

## ANNUAL PROGRAM REPORT

College	Science
Department	Public Health
Program	Public Health (formerly Health Sciences)
Reporting for Academic Year	2021 - 2022
Last 5-Year Review	2019 - 2020
Next 5-Year Review	2024 - 2025
Department Chair	Arnab Mukherjea
Author of Review	Arnab Mukherjea
Date Submitted	10/01/2021

### **I. SELF-STUDY**

#### **A. Five-Year Review Planning Goals**

- a) Increase regular faculty
- b) Assess staffing levels
- c) Pursue Bachelor of Science Degree in Public Health
- d) Maintain and improve curriculum
- e) Assess Program Learning Outcomes (PLOs)
- f) Make meaningful and measurable improvements to student success

#### **B. Progress Toward Five-Year Review Planning Goals**

- a) The Department of Public Health was approved for two tenure-track hires to commence employment in Fall 2022: a generalist in public health and a specialist in quantitative expertise with health data. Both searches are in process at the time of this report. All members of the Search Committee have been trained in inclusive approaches to recruitment and review of applications, so the Department is confident that there will be a diverse pool of candidates, as has been the case in prior searches. However, there was a resignation of a tenure-track faculty member in August of 2021, which reduced our tenure density for this academic year, and limits the impact of the potential hires on instruction and operations for the Department from academic year 2022 – 2023 onwards.
- b) The Department of Public Health recently hired a permanent replacement for our outgoing Office Manager (Administrative Support Coordinator, or ASC). However, sharing of an Administrative Support Assistant (ASA) with the Department of Nursing does not adequately meet staffing needs, especially with increased involvement in community partnerships and rising rates of extramural funding brought into the university by Public Health faculty – these considerations have been amplified by operations under COVID-19 contingencies.
- c) The Department was approved to offer a Bachelor of Science Degree in Public Health commencing in Fall 2022. Students with a Concentration in Public Health under the current or prior catalog years will be able to elect the new degree with no delay in their progress to graduation.
- d) To reduce time to graduation for transfer students, the Department has streamlined its curriculum, reduced the proportion of requirements in both of its concentrations (Public

Health and Health Policy), and allowed for broader selection of electives (including, for students in the general Bachelor of Science Degree Program, the option to create a tailored set of electives commensurate with their career goals); these curricular changes will be effective in Fall Semester of 2022. The Department also has applied for General Education (GE) certification for one of its core upper-division courses, and plans to explore the cross-listing new courses for consideration under the new Ethnic Studies GE requirement once university processes are finalized.

- e) The Department continues to assess PLOs in concert with the schedule listed in its current Five-Year Academic Review plan.
- f) The Department has taken a concerted effort to understanding its impact on student success. In addition to examining traditional metrics of retention and graduation, a select committee of faculty has scrutinized any equity gaps across race/ethnicity, socioeconomic status, and those who identify as first-generation college students. A preliminary review indicates that equity gaps in courses are intermittent and not concentrated in any one course section or degree pathway; in fact, for many measures, underrepresented minorities and Pell-grant recipients are have higher success than the comparator groups. The Department has created an Equity Action Plan under the oversight of the College of Science, and plans to develop strategies to address structural barriers once a more granular analysis of course modality and other possible explanatory factors are completed. The curricular redesign, effective Fall Semester of 2022, was done, in part, to increase overall retention and graduation rates and reduce disparities in student success among priority populations at the university.

Outside of the curriculum, the Department continues to offer substantial career development opportunities for its students. Tenure-track faculty consistently budget for student assistants in their scholarly activities, providing for a mentored experience to identify and pursue interests in health-related research. Outside of research, the Department secured extramural funding to provide training to students as health coaches to address social determinants of COVID-related disparities in underserved areas of Contra Costa County, in partnership with the county health department and associated community-based organizations. Finally, A2E2 funding is providing for student immersion and certification in professional development opportunities, whether it be in-person or virtual attendance at the preeminent conference of public health professionals, expertise in handling equipment to assess environmental risks, or being trained as a certified mental health first aiders. The Department is especially invested in augmenting pedagogical objectives with extracurricular activities which facilitate student success in both academic and professional spheres, ultimately contributing to pursuit of values-driven careers and high potential levels of social impact.

### **C. Program Changes and Needs**

**Overview:** As the Department expands and enhances its curricular and scholarly endeavors – including considerable presence in local television and print media based on faculty expertise in contemporary issues of public health – it is imperative that resources are provided to increase visibility, breadth, and credibility of its degree and ancillary training activities. Addressing these needs not only advance programmatic objectives and priorities, they also positively impact the reputation and standing of Cal State East Bay in both academic and professional contexts.

**Curriculum:** Problem-based learning (PBL) is a cornerstone of the Department of Public Health. As an innovative pedagogical model, this approach weaves critical thinking with effective teamwork to generate solution-oriented graduates who are able to address persistent and emerging public health issues, along with their antecedent social and structural determinants. Given the demand for such early-career professionals in both the private and public health sector, it is paramount that sufficient resources be provided to adequately staff PBL-oriented multicomponent classes and sustain faculty release for maintenance of community and organizational relationships necessary for applied learning and development of an integrated pipeline to pathways of higher education and career entry.

**Students:** Students remain the highest priority for the Department. In addition to maintaining environments conducive to effective instruction and student-faculty interactions, it is important for students to develop an identity as future health professionals and build community with other students and Department stakeholders. As such, A2E2 funding should continue to be a vehicle for such developmental opportunities, and additional resources should be available for social interaction opportunities, especially after the residual isolation resulting from the COVID pandemic.

**Faculty:** Department faculty members continue to embody the notion of teacher-scholar prized by Cal State East Bay. Faculty members have also been consistent presence on local television and print media, in recognition of the expertise in the broader community, with support from the University's Office of Communication. Resources for professional development activities drive the ability for tenure-track/tenured professors to secure extramural funding, generate a large number of scholarly products (peer-reviewed publications and presentations, books contracted by editors of national repute, law reviews, and policy briefs). It is important to ensure a consistent and sustained baseline of resources which enhance and expand existing contributions to the scientific literature and public discourse.

**Staff:** As noted earlier, a 0.5 FTE ASA is insufficient for current administrative needs, especially given the election of a new Department Chair and hiring of a new Office Manager (ASC). Given the size of the Department and the scope of oversight and management of instructional and scholarly activities, it is pivotal that adequate administrative staffing is provided. Currently, additional burden falls upon the Department Chair and selected faculty members, often taking time away from other pressing priorities related to equitable student success and fair faculty workload.

**Resources:** As the Department continues to grow with the newfound imperative on public health embedded in local and national priorities, adequate space for faculty continues to be a challenge. During this academic year, the Department expanded its presence on campus from the Student & Faculty Support Center to Robinson Hall, and it is anticipated that with at least two new hires for Fall 2022, finding office space which is integrated within current Department presence and operations remains a high priority. Outside of the need for adequate space for staff and faculty, classrooms outfitted for the defining characteristic of problem-based learning is also necessary. With the new CORE building, it is hoped that appropriate configurations of classroom space are

available for this student-centered pedagogy to actualize its full benefits on applied education and career development.

**Assessment:** At this time, no additional resources are required for assessment, although a longer timeline for providing results would be beneficial given that this Annual Program Report is due soon after the academic year starts.

**Other:** Given the emphasis on applied scholarship found in the Department and the College in which it is housed, access to a professional grant writer that is contracted by the University would be greatly beneficial.

**II. SUMMARY OF ASSESSMENT**

**A. Program Learning Outcomes (PLO)**

PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Use knowledge and skills to provide effective, necessary, and appropriate health services and public health interventions in diverse and multicultural communities.	Work effectively on a team in health and health care.	Act ethically and responsibly.	Use critical thinking, knowledge, and expertise to address complex challenges in health and health care.	Apply population perspectives in the health professions	Apply knowledge of the role of the environment and of climate change in human health in ways that improve population health and sustainability
ILO 3: Diversity	ILO 4: Collaboration		ILO1: Thinking & Reasoning		ILO 5: Sustainability

The following PLO was scheduled to be assessed in the prior academic year for the first time:

*PLO 4 - Use critical thinking, knowledge, and expertise to address complex challenges in health and health care.*

**B. Summary of Assessment Process**

In the spring semester 2021, HSC 499 capstone projects consisted of deliverables identified by community partners – each a unique product, which consisted of a written report or other final documentation.

Originally, HSC 499 – Capstone in Health Sciences – was designed to explore select issues in health by researching and analyzing existing health policies to make a recommendation to improve or enhance a health program or objective. This was designed to be an academic exercise guided by the instructor. As the course developed, the Department had the opportunity to work with community partners, such as the Alameda County Health Department, in designing projects with real-world applicability. The selected health issues or projects were chosen by community partners for students to work on with deliverables that met community partner needs. Because of the wide variety of community partners and final deliverables, some products may not fully address the more specific program learning objectives. Due to the unorthodox nature of the prior academic year due to COVID-related considerations, the assessment has not yet been completed. The following provides an update on the process being employed. It is anticipated that the assessment of the

learning objective will be completed by the end of October 2021.

**Instrument(s):** A rubric was developed to assess PLO4 (please see below)

**Sampling Procedure:** Random sample of all submitted artifacts.

**Sample Characteristics:** All artifacts consisted of written products, mainly in the form of a report with some additional deliverables (e.g. charts, re-designed brochures). Products were completed by seniors enrolled in HSC 499 – Capstone in Health Sciences during the spring 2021 semester.

**Data Collection:** (*include when, who, and how collected*) Fifty-eight products were submitted in Spring Semester of 2021. Fifteen (~25%) of capstone projects were randomly selected by computer generation.

**Data Analysis:** Products were assessed, using the rubric below, by five tenure-track faculty members in the Department of Public Health.

**Analytic Scale Rubric for Evaluation of Capstone Projects**

	<b>1 – Poor</b>	<b>2 - Fair</b>	<b>3 - Good</b>	<b>4 - Exceptional</b>	<b>Score</b>
<b>Identification and explanation of issue/ challenge/ problem</b>	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated, described and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	
<b>Evidence and contextualizing information</b>	Information is taken from source(s) without any interpretation/evaluation. Information has little to no context within public health knowledge and expertise.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Information has limited context within public health knowledge and expertise.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Information has good context within public health knowledge and expertise.	Information is taken from source(s) with enough interpretation/evaluation, to develop a comprehensive analysis or synthesis. Information has significant context within public health knowledge and expertise.	
<b>Evaluation of conclusions and implications</b>	Conclusions of public health/health care outcomes are inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusions of public health/health care outcomes are logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusions of public health/health care outcomes are logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related public health/health care outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	

### C. Summary of Assessment Results

As indicated earlier, this program learning objective is in the process of being assessed, with completion of analysis expected to occur by the end of October 2021. The table for which results will be populated is below:

<b>Assessor:</b>	<b>Product:</b>	<b>Avg Score PLO4</b>
#1	HSC499-1-Group1	
	HSC499-6-Group3	
	HSC499-11-Group2	
#2	HSC499-2-Group2	
	HSC499-7-Group4	
	HSC499-12-Group3	
#3	HSC499-3-Group3	
	HSC499-8-Group1	
	HSC499-13-Group4	
#4	HSC499-4-Group4	
	HSC499-9-Group2	
	HSC499-14-Group1	
#5	HSC499-5-Group2	
	HSC499-10-Group1	
	HSC499-15-Group2	
	<b>Total Average Scores</b>	<b>3</b>

### D. Assessment Plans for Next Year

*Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.*

The following PLO is expected to be assessed in 2021 – 2022, using artifacts from HSC 355 (Bioethics).

*PLO 3 – Act ethically and responsibly.*

### **III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS**

#### **A. Discussion of Trends & Reflections**

##### **Notable Trends:**

Enrollment through Fall 2020 remained stable relative to the prior two years, although a drop of 25% from Fall 2016 has not rebounded. Fall 2021 enrollment figures suggest additional decrease in the Department's enrollment, consistent with overall trends at the university.

Student diversity remains a strength of the Department. Representation of all minority student populations (Black/African American, Latino/a/x, Asian, Pacific Islander, and Native American) is higher than the university overall. Faculty diversity parallels this overrepresentation, relative to the university. For tenure-track/tenured faculty, the number of Asian faculty members have increased whereas Black/African American and Latino/a/x professors have remained stagnant. With respect to contingent faculty, Black/African American representation (in terms of absolute values) have remained relatively constant, whereas Latino/a/x faculty proportions have decreased. It merits noting that, for both permanent and contingent faculty, the proportion of individuals who report "unknown" are considerable (~30%). The proportion of White faculty in both groups remain under 50%.

Despite a consistently high SFR (~35-41), tenure density has decreased from a high of 48% (Fall 2018) to 39% in Fall 2020. Given the resignation of one tenure-track faculty member, coupled with two Associate Professor currently on a year-long sabbatical, the tenure-density for Fall 2021 has dropped to 34%.

Across the curriculum, equity gaps in student outcomes (based on underrepresented minority, first-generation college student, and low income status) appears minimal and not consistent across any particular class, modality, or instructor; preliminary analyses suggest that courses held in the pandemic increased the number of sections exhibiting equity gaps across one or more of these demographic indicators. Overall frosh and transfer retention rates seem strong in the Department, with persistent equity gaps only occurring among retention of underrepresented minorities. Priority populations, absent a few exceptions, seem to graduate at comparable (if not better) rates than the referent groups. Nonetheless, overall graduation rates, particularly for frosh overall (13% four-year; 37% six-year) and two-year for transfers (36%) are suboptimal, especially given that overall average time to degree is 5.5 years.

##### **Reflections on Trends and Program Statistics:**

As a general trend, FTES for the Department continue to increase while headcount remains stable (and suggestive of decreases in the near future). It is important to ensure that the Department is able to provide the personalized attention needed to retain frosh and decrease time for progress to degree, while concurrently recruiting high school graduates and transfer students into the Department. Curricular modifications have already been approved effective Fall 2022 which decrease "stopgaps" and allow for multiple and flexible pathways to graduation. In addition, the offering of a Bachelor of

Science Degree in Public Health commencing in Academic Year 2022 – 2023 should increase enrollment, retention, and graduation given the importance of this field in professional and social spheres. Concerted efforts are being made with the Department's largest feeder community colleges to increase the approved number of articulated substitutions for lower-division courses while encouraging use of cross-registrations available through agreements between the community college and CSU systems. That being said, a complete picture of the effect of the COVID pandemic (including impact of completely online modalities on retention, graduation, and impacts on career entry and professional development) is not available. The Department is confident that an incremental return to campus enables students to access the personalized resources necessary for building community identity and trusting relationships among its faculty. It is reassuring that equity gaps across many measures are episodic and do not delineate specific structural or interpersonal barriers for students within the Department.

Building off this need for reestablishing identity and community among students who have declared majors within the Department of Public Health, it is pivotal that tenure density increases to the recommended 75%. To that end, the Department should be provided with adequate opportunity to increase its tenure base with the provision of faculty searches that reflect a priority on diversity and disciplinary pursuits of health and social equity augmenting the talent and expertise of the current faculty body. Because of the rapid growth of the Department, administrative support has not been commensurate, and must reflect the logistical needs for faculty to most effectively serve its students and maintain its impressive scholarly output and service contributions. At a minimum, there should be a full FTE for an ASC and another dedicated 1.0 FTE for an ASA so faculty are able to focus on their instructional, professional, and service achievements. Finally, given the passage of [20-21 FAC 2](#) in the Academic Senate with concurrence from the University President, it is imperative that the Department Chair role be converted to a 12-month appointment so that the incumbent is able to perform the articulated duties in an effective and sustained manner, with the commensurate release stipulated in the policy under Principle 1

The Department continues to monitor and analyze its equity gaps to address any structural or interpersonal barriers within its control. It is confident that the curricular revision, coupled with a reinvigorated emphasis on personal interactions through in-person instruction, targeted advising/mentorship, incorporation of components of anti-racist pedagogy, and on-campus social events and professional development activities. It is also engaged in an effort with the Chancellor's Office to provide input on a faculty-facing dashboard that allows for understanding one's own equity data across multiple dimensions. Given the Department's focus on social justice, it is confident it will continue to examine and improve its curricular and programmatic objectives to ensure student success at the university and subsequent entry into values-driven careers.

## **B. Request for Resources**

1. Request for Tenure-Track Hires: provide evidence from trends provided

As indicated in earlier sections, tenure density remains a concern for the Department, exacerbated by the resignation of one Assistant Professor. Moreover, it is anticipated

that at least one newly-tenured faculty member will be granted sabbatical each academic year over the foreseeable future, reducing the ability for the permanent faculty to provide the breadth of core courses found in the curriculum. Given the contemporary importance of health equity within the broader discourse of public health, the Department requests two tenure-track hires effective Fall 2023.

Firstly, the Department requests a faculty member at the rank of Assistant Professor whose expertise is rooted in investigations of health equity with a focus on structural determinants. This position should emphasize focal training and experience in institutional and policy antecedents of disparities in risks and outcomes among vulnerable and marginalized populations. Areas of interest include (but are not limited to) examinations of the public health impacts of environmental (in)justice, housing and/or food insecurity, community segregation, and/or access to public resources. This faculty member will support the Department's core curriculum across all concentrations by teaching courses in health systems & social determinants of health, health disparities & health equity, as well as elective courses specialized for Concentrations in Public Health and Health Policy.

The Department also requests a second search for a faculty member at the rank of Assistant Professor specializing in ethical and/or legal issues in public health. This position should have a background in public health ethics, health law/policy, philosophy, or a related field. This faculty member will support the Department's core curriculum across all concentrations by teaching courses in bioethics, health law, and/or health humanities, where there is currently a shortage of tenure-track expertise.

Both hires will help support the Department's tenure density goals and improve its ability to effectively offer its characterizing problem-based learning curriculum.

## 2. Request for Other Resources

The Department is requesting the following additional resources:

The Department has reviewed the qualification standards of the CSU System and believes that a full-time ASA is appropriate for the breadth of tasks and requirements necessary for effective functioning. This dedicated position will enable the Department to adequately and appropriately provide administrative support for new and ongoing faculty research projects, faculty travel, and logistical assistance with the Department's curricular and student success goals. The current 0.5 FTE for the Department's shared ASA is not sufficient for the level of support needed. This ultimately contributes to undue burden on the incumbent who is expected to navigate two Departments which both have distinct demands and time sensitivity of tasks.

In addition, the Department is requesting appropriate space for its operations, as it does not have sufficient space for any expansion of administrative staff. The faculty also seek educational environments conducive to the problem-based learning model employed by the Department. It desires classrooms with tables and chairs that can be reconfigured easily, have multiple whiteboards and dedicated audio-visual connections for projection for effective and innovative teamwork, and have lockable storage space

for teams to leave their work between classes.

Dimension	Components/ Criteria	Exam ples	Exemplary	Satisfactory	Adequate / Developing	Inadequate	Absent	Final Score and Recommendations
<b>Definitions</b>			4	3	2	1	0	
<b>Diversity, Equity and Inclusion</b>	Acknowledges diversity in ability, age, class, gender, nationality, race, religion, sexual orientation, first language, and other personal, social or cultural identities in order to recognize the multiple and diverse dimensions of knowledge.	<i>Created a standing faculty committee on Equity; examined equity gaps across multiple dimensions of diversity. Constantly monitoring progress and identifying in-class curricular targets for intervention.</i>	X					Continue to monitor equity gaps, address structural issues with the Department, and advocate for equity-based policies on campus that are demonstrably related to student success.
<b>Diversity, Equity and Inclusion</b>	Embraces the lived experiences of the students, their families, and the communities.	<i>Introduce a seminar substantially explores these dimensions in context of professional practice and disabled social impact in career. Currently, revising lower-division course on health disparities equity to incorporate more contemporary concepts of DEI/A.</i>		X				Improve the delivery of HSC 250 and ensure that components of health care pedagogy is embedded across the curriculum.
<b>Diversity, Equity and Inclusion</b>	Integrates theory of social justice and construct of power	<i>Social justice is embedded across the curriculum as a core theme of public health</i>		X				Operationalize social justice in core courses
<b>Diversity, Equity and Inclusion</b>	Encourages students to investigate and integrate diverse worldviews and practices; employs diverse teaching strategies and creates an inclusive learning environment	<i>Service learning and, in particular, problem-based learning capstone exposes students to multiple cultural approaches to protecting and promoting health among diverse populations (including involvement of community partner organizations/ stakeholders).</i>	X					
<b>Student Diversity</b>	Recruitment and retention of historically underrepresented students to the major	<i>Student diversity continues to be more inclusive than that of the university student population. Concerted efforts will continue through partnerships with community college feeder.</i>	X					
<b>Student Diversity</b>	Welcome students as individuals whose identities are complex and unique	<i>Intersectional identities and lived experiences are welcomed and emphasized in the curriculum, particularly in lower-division coursework.</i>	X					
<b>Student Diversity</b>	Intentionally learn and honor students' lived experiences and utilize the knowledge that students bring from their experiences.	<i>Intersectional identities and lived experiences are welcomed and emphasized in the curriculum, particularly in lower-division coursework.</i>	X					
<b>Student Diversity</b>	Encourage full participation while being aware of differences and abilities that may influence students' responses and/or response rate	<i>Activities in most courses involve both individual and group components, while assignments are done both in-class and at home in diverse forms (written, oral, kines thetic).</i>		X				Maximize opportunities for engagement in diverse forms while maintaining a fair and transparent standard of assessment across students and sections of the same course.
<b>Student Diversity</b>	Vary teaching methods to accommodate different learning styles	<i>In problem-based learning courses, teams are intentionally constructed that ensure diversity of background (including race/ethnicity) while ensuring concordance in other domains to facilitate effective group work.</i>	X					
<b>Student Diversity</b>	Promote a respectful department climate by highlighting students' effective practices or engaging each other across lines of difference, across various learning environments (classroom setting, community engagement, skills lab, online).	<i>Most faculty members are trained for have experience in active learning pedagogy, discuss class and team contracts upfront, and have multiple levels of accountability built into various learning platforms.</i>		X				Continue to improve strategies to improve effective and compassionate group dynamics in team-based courses
<b>Student Diversity</b>	Hold faculty and students accountable when they do not abide by department best practices with egalitarian norms and acceptance of differences	<i>Currently, agreement is being sought about what constitutes promising practices for both effective learning, as well as understanding and practicing professional and ethical standards of behavior that facilitate career entry and advancement.</i>			X			Operationalize a working definition of accountability that is contextual and aligns with departmental objectives and professional standards in public health.
<b>Student Diversity</b>	Awareness of all equitable federal, state and institutional policies regarding accommodations and ensure that they are applied consistently	<i>All relevant university policies surrounding accommodations, sexual harassment, and access to mental health services are standard in department syllabi.</i>	X					
<b>Faculty Diversity</b>	Recruiting and retaining an excellent and inspiring faculty that reflects the student body and community at CSUEB	<i>Recruitment strategies have consistently included minority listservs and advertisement is on diversity-oriented academic and professional outlets aligned with the demography of the Department's student body.</i>	X					
<b>Faculty Diversity</b>	Ensuring fairness in the hiring and promotion process that emphasizes representation of underrepresented groups (minoritized communities) and women in the candidate pools	<i>The review process is intentional in assessing capability of candidates to effectively teach the diverse student body found at Cal State East Bay, while conducting research that advances an agenda of health equity. Diversity statements are required for all applicants and model questions from best practices are adopted for review materials and interviews. For tenure and promotion, an equity lens informs assessment of RTP domains, especially for professional development for which there is department-specific guidelines.</i>		X				Move forward, faculty will be encouraged to include self-assessment of any equity gaps, and strategies to address them with their local support with support from the Department.
<b>Departmental Climate</b>	Collegiality and respect, departmental policies, transparency and communication	<i>Regular faculty meetings occur once a month with active participation in committee-based shared governance.</i>	X					
<b>Departmental Climate</b>	The tenor of group dialogue, group dynamics, departmental policies, create and support inclusion, diversity, and transparency of faculty and staff	<i>The new Department Chair has emphasized transparency in decision-making based on guiding principles mapped to Department objectives and goals.</i>			X			With a change in Department leadership, with a change will take time, with active engagement of the Department Chair to adopt and model transparent practices, with emphasis on an evidence-based approach to promoting practices emphasizing the importance of diversity and representation in instruction, scholarship, and service.
<b>Departmental Climate</b>	Fostering opportunities to be productive and engaged	<i>The new Department Chair has aimed to actively provide opportunities for professional development through earmarked funding and mentorship for professional development and service opportunities. Faculty are always encouraged to avail of institutional development, inside and outside of the university.</i>		X				There will be a priority on social interactions so opportunities for engagement are generated by community building and development of authentic reciprocal relationships.
<b>Departmental Climate</b>	Absence of reports related to bias, misinformation, intimidation or intolerance	<i>The new Department Chair is unaware of any reports of bias or prejudice through HR or in student evaluations.</i>	X					