Enrolled                                      | 158     | 208     | 237     |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology-Biostatistics MPH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied (See Epi MPH)</td>
<td>122</td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>Accepted (See Epi MPH)</td>
<td>24</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Enrolled (See Epi MPH)</td>
<td>19</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Environmental Health Sciences MPH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>45</td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>Accepted</td>
<td>16</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Enrolled</td>
<td>9</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Epidemiology MPH</td>
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<td></td>
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<tr>
<td>Applied                       200 (incl. Epi/Bio)</td>
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<td>60</td>
<td></td>
</tr>
<tr>
<td>Accepted</td>
<td>69</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>Enrolled</td>
<td>30</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>Health &amp; Social Behavior MPH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>219</td>
<td>231</td>
<td>212</td>
</tr>
<tr>
<td>Accepted</td>
<td>29</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>Enrolled</td>
<td>15</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Health Policy &amp; Management MPH</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Applied</td>
<td>150</td>
<td>203</td>
<td>120</td>
</tr>
<tr>
<td>Accepted</td>
<td>34</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>Enrolled</td>
<td>12</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Infectious Diseases &amp; Vaccinology MPH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>65</td>
<td>58</td>
<td>36</td>
</tr>
<tr>
<td>Accepted</td>
<td>28</td>
<td>27</td>
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<tr>
<td>Enrolled</td>
<td>16</td>
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<td>15</td>
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<tr>
<td>Interdisciplinary Program MPH</td>
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</tr>
<tr>
<td>Accepted</td>
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<tr>
<td>Enrolled</td>
<td>14</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Maternal &amp; Child Health MPH</td>
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<td></td>
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<tr>
<td>Applied</td>
<td>94</td>
<td>90</td>
<td>52</td>
</tr>
<tr>
<td>Accepted</td>
<td>29</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Enrolled</td>
<td>16</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>On-Campus/Online Program MPH</td>
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<td></td>
</tr>
<tr>
<td>Applied</td>
<td>19</td>
<td>99</td>
<td>195</td>
</tr>
<tr>
<td>Accepted</td>
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<td>48</td>
<td>91</td>
</tr>
<tr>
<td>Enrolled</td>
<td>8</td>
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<tr>
<td>Public Health Nutrition MPH</td>
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</tr>
<tr>
<td>Applied</td>
<td>0</td>
<td>52</td>
<td>61</td>
</tr>
<tr>
<td>Accepted</td>
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<td>20</td>
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</tr>
<tr>
<td>Enrolled</td>
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<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Business/Public Health MBA/MPH</td>
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<td>9</td>
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<td>6</td>
<td>5</td>
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<tr>
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<tr>
<td>Enrolled</td>
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<td>9</td>
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</tr>
<tr>
<td>Health Services &amp; Policy Analysis PhD</td>
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<td></td>
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<td>Applied</td>
<td>50</td>
<td>82</td>
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<tr>
<td>Enrolled</td>
<td>6</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Infectious Diseases &amp; Immunity PhD</td>
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<td>42</td>
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<td>3</td>
</tr>
<tr>
<td>Enrolled</td>
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<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Applied = number of completed applications
Accepted = number to whom the school/program offered admissions in the designated year
Enrolled = number of first-time enrollees in the designated year

4.3e THE SELF-STUDY DOCUMENT SHOULD INCLUDE QUANTITATIVE INFORMATION ON THE NUMBER OF STUDENTS ENROLLED IN EACH SPECIALTY AREA IDENTIFIED IN THE INSTRUCTIONAL MATRIX, INCLUDING HEADCOUNTS OF FULL- AND PART-TIME STUDENTS AND A FULL-TIME EQUIVALENT CONVERSION, BY CONCENTRATION, FOR EACH DEGREE, FOR EACH OF THE LAST THREE YEARS. NON-DEGREE STUDENTS, SUCH AS THOSE ENROLLED IN CONTINUING EDUCATION OR CERTIFICATE PROGRAMS, SHOULD NOT BE INCLUDED. EXPLAIN ANY IMPORTANT TRENDS OR PATTERNS, INCLUDING A PERSISTENT ABSENCE OF STUDENTS IN ANY DEGREE OR SPECIALIZATION. DATA MUST BE PRESENTED IN TABLE FORMAT. SEE CEPH DATA TEMPLATE 4.3.2.

Enrollment of new and continuing students by degree and area of concentration are reported in the following template by headcount. A difference between the figures below and the student enrollment shown in other tables results because the School of Public Health has no part-time students. However, concurrent and dual degree students are counted as .5 FTE in each school by
the campus. The template below indicates a full headcount for the concurrent and dual degree students, as opposed to the .5 FTE used in other tables.

<table>
<thead>
<tr>
<th>TEMPLATE 4.3.2 - STUDENT ENROLLMENT DATA FROM 2011/12 TO 2013/14</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
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<tr>
<td>128</td>
<td>128</td>
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<td>MASTER DEGREE - PUBLIC HEALTH</td>
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<td>MPH – Environmental Health Sciences</td>
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</tr>
<tr>
<td>MPH – Epidemiology</td>
<td>14</td>
<td>14</td>
<td>13</td>
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<tr>
<td>MPH – Epidemiology/Biostatistics</td>
<td>22</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>MPH – Health Policy &amp; Management</td>
<td>26</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>MPH – Health &amp; Social Behavior</td>
<td>28</td>
<td>28</td>
<td>33</td>
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<tr>
<td>MPH – Infectious Diseases &amp; Vaccinology</td>
<td>37</td>
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<td>32</td>
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<tr>
<td>MPH – Interdisciplinary</td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>MPH – Maternal &amp; Child Health</td>
<td>24</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>MPH – On-Campus/Online Program</td>
<td>8</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>MPH – Public Health Nutrition*</td>
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<tr>
<td>CONCURRENT MPH DEGREE</td>
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<td></td>
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</tr>
<tr>
<td>MBA/MPP – Business/Public Health</td>
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<tr>
<td>MCP/MPP – City Planning/Public Health:</td>
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<td></td>
</tr>
<tr>
<td>Health Policy &amp; Management</td>
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<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health &amp; Social Behavior</td>
<td>3</td>
<td>3</td>
<td>4</td>
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<tr>
<td>MJ/MPP – Journalism/Public Health</td>
<td>1</td>
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<td>0</td>
</tr>
<tr>
<td>MPP/MPP – Public Policy/Public Health:</td>
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<tr>
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<td>Health &amp; Social Behavior</td>
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</tr>
<tr>
<td>Epidemiology/Biostatistics</td>
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<td>0</td>
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<tr>
<td>Maternal &amp; Child Health</td>
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</table>
### 4.3.2 - STUDENT ENROLLMENT DATA FROM 2011/12 TO 2013/14

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
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<tr>
<td><strong>ACADEMIC MASTER DEGREES</strong></td>
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<tr>
<td>MA – Biostatistics</td>
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<tr>
<td>MS – Environmental Health Sciences</td>
<td>8</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>MS – Epidemiology</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>MS – Joint Medical Degree</td>
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<td>48</td>
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<td><strong>DOCTORAL DEGREES</strong></td>
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</tr>
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<td>PhD – Biostatistics</td>
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<td>PhD – Environmental Health Sciences</td>
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<td>PhD – Health Services &amp; Policy Analysis</td>
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<tr>
<td>PhD – Infectious Diseases &amp; Immunity</td>
<td>14</td>
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</tbody>
</table>

*Public Health Nutrition degree program was inactive in 2011/12 due to faculty retirements.*

4.3f THE SELF-STUDY DOCUMENT SHOULD INCLUDE IDENTIFICATION OF MEASURABLE OBJECTIVES BY WHICH THE SCHOOL MAY EVALUATE ITS SUCCESS IN ENROLLING A QUALIFIED STUDENT BODY, ALONG WITH DATA REGARDING THE PERFORMANCE OF THE SCHOOL AGAINST THOSE MEASURES FOR EACH OF THE LAST THREE YEARS.

Success in enrolling a qualified student body can be measured by the GPA and GRE scores of entering students.

- The following table provides the average GPA for students entering the undergraduate program at the UC Berkeley School of Public Health.

- The table below provides the percentile of GRE scores for the incoming students in Fall the last three years. Scores on the GRE General Test permit comparisons with one applicant for a graduate school with other applicants for the same program at that institution as well as with everyone else who took the test. The GRE is used as a guideline providing evidence of academic ability and the capacity to succeed in graduate school. For more information regarding GRE scoring, please see [https://www.ets.org/s/gre/pdf/gre_guide.pdf](https://www.ets.org/s/gre/pdf/gre_guide.pdf).
Indicators of the School’s success in enrolling a qualified student body include the percentage offered admission from those who have applied. The School desires to enroll all highly qualified students. Having a large pool of applicants provides the opportunity to choose those with outstanding qualifications. The School desires to respond to the state, national, and global shortage of trained public health professionals by increasing the number of applicants, the number of enrolled students, and increasing the percentage of enrolled/applied. The following template shows success in the increase in applicants, the increase in the number of enrolled students, and the increase in the percentage of those enrolled/applied for each of the last three years. These figures include all degree programs within the School.

Table 4.3f/1- Measures Evaluating a Qualified Student Body Based on GPA & GRE Scores

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate GPA</td>
<td>3.5 or higher</td>
<td>3.61</td>
<td>3.67</td>
<td>3.63</td>
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<tr>
<td>GRE Quantitative %</td>
<td>In the top percentiles</td>
<td>68.89%</td>
<td>66.98%</td>
<td>68.96%</td>
</tr>
<tr>
<td>GRE Verbal %</td>
<td>In the top percentiles</td>
<td>81.47%</td>
<td>79.11%</td>
<td>79.36%</td>
</tr>
<tr>
<td>GRE Analytic %</td>
<td>In the top percentiles</td>
<td>62.07%</td>
<td>70.27%</td>
<td>67.64%</td>
</tr>
</tbody>
</table>

Another important indicator of a qualified student body is based on the percentage enrolled as it relates to the percentage of those graduating. The following template provides information for 2012/13 and 2013/14 only due to the fact the entering students in 2014/15 have not graduated at the time of preparation for this Self-Study document. The following template represents all the master degree programs within the School. The percentage graduated is an excellent indicator that a qualified student body is consistently selected.

Table 4.3f/2- Measures Evaluating a Qualified Student Body Based on Applicants

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>Increase # of Qualified Applicants Annually</td>
<td>1305</td>
<td>1484</td>
<td>1655</td>
</tr>
<tr>
<td>Enrolled</td>
<td>Increase # of Enrolled Students Annually</td>
<td>196</td>
<td>227</td>
<td>434</td>
</tr>
<tr>
<td>% of Enrolled/Appiled</td>
<td>Increase Percentage of Enrolled/Appiled Students Annually</td>
<td>15%</td>
<td>15%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Table 4.3f/3 - Measures Evaluating a Qualified Student Body Based on Enrolled/Graduated

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Target</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Degree Entering Students</td>
<td>Increase # of Master Degree Entering Students</td>
<td>134</td>
<td>144</td>
</tr>
<tr>
<td>Master Degree Students Graduated</td>
<td>Increase # of Master Degree Graduating Students</td>
<td>126</td>
<td>138</td>
</tr>
<tr>
<td>Percentage Graduated/Entered</td>
<td>Increase Percentage of Master Degree Graduates/Entered</td>
<td>94%</td>
<td>96%</td>
</tr>
</tbody>
</table>
4.3g THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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: Selection criteria for SPH students are appropriate:

- Pre-application advising is emphasized by staff and faculty. Such advising takes time but it substantially assists applicants in identifying the appropriate degree and area of concentration for their particular needs. Efforts are made to ensure quality advising by faculty and staff in person and by telephone.
- In general, admissions is a smooth but intense process. Faculty admission committee members read all the applications submitted to their area. Contributing to the relative flow of the process is an experienced and capable central Student Services staff.
- The applicant pool has remained steady over the past fifteen years and the academic quality has remained high.

Challenges: Financial assistance for students continues to be a challenge for the School. Having the funding identified and being able to make financial assistance offers early in the admission process will help the School improve the “applied, accepted, and enrolled” figures.

Plans: Our historical efforts to promote equity and inclusion have led to substantial progress in our drive to achieve compositional diversity that reflects the diverse population of our state. We will recruit students who represent, understand and are committed to the communities we serve and provide them with the opportunities to lead and show us how to sustainably transform those communities.
4.4 ADVISING AND CAREER COUNSELING. THERE SHALL BE AVAILABLE A CLEARLY EXPLAINED AND ACCESSIBLE ACADEMIC ADVISING SYSTEM FOR STUDENTS, AS WELL AS READILY AVAILABLE CAREER AND PLACEMENT ADVICE.

4.4a. THE SELF-STUDY DOCUMENT SHOULD INCLUDE A DESCRIPTION OF THE SCHOOL’S ADVISING SERVICES FOR STUDENTS IN ALL DEGREE PROGRAMS, INCLUDING SAMPLE MATERIALS SUCH AS STUDENT HANDBOOKS. INCLUDE AN EXPLANATION OF HOW FACULTY ARE SELECTED FOR AND ORIENTED TO THEIR ADVISING RESPONSIBILITIES.

Among the specific faculty responsibilities delineated in the Faculty Code of Conduct is the expectation “to post and keep regular office hours open to students without prior appointment.” Advisors are encouraged to post a sign-up sheet outside their door indicating office hours available for advising purposes, others make the hours available electronically. In keeping with University policy, SPH recognizes student advising as an important and appropriate part of the faculty teaching role. All SPH faculty serve as Faculty Advisors and are responsible for assisting the student in developing an optimal program that meets the requirements for the degree they are pursuing and that ensures sufficient flexibility to meet their individual goals.

Most new faculty at the UC Berkeley School of Public Health have experience in their role which includes student advising. For those without experience as a teaching faculty member, the School has a mentor program designed to assist with this orientation. In addition, seasoned faculty within the School of Public Health informally orient new faculty to their advising responsibility.

Each student has a faculty advisor in their area of concentration who is prepared to discuss the requirements of the School of Public Health, as well as the student’s area of concentration and the Graduate Division. It is the Faculty Advisor responsibility to assist the student in developing an optimal program that meets the requirements for the degree he or she is pursuing and that ensures sufficient flexibility to meet his or her individual goals. The Faculty Advisor should be prepared to discuss the requirements of the School of Public Health, the student’s area of concentration, as well requirements and requisites for success in the students chosen field of study and future employment. A meeting with the faculty advisor during orientation week or the first week of school provides the opportunity for the faculty advisor and student to go over the core and cross-cutting competencies (and possibly program specific competencies) required for the degree program. The faculty advisor and student will meet at intervals and again at the end of the student’s final year in the program to assess the attainment of the core competencies.

All faculty advisors will make available sufficient time in office hours to advise students during Welcome Week, during the first week of the semester, and throughout the semester. New students are strongly encouraged to meet with their faculty advisor as close to the start of the semester as possible. A meeting with a faculty advisor early in the first semester gives students a chance to discover their advisor’s interests and research focus, gives the faculty advisor a chance to learn about the student and his particular background, interests and goals, and provides both
the faculty member and the student with specific information about what each may expect from the advising relationship.

Supplementing one-on-one advising, the School encourages the use of several mechanisms to promote student/faculty interaction, such as program seminars to address student questions and issues, and social events. To strengthen information sharing, some faculty advisors also meet periodically with their advisees in group sessions.

Please see the Resource Materials List/ Section 4: 4.4a UC Berkeley Faculty Code of Conduct.

4.4b. THE SELF-STUDY DOCUMENT SHOULD INCLUDE DESCRIPTION OF THE SCHOOL’S CAREER COUNSELING SERVICES FOR STUDENTS IN ALL DEGREE PROGRAMS. INCLUDE AN EXPLANATION OF EFFORTS TO TAILOR SERVICES TO SPECIFIC NEEDS IN THE SCHOOL’S STUDENT POPULATION.

The Career Services Office assists School of Public Health graduate students and alumni in discovering and pursuing public health employment that suits their goals and passions, enabling them to make a difference in public health. SPH Career Services is dedicated to bringing together employers, students, and alumni to contribute to industry and community needs for a better trained and diverse public health workforce. Services for UCB SPH students include individual Career Counseling appointments to discuss career decision-making and job search strategies, have resumes and cover letters critiqued, conduct mock interviews, evaluate job offers or learn about career resources available to UCB SPH students. In addition, students are offered information on applying to medical school or other degree programs and provided with various career assessment instruments to evaluate personality, interests, skills, strengths and values as they relate to career choices.

Career Services also organizes and presents workshops and programs on career planning, interview preparation, resume writing and job search strategies, as well as special events that allow students to interact with employers and public health professionals. Career Services maintains an online system for listing full-time and part-time jobs, internships, fellowships and projects/volunteer opportunities. Over 300 internships and over 1000 jobs are recruited and posted each year through the website. The extensive data base includes over 2000 organizations with over 4000 contacts and is also utilized to promote professional engagement in practical course projects and professional and career development events.

Career Services produces a weekly email newsletter with upcoming deadlines, career exploration opportunities, and career resources for students conducting career research. Please see Resource Materials List/ Section 4: 4.4b Career Destination Surveys for additional information.

Career services is part of the Center for Public Health Practice (CPHP) which enables its services to be closely integrated with support provided to students by Field Supervisors, the Leadership Team, and other Center staff. This enables a student-centered approach through which the efforts of multiple CPHP team members utilize their strengths, resources and connection to assist students in career, professional and leadership development. Career Services and Field
Supervisors also coordinate with Academic Advisors and encourage students to take full advantage of all resources.

Career resources are developed for and tailored to the unique needs of students from each of the various programs and degrees. For example, with the addition of the On-Campus/Online MPH (OOMPH) program career services conducted a needs assessment survey of the OOMPH students and developed a plan to provide comparable services in various delivery modes (phone, Skype, email, webinars and video conferencing). These services are now available for all SPH graduate students. In addition, networking opportunities with alumni and employers have been expanded to the geographic areas in which OOMPH students reside. As the OOMPH program evolves, SPH Career Services will adapt accordingly. In addition, Career Services works with the Field Supervisor for each area of concentration to offer counseling, events, and employer connections tailored to the needs of students.

4.4c. THE SELF-STUDY DOCUMENT SHOULD INCLUDE INFORMATION ABOUT STUDENT SATISFACTION WITH ADVISING AND CAREER COUNSELING SERVICES.

Career Services is consistently rated by students in exit surveys as one of the School of Public Health’s top strengths. Through systematic promotion and word of mouth, career services met individually with 88 percent of graduating MPH students in 2013. Over 500 career counseling appointments are provided each year. Students report not only being empowered to choose the public health career direction that best suits them but also to secure a job and negotiate higher salaries. Support is also provided to alumni as they advance in their public health career journey.

SPH Career Counseling Evaluation
In Spring of 2014, SPH Career Services invited 92 students that had participated in individual career counseling appointments to provide feedback regarding satisfaction with the services provided and to offer suggestions for improvements. The online survey was sent out 30-60 days after the counseling appointment. Forty-one (44.5%) students completed the evaluation. One hundred percent of respondents indicated that “the counselor was supportive and helpful” and “my questions and concerns were addressed.” (Please see Resource Materials List/ Section 4: 4.4c Career Counseling Evaluation)

SPH Career Counseling Evaluation Questions were five in number and were as follows:
1. The counselor was supportive and helpful: yes/no
2. My questions and concerns were addressed: yes/no
3. I learned something new about myself: yes/no
4. Meeting in a closed-door counseling appointment was helpful in discussing issues that are important to me? yes/no
5. Additional feedback or suggestions:

The area of concentration and the number of responding students is shown in the table below:
Area of Concentration:

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology/Biostatistics</td>
<td>10</td>
</tr>
<tr>
<td>Health and Social Behavior</td>
<td>9</td>
</tr>
<tr>
<td>Health Policy and Management</td>
<td>7</td>
</tr>
<tr>
<td>Maternal and Child Health</td>
<td>5</td>
</tr>
<tr>
<td>Public Health Nutrition</td>
<td>4</td>
</tr>
<tr>
<td>DrPH</td>
<td>2</td>
</tr>
<tr>
<td>On-Campus/Online MPH</td>
<td>2</td>
</tr>
<tr>
<td>Biostatistics</td>
<td>1</td>
</tr>
<tr>
<td>Infectious Diseases</td>
<td>1</td>
</tr>
</tbody>
</table>

Feedback from the 5th question is shown in the table below:

Feedback from the survey included:

<table>
<thead>
<tr>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor was great. Very supportive and knowledgeable</td>
</tr>
<tr>
<td>Excellent career counseling. I learned a lot!</td>
</tr>
<tr>
<td>Feedback, assessment, and resources for Resume writing all helpful. Thanks!</td>
</tr>
<tr>
<td>I found the session very helpful. I did not necessarily come away with answers, but I did have some next steps and a good general timeline to work with.</td>
</tr>
<tr>
<td>I really found our sessions to be invaluable. I already have a lot of experiences with resumes, but Ruthann gave me incisive comments on how to better market myself for the jobs I am interested in. I came in as a skeptic but left as a fan!!!!!!!!!!!!!!!!!!</td>
</tr>
<tr>
<td>Katherine Castro is truly dedicated to serving students. She will go out of her way to get students the answers and resources they need!</td>
</tr>
<tr>
<td>Katherine is a great career counselor!!</td>
</tr>
<tr>
<td>Katherine is wonderful and helped with resume, cover letter, and interview skills. Thanks so much for having these amazing resources available for students!</td>
</tr>
<tr>
<td>Katherine was excellent and I am sad she won't be back next year. Can she come back next year?</td>
</tr>
<tr>
<td>Katherine was the best counselor I have ever met with.</td>
</tr>
<tr>
<td>Ruthann always provides great career advice. Left with some great resume tips, and a greater sense of clarity and confidence about my job search. Thank you!</td>
</tr>
<tr>
<td>Ruthann is amazing</td>
</tr>
<tr>
<td>Ruthanne was amazingly helpful. I can't wait to come back and follow up.</td>
</tr>
<tr>
<td>SPH Career Counseling services are great; I think more students should utilize them.</td>
</tr>
<tr>
<td>Thank you so much Ruthann for all of your help!</td>
</tr>
<tr>
<td>Thank you, Katherine! You are going to be great!</td>
</tr>
<tr>
<td>The follow-up via email to provide some contacts was very thoughtful and helpful! I really appreciated that you (Ruthann) continued to think about my concerns even after our consultation was over.</td>
</tr>
<tr>
<td>The resume and cover letter help was absolutely amazing</td>
</tr>
<tr>
<td>Wonderful experience! Very responsive and helpful.</td>
</tr>
</tbody>
</table>

4.4d. THE SELF-STUDY DOCUMENT SHOULD INCLUDE DESCRIPTION OF THE PROCEDURES BY WHICH STUDENTS MAY COMMUNICATE THEIR CONCERNS TO SCHOOL OFFICIALS, INCLUDING INFORMATION ABOUT HOW THESE PROCEDURES ARE PUBLICIZED AND ABOUT THE AGGREGATE NUMBER OF COMPLAINTS AND/OR STUDENT GRIEVANCES SUBMITTED FOR EACH OF THE LAST THREE YEARS.

The School has not had a formal grievance in the last three years.
Student grievances are taken seriously by the School of Public Health. When a concern is expressed by a student, the individual (faculty, staff, or other campus official) hearing the concern encourages the student to bring the issue to the attention of the Associate Dean for Student Affairs and/or the Student Services staff. It is the school’s desire to resolve the issue with the least disruption to the student through informal discussions with the instructor or faculty advisor. If the student is not comfortable with this process, the Associate Dean for Student Affairs and the campus Ombudsperson mediate an informal meeting with the student and others involved. If these informal procedures fail to settle the matter, the student may initiate a formal grievance. These procedures are outlined thoroughly in the Student Handbook beginning on page 22. The handbook is available in the Resource Materials List/Section 4: 4.3c Student Handbook 2014-15 and also at the following webpage link:

In the event of any grievance or dispute, students are encouraged to contact the Ombudsman Office for Students and Postdoctoral Appointees. UC Berkeley Division Regulation A207.A states that the grounds for grievance are: application of non-academic criteria, such as: considerations of race, politics, religion, sex, or other criteria not directly reflective of performance related to course requirements; sexual harassment; improper academic procedures that unfairly affect a student’s grade.

- **Informal Grievance Process** - Students who wish to appeal a grade in a Public Health course must first begin discussions with the instructor. Students may contact the department chair, the student Ombudsperson, or another mutually acceptable third party who can attempt to mediate the dispute informally and impartially. If the matter is resolved informally between the instructor and student and requires a grade change, the department chair will refer the case to the Committee on Courses of Instruction (COCI), who will review the case and notify the Registrar’s Office if they determine a grade change is required. If the matter cannot be resolved informally by the student and instructor or by a third party, then the student may begin the formal grievance process.

- **Formal Grievance Process** - If the matter cannot be resolved informally, and it has been less than one calendar year since the last day of the semester in which the course in question was taken, then the formal grievance process may begin. Neither the informal nor formal grievance process may begin if one calendar year has passed.

  - The student shall submit the case in writing to their department chair. The standing Grievance Committee Chair, annually established following departmental officer appointing procedures, shall form an ad hoc Grievance Committee composed of three faculty members, including the committee chair, only two of whom may be from the same unit. The original instructor cannot be a member of the committee. The committee will also be comprised of two students in good standing appointed by the SPH Graduate Student Council. Student members must have been in residence for at least one year and, ideally, will have passed courses or an examination in the unit at least at the level of the disputed course or examination. A new ad hoc committee will be formed for each case presented. In cases where multiple grievances are presented (more than one student grieving grades for the same course, or one student grieving grades from
multiple courses) a single ad hoc committee will be formed with the student’s or students’ written consent.

- After the student has submitted their appeal to their department chair, the committee will then obtain a written response from the instructor and will allow both parties to submit additional information orally or in writing. After the grievance committee reaches a decision, they will submit their recommendation, including minority view, to the department chair, student, and instructor. The department chair will then forward the committee’s recommendation to the Committee on Courses of Instruction (COCI). If COCI finds in favor of the student, they may: change a failing grade to P or S, drop a course retroactively, retain the course but eliminate the grade from GPA, or adopt the letter grade, if applicable, recommended by 4 out of 5 members of the grievance committee.

On occasion, non-grading decisions or actions may be disputed. The University has a variety of mechanisms to deal with complaints. The general rule, in the event of a dispute, is to begin with the parties closest to the situation. The principle is illustrated in the following policy adopted by the School of Public Health faculty for professional degree students. It pertains to administrative or academic decisions that impede or terminate progress toward a degree goal.

The student should first discuss the complaint with his/her Faculty Advisor.

1) If the situation is not resolved, the student and/or the Graduate Advisor should consult either:
   a. the Division Head; or
   b. the School of Public Health Standing Committee on Grievances.

2) If still unresolved, the next step is to consult the Head Graduate Advisor and Associate Dean.

3) Only if the above steps are followed without satisfactory resolution should the student bring the grievance or appeal to the Dean of the Graduate Division.

4.4e. THE SELF-STUDY DOCUMENT SHOULD INCLUDE 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: The School of Public Health recognizes student advising as an important and appropriate part of the faculty teaching role. School of Public Health Career Services Office is dedicated to bringing together employers, students, and alumni to contribute to industry and community needs for a better trained and diverse public health workforce. Student grievances are taken seriously by the School of Public Health and procedures are outlined thoroughly in the Student Handbook.

Plans: We will look to build on recent innovations, including the student portfolio of core competencies using academic advising that is clearly presented to students and accessible to them.
Resource Materials List – Section 1:

1.1 Mission
   1.1a 2015-2020_Strategy
   1.1a Strategic Plan 2008-2012
   1.1a Strategy Summary Presentation 17-Jul-15
   1.1c Final Report of the Health Sciences Commission –April 2004

1.2 Evaluation
   1.2a 2009 Jan - All-School Strategic Plan Progress Report
   1.2a 2010 Jan - All-School Strategic Plan Progress Report
   1.2a 2011 Jan - All-School Strategic Plan Progress Report
   1.2a 2010 - Advance Minutes
   1.2a 2011 - Advance Minutes
   1.2a 2012 - Advance Minutes
   1.2a 2011 - Student Exit Surveys
   1.2a 2012 - Student Exit Surveys
   1.2a 2013 - Student Exit Surveys
   1.2c Table – Outcome Measures Used to Monitor Mission, Goals, and Objectives
   1.2d Berkeley Health Monthly with Invitation for Written Comments to CEPH
   1.2d Website Invitation for Written Comments to CEPH
   1.2d Steering Committee List

1.4 Organization and Administration
   1.4a Academic Structure
   1.4a Administrative Structure
   1.4a Faculty Governance
   1.4a SPH Organizational Chart 2015-04-01 (PDF)

1.5 Governance
   1.5a Faculty By-laws
   1.5b SPH Procedures for Academic Advancements
   1.5d 2011-12 UCB Academic Senate Committees
   1.5d 2012-13 UCB Academic Senate Committees
   1.5d 2013-14 UCB Academic Senate Committees

1.6 Fiscal Resources
   1.6b Template 1.6.1 – Sources of Funds and Expenditures (Word Document)

1.7 Faculty and Other Resources
   1.7d SPH Space Assignments –Feb 2014

1.8 Diversity
   1.8a (v) UC Berkeley Initiative for Equity, Inclusion & Diversity
Resource Materials List – Section 2:

2.4 Practical Skills
   2.4a Internship Agreement Form
   2.4a Preceptor Evaluation MPH Student Performance
   2.4a 2014 – Student Guidelines
   2.4a 2014 – Preceptor Guidelines
   2.4a Pre-internship Self-Assessment
   2.4b Table 2.4.1 – Agencies & Preceptors

2.6 Required Competencies
   2.6c Folder – Course Syllabi All Degree Programs
   2.6c Folder – Template 2.6.1 Competency Matrices All Degree Programs
   2.6e Folder – Student Handbooks All Degree Programs

2.7 Assessment Procedures
   2.7b CEPH Annual Report 2013/14
   2.7c Folder – CEPH Employment Information
   2.7c Data Results from UC Berkeley Employer Survey

2.9 Bachelors Degrees
   2.9b STEER Student List – ALL YEARS

2.14 Distance Education
   2.14b 2013 OOMPH Graduate Council Report (Yr 1 Report)
   2.14b 2014 OOMPH Graduate Council Report (Yr 2 Report)
   2.14b OOMPH Practicum General Description & Requirements
   2.14b OOMPH Teaching Workshop

Resource Materials List – Section 3:

3.1 Research
   3.1c Template 3.1.1 – Research Activity of Primary Faculty
   3.1d Report Author Citation Publication Count
   3.1d Sponsored Projects Office Dec 2014 – Campus Research Data

3.2 Service
   3.2c Template 3.2.1 – Faculty Service Activities for 2011-12 – 2013-14
   3.2c Folder - Faculty Curriculum Vitae
   3.2e Bixby Fund Flyer
   3.2e Ruvani Fonseka – Blum Award

3.3 Workforce Development
   3.3b UCB PH Extension Courses & Enrollment Data
Resource Materials List – Section 4:

4.1 Faculty Qualifications
   4.1a Template 4.1.1 Primary Faculty
   4.1b Template 4.1.2 Other Faculty Used to Support Teaching

4.2a Faculty Policies and Procedures
   4.2a SPH Procedures for Academic Advancements
   4.2a SPH Academic Promotion Process

4.2b Young Faculty Mentoring Program

4.2d Course Evaluation Form & Responses
   4.2d Course Evaluation Form
   4.2d 2013-14 SPH Course Ratings

4.3 Student Recruitment and Admissions
   4.3c Schoolwide Student Handbook 2014-15

4.4 Advising and Career Counseling
   4.4a UC Berkeley Faculty Code of Conduct
   4.4b Career Destination Surveys
   4.4c Career Counseling Evaluation

Resource Materials List – Additional Documents Section:

Degree Completion Rates 2014
   CEPH Graduation Data – 2014
   ASSPH Self Study Graduation Rates - 2014

Examples of Student Work
   Capstone Presentations
   Comprehensive Exams
   Comprehensive Papers
   Culminating Projects
   DrPH Prospectus
   Masters Theses

Minutes of Committee Meetings – 2014/15
   Dean’s Administrative Council
   Educational Policy and Curriculum Committee
   Faculty Council Minutes
   Research Committee Meetings
   Undergraduate Management Committee
   Committee and Membership List
Opportunity for 3rd Party Comment
Berkeley Health Monthly
Website Invitation

Schedule of Courses Offered with Instructor Identified – Last 3 years
Fall 2012 Schedule
Spring 2013 Schedule
Fall 2013 Schedule
Spring 2014 Schedule
Fall 2014 Schedule
Spring 2015 Schedule