As the President and CEO of the Association of Schools and Programs of Public Health (ASPPH), I am deeply honored to have spearheaded the "Framing the Future 2030: Education for Public Health" (FTF 2030) strategic initiative. This ambitious undertaking signifies a pivotal moment in the realm of education for public health, responding to the intricate and swiftly evolving challenges of our time.

The FTF 2030 initiative encompasses three expert panels, each of which delves into distinct but interrelated aspects of our vision. These panels are dedicated to promoting inclusive excellence through an anti-racism lens, embracing transformative pedagogical approaches, and nurturing robust community partnerships for the betterment of our global health landscape. The reports not only provide pragmatic recommendations but also inspire us to weave anti-racism principles into the very fabric of our educational framework, catalyze a paradigm shift in teaching and learning, and establish profound connections with communities. These endeavors are designated to ensure that our graduates, in addition to their knowledge base, cultivate empathy and adaptability, essential attributes to address the diverse needs of the communities they will serve.

These recommendations resonate deeply with our overarching vision of a future where education for public health is marked by inclusivity, equity, innovation, constant transformation, adaptability, and sustainability, simultaneously fostering impactful research and advocacy that advances both human and planetary health. However, we acknowledge that this transformative journey transcends the mere acquisition of technical competencies. It encompasses the development of human, social, and professional competencies, including the nurturing of civic responsibility, the cultivation of empathy and compassion, and the fortification of resilience. Our vision for education for public health is dynamic, forward-thinking, inclusive, and responsive, aimed at equipping future public health professionals to effectively lead and collaborate within an increasingly intricate and interconnected global landscape.

Yet, we recognize that transforming education for public health cannot be achieved in isolation. We eagerly anticipate collaborating with local, regional, and global partners from diverse disciplines, professions, and sectors. Together, we can adapt and evolve in tandem with the ever-shifting landscape of public health. Through this collective effort, we aspire to create a future where the health and well-being of communities take center stage in the realm of health professionals' education and practice.

I wish to express my profound gratitude to all those who have contributed to the FTF 2030 initiative. Your unwavering dedication, expertise, and passion are instrumental in shaping the educational transformation essential for making a positive impact on the collective health endeavors of communities worldwide.

Laura Magaña, PhD, MS
President and CEO
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If the past few years have taught us anything, it’s that schools and programs of public health are at a turning point. The world is rapidly changing, with new health threats – such as the COVID-19 pandemic, erosion of trust in public health and higher education authorities – and continued racial inequalities and complex upstream social determinants that often lead to disparities in health outcomes. Not to mention new technologies like AI that present untapped opportunities and challenges both to instructional methods and social justice values. To better prepare the engaged learner and set a course for a resilient educational system, the Association of Schools and Programs of Public Health (ASPPH) launched the "Framing the Future 2030: Education for Public Health" (FTF 2030) project in 2020. This ambitious effort focuses on improving the entire enterprise of academic public health to make it more relevant, welcoming, and better connected to the real-world public health needs of all communities.

As education in public health continues to evolve, FTF 2030 expands upon the groundbreaking work conducted from 2011 to 2015 when ASPPH launched the original Framing the Future (FTF) initiative to reflect on the second century of formal education in public health and its implications for the future. Both Framing the Future (FTF) efforts are forward-thinking endeavors seeking to anticipate public health needs to ensure that academe is equipped to prepare students to meet the challenges of a rapidly evolving world.

The recommendations aim to:

- Create and sustain diverse and inclusive teaching and learning communities
- Optimize systems and resources to prepare graduates who are clearly recognizable for their population and public health knowledge, skills, attitudes, and practices
- Promote partnering and collaboration across disciplines, professions, and sectors
WHAT SUCCESS LOOKS LIKE FOR ACADEMIC PUBLIC HEALTH IN 2030

FTF 2030 promotes scientific inquiry and the connections among education, research, and practical application. Committed to integrating principles of equity and anti-racism into educational systems and structures, FTF 2030 grapples with our history in aiming to deliver excellent, diverse, inclusive, and pluralistic learning communities. Bolstering infrastructures, incentives, and resources for academic public health to foster authentic, respectful, and bidirectional collaborations with a wide array of partners completes the vision of a future educational system that is equitable, innovative, adaptive, and sustainable.

Three FTF 2030 expert panels offer guidance to respond in three areas: inclusive excellence through an anti-racism lens, transformative approaches to teaching and learning, and fostering community partnerships for a healthier world. These panels’ recommendations are aspirational and include deliberative questions for university leaders, faculty, staff, students, and partners of schools and programs to assess their progress along the path to educational transformation and/or new steps that may be desirable in light of their contexts and that shape their unique strategies for improvement. ASPPH members reflect remarkable heterogeneity in size, mode, kind of unit, and setting, thus, these questions are suggested both to inspire critical reflection and collaborative conversations among members’ diverse constituencies. Naturally, the questions are adaptable, as appropriate.

FTF 2030 operates against a backdrop of significant headwinds, including mistrust in science and public health, evolving health threats, and the need to build upon a rich, century-long legacy of educating public health leaders that, nevertheless, requires constant evolution.
ASPPH calls for a transformative shift for better preparing learners to address community needs for health and well-being and for fostering effective collaboration with a much wider array of partners, including groups that may have been left out or previously opted out of engaging with academe. Without such a transformation, schools and programs risk failing in their core missions to deliver graduates who collaborate and lead in protecting the public’s health. The consequences of inaction are significant – continued disconnection from community priorities, erosion of public trust, and an inability to respond effectively to evolving public health challenges.

Navigating this transformation is complex and requires a systemic, systematic, and strategic approach. Acknowledging the urgency and embracing small, consistent steps are crucial for institutions to respond to this pressing call to action. A critical question remains: Do schools and programs have the boldness required for such change?

The risks of not acting boldly are profound. Without embracing new strategies and initiatives toward a healthier and more equitable world, education for public health may become outdated and ineffective in addressing contemporary health issues. Collaborative efforts are essential in sharing experiences, developing progress metrics, and building a stronger evidence base for informed decision-making.

Many of ASPPH's core values, including diversity, equity, inclusion, and social justice, face increasing scrutiny, and inaction could lead to further erosion. Civic engagement and open dialogues across disciplines, professions, and sectors that include diverse viewpoints are not just beneficial but necessary, ensuring that strategies for health advancement are evidence-based and respectfully communicated. Strengthening education for public health is vital for graduates to collaborate on informed health policies, practices, programs, and norms, and to advocate for the value proposition of disease prevention and health promotion, with neglect leading to missed opportunities in protecting the public’s health. Collaboration also allows for engagement in delivering solutions that are constantly assessed and updated in a complex and uncertain world.

A CALL TO ACTION
ASPPH’s launch of FTF 2030 has inspired our members, some of whom were already engaged in similar efforts, to transform the educational landscape of the next generation of public health professionals.

Given the diverse nature of ASPPH member institutions, which vary greatly in size, structure, type, and location, the FTF 2030 recommendations are presented to encourage and stimulate thoughtful consideration and discussions among varied groups. The recommendations are intended to apply broadly to five key drivers—university systems and structures, faculty, staff, students, and partners—and are relevant to programs at the bachelor’s, master’s, and doctoral levels, including at Minority Serving Institutions (MSIs). The recommendations aim to improve structures and systems to better enable academic public health to advance health and wellness.

No matter where a school or program is in its work to transform education for public health, FTF 2030 provides core recommendations, guiding questions, and action steps that can further help in the transformation.
THE THREE EXPERT PANELS AND THEIR REPORTS

BUILDING INCLUSIVE EXCELLENCE THROUGH AN ANTI-RACISM LENS

TRANSFORMATIVE APPROACHES TO TEACHING AND LEARNING

FOSTERING COMMUNITY PARTNERSHIPS FOR A HEALTHIER WORLD
Exclusion, marginalization, and oppression - deeply embedded in historical legacies of slavery, colonization, genocide, and white supremacy - are evident within society and educational institutions around the world. These systemic issues significantly influence life conditions and health determinants for people of color. Their legacies, not experienced by those who are white or who ascribe to whiteness, still require rooting out. The Inclusive Excellence through an Anti-racism Lens expert panel addresses these challenges in academic public health. The approach emphasizes intersectionality as a core principle to understand and dismantle power imbalances based on marginalized social identities, cultural humility, accountability and reinforcing commitments across silos. The aim is to repair structural racism and discrimination and advance inclusive excellence in more equitable, productive teaching, research and learning spaces.

The panel’s report encompasses five key recommendations for public health schools and programs:

- **Create and support** inclusive and anti-racist teaching, learning, and working environments by articulating norms and values, training and supporting constituents, and building infrastructures and systems to bolster efforts.
- **Establish** necessary partnerships and secure resources, including leadership commitments, to sustain efforts and assure accountability.
- **Increase** commitment, perseverance, discipline, and consistency of inclusive efforts among all members of our respective institutions.
- **Develop** system-wide initiatives to promote and assure accountability for inclusive excellence through an anti-racism lens.
- **Share** initiatives aimed at inclusive excellence through an anti-racism lens to accelerate institutionalization and integration across academic public health.

The panel’s report provides guiding questions, strategies, and examples to aid implementation. Acknowledging the necessity of diverse perspectives, the panel encourages input from practitioners and community partners to enrich inclusive excellence work.

**Examples of guiding questions include:**

- How does your university, school, or program hold itself accountable for its commitment to inclusive excellence and anti-racism?
- What steps are you taking to address systemic racism and to promote equity and inclusion in your workspaces?
- How do you actively address and dismantle any systemic barriers that perpetuate racial inequities in your professional activities?
TRANSFORMATIVE APPROACHES TO TEACHING AND LEARNING

In an environment of heightened social and political divisions exacerbated by the COVID-19 pandemic, transformative educational practices are essential to prepare learners for public health engagement. Despite eroding confidence in higher education, it remains a trusted institution, but one that needs to focus efforts on strengthening trust through effective education and delivering on public health. Amid increasing concerns and challenges, there is an urgent need to create inclusive, civil learning spaces that foster curiosity and compassion amidst moral and ideological differences.

The Transformative Approaches to Teaching and Learning expert panel defines transformative education as critical exploration and empowerment through engaging teaching methods, aiming to prepare informed, action-driven learners at various levels.

The panel’s report proposes four key recommendations for public health schools and programs:

- **Center** civic engagement, cross-sectoral collaboration, and community partnerships as essential elements of the learning experience.
- **Ground** education in collective action to assess and address the social determinants of health.
- **Use** active learning and support lifelong learning to prepare diverse, practice-ready professionals.
- **Assure** ongoing training in evidence-based frameworks, methods, and technologies for teaching, learning, and assessment of educational outcomes.

These recommendations, supplemented by adaptable guiding questions, aim to encourage reflection and collaboration in both administrative and curricular settings, recognizing the unique contexts of each institution. The panel also acknowledges the varying capacities and resources for adopting these recommendations in light of each institution’s unique strategic priorities.

Examples of guiding questions include:

- How do we demonstrate transformative educational practices that promote a culture of collaboration, inclusivity, mutual learning, and social justice?
- How are faculty supported, recognized, and rewarded for including learners in the process of data collection, analysis, synthesizing, and publication?
- How does our curriculum emphasize active and experiential learning that involves learners in collaborative problem-solving that resembles workforce settings?
FOSTERING COMMUNITY PARTNERSHIPS
FOR A HEALTHIER WORLD

Working together with a diverse group of collaborators, especially emphasizing support for community partners and community-focused organizations, necessitates a change in perspective for academic public health. This involves adjusting priorities to match partners' needs and strengths while delivering on our passion and commitment as leaders, collaborators, researchers, scientists, innovators, and catalysts for change. This is essential for society and within the realm of higher education.

Increasing such collaboration into the life of schools and programs does not mean that everyone must engage in this work, but it does require strong commitments to ongoing curriculum and faculty/staff development and bolstering the school and program infrastructure to equip learners with enhanced abilities for successful engagement. The Fostering Community Partnerships for a Healthier World expert panel asserts the urgency of academic public health to seize this moment to redefine its role, influence the upstream social determinants of health, advance evidence-based public health practice and research, and contribute more impactfully to co-creating a healthier and more equitable world.

The panel’s report is grounded in an overarching mindset and approach to relationship-focused community partnerships and proposes three key recommendations for schools and programs and their partners to collaborate in responding to this call to action:

- **Position** academic public health in partnership with communities
- **Deploy** strategies to support and sustain successful partnerships
- **Develop** curricula to prepare learners with knowledge, skills, and mindsets for more effective partnering

Responding to this call for action and framework consistently over time can increase trust between academic public health and partners, build public understanding of and support for the value proposition of public health, support public health organizations in improving the health and well-being of individuals and communities, and ensure that all have the vital conditions necessary for healthy living.

Examples of guiding questions include:

- How does our school or program scan the environment and identify doers, leaders, and experts in communities with whom to potentially engage?
- How can our school or program support efforts to link community, health systems, and public health agencies to prepare for and respond to public health emergencies?
- How do we prepare community partners to engage effectively with students in our public health courses and, at the same time, train our faculty and staff to collaborate with community partners in co-creating educational offerings and research projects?
The transformative nature of FTF 2030 is grounded in its pursuit of inclusivity, engagement, interdisciplinary collaboration, and a deep commitment to addressing the social determinants of health that perpetuate disparities. This approach is essential in preparing graduates who are not only knowledgeable but also adaptable and empathetic to the diverse needs of the communities they will serve. The emphasis on creating diverse and inclusive learning environments where students can engage with different viewpoints and challenging issues, optimizing resources, and fostering wide-reaching partnerships underscores a holistic approach to teaching and learning in public health.

At the heart of FTF 2030 are the three expert panels and their reports focusing on inclusive excellence, transformative teaching, and fostering community partnerships. Their recommendations, though aspirational, are pragmatic, offering guiding questions and strategies for implementation. These panels emphasize the importance of addressing systemic issues such as all forms of racism and discrimination, civic engagement, promoting active and experiential learning, and strengthening ties with community partners. The multi-faceted approach of FTF 2030 mirrors the complexity of public health challenges and the numerous solutions required to address them.

The transformative journey outlined by FTF 2030 is not without its challenges. The backdrop of public mistrust in science, evolving health threats, and the need to evolve from a rich educational legacy sets a demanding context for this transformation.

However, the potential risks of inaction — such as continued disconnection from community needs, erosion of public trust, and inadequacy in responding to new public health challenges — make this transformation an imperative rather than an option.

The call to action by ASPPH for a transformative shift in the education of public health is both bold and necessary. It requires not only a systemic approach but also the courage, commitment, and accountability from academic institutions to embark on this journey. The involvement of diverse voices, ranging from university leaders to community partners, is crucial in ensuring that the recommendations are not only implemented but also continuously adapted to the evolving landscape of public health.

In essence, FTF 2030 envisions a future where education for public health is not only about imparting knowledge but also about instilling a sense of civic responsibility, fostering empathy, and building resilience. This vision for education is dynamic, inclusive, and responsive, capable of preparing future public health professionals to collaborate and lead in a world that is increasingly interconnected and complex. The success of this transformative endeavor will be measured - not just in the competence of the graduates - but in the health and well-being of the communities they serve. However, we know that we cannot transform education for public health in a vacuum, and we invite you to step into the breach, work through this uncomfortable and sometimes alienating time of change, and engage in looking toward a healthier world with all those work to promote and protect health.