University of Louisville
School of Public Health and Information Sciences

Self-Study (Preliminary Draft)

Prepared for CEPH
University of Louisville SPHIS Self-Study
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MISSION, GOALS AND OBJECTIVES

Criterion I.: The school shall have a clearly formulated and publicly stated mission with supporting goals and objectives.

The University of Louisville (U of L) is a state supported research university located in Kentucky's largest metropolitan area.

University Vision Statement

The Commonwealth of Kentucky has a vision for the state and its colleges and universities. This vision, expressed through the Kentucky Postsecondary Education Improvement Act of 1997 or (House Bill I) and energized through the state’s Research Challenge Trust Fund, has set U of L on course to become a nationally recognized metropolitan research university by the year 2020.

University Mission Statement

The Board of Trustees has established, and the Commonwealth of Kentucky’s Council on Postsecondary Education (CPE) has approved, the following mission statement for the university:

"The University of Louisville shall be a premier, nationally recognized metropolitan research university committed to advancing the intellectual, cultural and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience; (2) Research, Creative and Scholarly Activity; (3) Accessibility, Diversity, Equity and Communication; (4) Partnerships and Collaborations; and (5) Institutional Effectiveness of Programs and Services."

Challenge for Excellence

U of L is committed to making the state’s vision a reality through the Challenge for Excellence, a 10-year blueprint for the future initiated in 1998 (http://www.louisville.edu/president/challenge/phaseiii_final.pdf). The Challenge is the heart of a strategic plan that already has led to record public and private support, significant growth in nationally recognized research, increased interest in the university from highly qualified students and new economic and community service initiatives benefiting citizens throughout the state. In order to meet the state mandated House Bill 1 requirements, the university established an annual scorecard methodology. The Implementation Scorecard (http://www.louisville.edu/president/challenge2/excellence-scorecard-20050202.pdf) documents the strategic goals and areas of emphasis for the institution and for each school or college within the institution. Challenge documents include the 2004-05 Report (http://www.louisville.edu/president/challenge2/report04-05.pdf) and the 2005-06 Goals (http://www.louisville.edu/president/challenge2/goals05-06.pdf). In addition, the Office of Provost annually establishes scorecard measures for individual academic units in collaboration with the respective dean or unit head.

In response to the Challenge, an Institute for Public Health Research (IPHR) was created to focus efforts on training the next generation of clinical researchers. The mission was strongly supported by a five-year Clinical Research Curriculum (K30) Award from the NIH and the inauguration of MSPH and PhD degrees in Epidemiology: Clinical Investigation Sciences (ECIS) and Biostatistics -- Decision Sciences (BDS). In 2002, the School of Public Health and Information Sciences (SPHIS) was officially established and charged with developing professional degree programs to complement its research-oriented master’s and doctoral degrees. The school also was given the goal of achieving full accreditation by CEPH. The SPHIS vision, mission and values statements are consistent with the university’s statements, yet also reflect its unique role within the institution, as shown below. The school’s vision, mission and value statements were developed with faculty, staff and student input during the 2004-2005 academic year. In part, these statements were formulated in response to the recently published Institute of Medicine (IOM) reports on public health.

The current SPHIS Scorecard is included as Appendix I-1.
Documentation Expected

1. A clear and concise mission statement for the school as a whole.

SPHIS Vision Statement

We will be an internationally recognized center of excellence for the creation, sharing and application of knowledge for the public’s health.

In achieving our vision:
- We will extend the domain of public health to include all factors in the public’s health.
- We will pursue health information sciences as an inseparable aspect of public health.
- We will work for close integration of individual health, health care and public health.

SPHIS Mission Statement

Table I-1: Comparison of U of L and SPHIS Mission Statements

<table>
<thead>
<tr>
<th>U of L Mission</th>
<th>SPHIS Mission</th>
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| The University of Louisville shall be a premier, nationally recognized metropolitan research university committed to advancing the intellectual, cultural and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience; (2) Research, Creative and Scholarly Activity; (3) Accessibility, Diversity, Equity and Communication; (4) Partnerships and Collaborations; and (5) Institutional Effectiveness of Programs and Services. | We advance knowledge for the public’s health in the increasingly complex and interconnected world of the 21st century. We accomplish this through activities in the three cornerstone areas for advancing health knowledge:  
• Research. We create knowledge by seeking new discoveries and understanding through scientific exploration. We communicate our findings.  
• Teaching. We share knowledge with students committed to and prepared for learning in a facilitated environment. Our learners are our students, our faculty and our staff. We commit to preparing our learners for success.  
• Service. We apply knowledge through quality services to the communities of which we are a part – the university, Louisville Metro, Kentucky, the United States and their respective environs. |

In fulfilling our mission:
- We nurture an academic setting that fosters ethics, respect, diversity, cooperation, learning and fun.
- We strive to improve our approach and performance through a program of active feedback and deliberate change.
- We embrace innovative ideas for advancing knowledge.
- We investigate new techniques and technologies for doing research, teaching and service.
- We think globally and act locally.
- We collaborate with any who will join us in working for the public’s health.
- We recognize that public health starts with the individual.
- We advocate for the public’s health.

2. One or more goal statements for each major function by which the school intends to attain its mission, including instruction, research and service.

To address the mission of advancing knowledge for the public’s health in the three cornerstone areas of teaching, research and service, SPHIS will focus on the following goals, which are listed next to corresponding university goals for comparison.
### Table I-2 Comparison of University and School Goals

<table>
<thead>
<tr>
<th>U of L Strategic Goals and Areas of Emphasis</th>
<th>SPHIS Goals</th>
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<td><strong>Goal 1: Educational Experience and Student Success</strong> – Create a responsive, challenging and supportive environment characterized by high standards, commitment to quality and student success</td>
<td><strong>Goal 1: Provide educational and academic excellence</strong> through a responsive, challenging and supportive educational environment characterized by high standards, commitment to quality and student success.</td>
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<td><strong>Goal 2: Research, Creative and Scholarly Activities</strong> – Focus energy and resources to enhance the scholarly agenda and advance to national prominence areas of programmatic strength.</td>
<td><strong>Goal 2: Build a public health and information science research enterprise</strong> by focusing energy and resources to enhance the scholarly agenda, thereby striving toward national prominence.</td>
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<td><strong>Goal 3: Accessibility, Diversity, Equity and Communication</strong> – Develop a seamless system of access and intercultural understanding that promotes and supports race and gender diversity and inclusivity.</td>
<td><strong>Goal 3: Foster a diverse, open and accessible school of public health and information sciences</strong> with an integrated system of access and intercultural understanding that promotes and supports race and gender diversity, inclusivity, equity and open communication.</td>
</tr>
<tr>
<td><strong>Goal 4: Partnerships and Collaboration</strong> – Develop and integrate interdisciplinary activities associated with teaching, research and service. Support existing partnerships and engage new partners to contribute to the educational, social and economic progress of the region and state.</td>
<td><strong>Goal 4: Promote collaboration and community/state partnerships</strong> by developing and integrating interdisciplinary activities associated with teaching, research and service. Support existing partnerships and engage new partners to contribute to the educational, social and economic progress of the region and state.</td>
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<td><strong>Goal 5: Institutional Effectiveness of Programs and Services</strong> – Improve the effectiveness and accountability of programs and services in fulfilling the mission and vision of the university.</td>
<td><strong>Goal 5: Focus on school effectiveness and service</strong> through systematic quality improvement, assessment, CEPH self-study and accreditation, and a dedication to fulfill the mission and vision of SPHIS.</td>
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3. A set of measurable objectives relating to each major function through which the school intends to achieve its goals of instruction, research and service.

Unless indicated by an asterisk in the list below, objectives are drawn from the SPHIS Scorecard, as described in greater detail in Section I.4. For the baselines of all scorecard objectives, please see Appendix I-1. Objectives, outcome measurements, timelines, sources of data and frequency of the five goals are delineated in Section X.A.2.

**Goal 1: Provide educational and academic excellence**

*Objective 1.1 Expand faculty and staff support for program growth as measured by:*

1.1.a Increasing the number of full-time faculty to a goal of 50 by 2009.*

1.1.b Maintaining the number of school and department support staff at a ratio of no less than one staff per four FTE faculty members (1:4 ratio does not include professional, research, or technical staff).*

*Objective 1.2 Develop quality curricula/programs as measured by:*

1.2.a Reviewing educational competencies for MPH, MSPH, MSc and PhD for appropriateness and measurability annually.*

1.2.b Developing and implementing a collaborative academic program in cognitive and knowledge sciences with the College of Education and Human Development by Fall 2007.*

1.2.c Developing and implementing a collaborative academic program in bioinformatics with the Schools of Medicine and Engineering by Fall 2007.*
**Objective 1.3** Improve student success and satisfaction as measured by:

1.3.a Refining the quality improvement process through school-wide forums, held at least annually, and yearly exit interviews and/or surveys of our graduates.

1.3.b Increasing the number of doctoral degrees awarded per year to 7 in 2008.

1.3.c Improving the mean response regarding overall impression of the school on the Quality Management Survey (QMS, as provided by Deyta, LLC) by continuing and graduating students.

1.3.d Improving the mean response regarding overall satisfaction with the university on the QMS by all students.

1.3.e Achieving an employment rate within the field of study of at least 90% among MPH students, within one year of graduation, as tracked by the QMS.*

**Goal 2: Build a public health and information science research enterprise**

**Objective 2.1** Create a research infrastructure utilizing extramural funding as measured by:

2.1.a Increasing the number of grants and contracts awarded to 20 in 2008.

2.1.b Increasing the total dollar amounts of grants and contracts to $5,000,000 in 2008.

2.1.c Increasing the number of faculty on sponsored research to 22 in 2008.

2.1.d Increasing the number of students on funded research to 3 in 2008.

**Objective 2.2** Develop internal support for SPHIS research activities as measured by:

2.2.a Adding one new faculty research position per year (2004-2008) from university administration.*

2.2.b Providing departmental funding for travel to national meetings to present papers and further research.*

2.2.c Increasing the total number of publications in refereed journals to 20 in 2008.

2.2.d Increasing the number of refereed presentations and/or papers sponsored by national or international organizations to 20 in 2008.

2.2.e Holding monthly research incubation meetings to encourage faculty, staff and student involvement in collaborative research activities.*

**Goal 3: Be a diverse, open and accessible school of public health and information sciences**

**Objective 3.1** Recruit and retain African American and female faculty and students as measured by:

3.1.a Targeting Historically Black Colleges and Universities for minority student recruitment by establishing a list of contacts, building relationships, two mailings a year for brochures, and one campus visit per year.*

3.1.b Increasing the number of full-time women faculty to 12 by 2008.

3.1.c Increasing the number of full-time African American faculty to 3 by 2008.

3.1.d Achieving the number of African American executive, administrative, or managerial employees of 1 by 2008.

3.1.e Achieving the number of African American endowed chairs and professors of 1 by 2008.

3.1.f Achieving the number of women endowed chairs and professors of 1 by 2008.

3.1.g Achieving the number of African American students receiving doctoral degrees of 2 by 2008.

3.1.h Achieving the number of women receiving doctoral degrees of 3 by 2008.

3.1.i Increasing the number of African American students receiving master’s degrees to 15 by 2008.

**Objective 3.2** Support diversity and inclusivity initiatives as measured by:

3.2.a Completing and initiating implementation of a diversity plan in concert with university guidelines by October 2005.*

3.2.b Holding monthly, school-wide luncheons of faculty and staff to promote open communication.*

3.2.c Inviting all students to a plenary school meeting session at least once per year.*

**Goal 4: Promote collaboration and community/state partnerships**

**Objective 4.1** Generate input from community partners as measured by:

4.1 Establishing and maintaining a Community Advisory Board for SPHIS by December 2005.*

**Objective 4.2** Establish outreach activities to involve SPHIS with a variety of stakeholders as measured by:

4.2.a Continuing leadership through monthly meetings of the Environmental Health Committee of the
Partnership for a Green City, involving U of L, Louisville Metro Government and Jefferson County Public Schools.*

4.2.b Developing an electronic clearinghouse for service opportunities with community and government agencies by June 2006.*

4.2.c Increasing the number of community partnerships that support: local metropolitan area government agencies to 9 in 2008; metropolitan area businesses to 9 in 2008; community-based organizations to 10 in 2008; and health care organizations to 7 in 2008.

4.2.d Increasing the number of partnerships with state and regional agencies to 10 in 2008.

4.2.e Increasing the number of collaborative programs with K-12 educational institutions to 2 in 2008.

Goal 5: Focus on programmatic effectiveness and service

Objective 5 Monitor quality improvement processes and assessment as measured by:

5.a Receiving CEPH accreditation.*

5.b Improving the mean response regarding overall impression of the school on the QMS by first-year graduates and alumni, faculty and staff and employers.

5.c Refining the quality improvement process through school-wide forums and an annual strategic planning retreat.*

4. A description of the manner in which mission, goals and objectives are developed, monitored and periodically revised and the manner in which they are made available to the public.

The development of our mission, goals and objectives was initiated through a consensus process involving the full range of SPHIS faculty and staff. A committee was formed to begin these discussions and present them to the Dean’s Executive Committee, the Accreditation Steering Committee (ASC) and to the entire faculty and staff during monthly plenary meetings. Ideas from the entire group were carefully considered, refined during consecutive meetings of the groups. The concepts were further reviewed in detail during a day-long off-campus retreat in March 2005. Finally, they were enhanced and modified for clarity by the dean and associate deans before being released in final form.

In the formulation of final objectives, it was decided that data from the SPHIS Scorecard would determine objectives in relevant areas of this document instead of creating potentially duplicative or conflicting measures. These measures represent agreements between the Office of the Provost and the Office of the Dean regarding strategic objectives of the school.

The School has elected to review and monitor its goals and objectives in multiple ways. The chairs of each department, along with the entire faculty, staff and student complement, will examine the goals and objectives annually during the initial accreditation process. This assures adequate input from all constituencies. Program revisions will be made based on the recommendations of each group, ensuring adherence with the school’s mission and goals.

The review and recommendations also will be discussed annually with the Community Advisory Board. Any resulting changes will be disseminated through the board’s established links with business, government and community groups, as well as through the SPHIS website, available at http://www.sphis.louisville.edu/.

5. Assessment of the extent to which this criterion is met.

This criterion is fully met. The school has a well defined vision and mission, with goals and objectives that are specific, measurable and trackable using data from the scorecard. The full range of programs in education, service, research and practice are linked directly to the vision and mission through these goals and objectives. Evaluation of the success in realizing these objectives and their modification to assure alignment with the university’s mission will be an integral part of the school’s periodic review process.
ORGANIZATIONAL SETTING – EXTERNAL

Criterion II.A.: 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.

Documentation Expected

1. A brief description of the institution in which the school is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.

The University of Louisville is a state-supported urban university in Kentucky's largest metropolitan area. The 274-acre Belknap Campus, three miles south of downtown Louisville in Jefferson County, is the university's main campus, and houses seven of the university's twelve colleges and schools. The Health Sciences Center (HSC) is situated in downtown Louisville's medical complex and houses the university's health-related programs and the University of Louisville Hospital (ULH). The 243-acre Shelby Campus, located in eastern Jefferson County, includes the National Crime Prevention Institute. In recent years, the university has offered expanded campus courses at both off-site and international locations.

The university is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate, bachelor, master, specialist, doctoral, and first-professional degrees (DMD, JD, MD). The university's colleges and schools and professional degree programs are accredited (or in the process thereof) by their appropriate academic governing bodies. A comprehensive listing of all the university’s accreditations is contained in Appendix II-1.

History

For the official history of the university, please see "A Brief History of the University of Louisville," available from the University Archives and Records Center at http://library.louisville.edu/uarc/ulhistory/briefhis.htm. For additional information on the history of the School of Medicine and the HSC, please see "Our History: A Tradition of Excellence," available at http://www.louisville.edu/medschool/history.htm.

Facts and Figures

The following information was taken from "Just the Facts 2004-2005," published by the Office of Institutional Research and Planning (http://institutionalresearch.louisville.edu/files/ir/jtf/jtf200405.pdf). All figures are current as of fall semester 2004.

- Enrollment was 21,725.
- Approximately 70 percent of the student population was enrolled full time.
- Jefferson County residents represented approximately 51 percent of all students, and Kentucky residents represented approximately 81 percent.
- Approximately 19 percent of students were from out of state, while approximately 5 percent were from foreign countries.
- Approximately 53 percent of students were women.
- 3,833 degrees were awarded in 2003-2004.
- U of L had 2,017 faculty. Approximately 71 percent were full-time.
- U of L employed 3,688 staff members. Approximately 87 percent of the staff were full-time.
- The university’s total Fiscal Year 2005 budget was $613.2 million.
- U of L received 904 grant and contract awards, totaling approximately $134 million in Fiscal Year 2004.
- The university library system contained over 1.95 million volumes and over 24,000 serials.

2. An organizational chart of the university indicating the school's relationship to the other components of the institution.

As shown on the following organization diagrams, SPHIS has a level of independence and status equal to the other schools of the HSC: Medicine, Dentistry, and Nursing.
3. A description of the school’s relationship to the university’s system of governance, to amplify the diagrammatic representation, including budgeting and resource allocation; personnel recruitment, selection and advancement; and establishment of academic standards and policies.

The Redbook, available at http://www.louisville.edu/provost/redbook/, is maintained by the Office of the University Provost as the basic governance document of the university. The Redbook governs:

- organization and operation of the Board of Trustees and the Board of Overseers
- organization and operation of the university’s administration
- organization and governance of the university’s academic programs
- the university’s faculty personnel policies
- the university’s staff organization and personnel policies
- administration of student governance and student affairs
- revision of the Redbook.
Chapter 3 of the Redbook articulates the organization and governance of the academic programs of the university. Article 3.1 describes the organization of the university's academic units and requirements for establishing a new academic unit, from initial recommendation to a final approval by the Board of Trustees. SPHIS has met these requirements and has been designated an academic unit of the university. The Redbook is currently being revised to reflect this and other changes at the university.

Article 3.2 of the Redbook establishes that academic units will be headed by a dean, and describes the policies and procedures for their appointment and establishes their duties. The dean of the school has been appointed and is exercising responsibilities in accordance with Article 3.2.

In its relationship to the university's system of governance, the school's policies are equivalent in independence and status to those of its other health professional schools, including: budgeting and resource allocation; personnel recruitment, selection, and advancement; and rights to establish academic standards and policies.

Budgeting and resource allocation

The U of L Board of Trustees approves a proposed operating budget each fiscal year for SPHIS, as it does for each of the established academic units of the university. The budget includes a portion of the state’s General Fund appropriated to the university. This baseline allocation of state funds may be augmented by Continual Annual Requirement (CAR) funds identified by the university’s Central Administration. CAR funds are general funds, available annually and reflective of incremental increase or decrease as determined by the state, which may be used to support salary, fringe benefits, travel, supplies, student expenses, etc.

The school has a budgeting process designed to assure that chairs have adequate program budgets to meet their needs with the flexibility to retain salary savings to offset growth within the department. The dean of the SPHIS retains sole authority to oversee distribution of funds to the school’s departments. The department chairs are responsible for the financial management of the resources allocated to departments by the Office of the Dean. Expenditures of operating funds are subject to all university policies and regulations. Chairs follow internal procedures for merit increase determination and make recommendations to the dean.

Personnel recruitment, selection, and advancement

Article 3.3 of the Redbook establishes the policies and procedures that govern the faculty of the academic units, including their appointment and their duties and responsibilities. In accordance with Article 3.3, all SPHIS faculty have been appointed and are carrying out their responsibilities.

The SPHIS adheres to the “Policy for Promotion, Appointment, and Tenure and for Periodic Review,” which was approved by the University Board of Trustees on September 13, 2002. The Policy, included as Appendix II-2, provides for initiating the process of the creation of faculty positions by department chairs with the approval of the dean; the constitution, responsibilities, and procedures of the search committees; the composition of the Promotion, Appointment, and Tenure Committee (PAT) and its responsibilities and procedures for faculty appointments, promotions, and retention; and the required approval processes. See Section III.1.e for details.

Establishment of academic standards and policies

The Graduate School (http://graduate.louisville.edu/) was formally established in 1907 and is a member of the Council of Graduate Schools. Since its inception, the Graduate School has been responsible for the academic policies and procedures of graduate education at U of L.

The Graduate Council of the Graduate School is responsible for establishing policies relating to graduate education and for maintaining a standard of excellence for graduate work among all schools within the university. All legislative functions of the Graduate School are vested in the Graduate Council, which consists of elected representatives of the graduate faculty. The Dean of the Graduate School serves as the chair of this body. The dean and dean’s staff are responsible for administering the rules and regulations of the Graduate School and for safeguarding the standards and policies of the school as outlined by the graduate faculty and the Graduate Council. In addition, all graduate level courses must be
submitted to the Graduate School Curriculum Committee for review and approval. Once approved by the committee, they then go to the Graduate Council for approval.

There are two levels of graduate faculty membership:

- A member of the graduate faculty is authorized to teach graduate courses, serve on graduate student advisory committees, serve on thesis and dissertation committees and co-chair master's theses.
- A senior member of the graduate faculty is authorized to teach graduate courses, serve on graduate advisory committees, serve on thesis and dissertation committees and serve as thesis and dissertation advisors and chairs (mentors).

Students who wish to enroll in a graduate program at U of L must apply to the Graduate School for admission. If students have a grievance (pertaining to grades, registration, etc.) during the course of their career, they are encouraged to meet with the Graduate School Student Grievance Officer. The officer will assist the student with achieving an informal resolution to the complaint. Upon completion of a program, degrees are awarded through the Graduate School.

The Graduate Catalog is available at [http://graduate.louisville.edu/catalog_2003/catalog_index.shtml](http://graduate.louisville.edu/catalog_2003/catalog_index.shtml).

**SPHIS Participation in University Governance**

The school participates in the governance of the university on an equal basis with other academic units of the university. SPHIS employees serve on the Faculty and Staff Senates, Graduate Council and the Council of Academic Officers, and are eligible for election to the full range of university-wide standing and ad hoc committees.

4. **Assessment of the extent to which this criterion is met.**

This criterion is fully met. The school has an equal status among the professional schools in the health sciences at the university, including the Schools of Medicine, Dentistry, and Nursing, and an equivalent degree of autonomy in the budgeting and resource allocation process. Its personnel recruitment and advancement as well as its standards and policies are fully in line with university requirements and guidelines.
ORGANIZATIONAL SETTING – INTERNAL

Criterion II.B.: The school shall provide an organizational setting conducive to teaching and learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration and shall foster the development of professional public health values, concepts and ethics, as defined by the school.

Documentation Expected

1. An organizational chart of the school, indicating relationships of its component departments, divisions, or other units, with the administration of the school and its components.

2. Description of the relationships indicated in the diagrammatic representation.

Figure II-3: Organizational Chart of SPHIS
The school is organized in four major areas of function: academic, advisory/governance, administrative, and adjunct.

The academic area comprises the five departments, which are responsible for teaching, research, and service and for appointment and management of faculty.

The advisory/governance area includes groups that either are advisory or have jurisdiction in specific areas.

- The Community Advisory Board is in the process of being formed and will be advisory to the dean and the school on matters related to the cooperation, collaboration, and opportunities between the greater Louisville community and the school. Being created in consultation with the Louisville Metro Health Department (LMHD), the board will consist of members drawn from professional, business, local and state government, and community agencies that have an impact on the delivery and receipt of public health services in the greater Louisville area. It is anticipated that the board will also serve in an advisory capacity to the LMHD. The board will be formed by December 2005.

- The Executive Faculty has general legislative powers over all matters pertaining to its own personnel policies, criteria and procedures; to amendment of the school’s Bylaws and Rules; and to the admission requirements, curricula, instruction, examinations, and recommendations to the Board of Trustees through the dean for granting of degrees within the school.

- The Faculty Forum does the work of the Executive Faculty when the latter is not meeting and meets monthly with the dean as chair.

- The Council of Chairs and Deans is advisory to the dean in all matters relating to the administration of the school. The Council provides for the development, evaluation, review, and communication of matters of broad concern to the school and may provide advice on any topic so requested by the dean.

- The Dean’s Executive Committee is advisory to the dean for day-to-day, operational matters in the school.

For more information regarding the Executive Faculty, Faculty Forum, Council of Chairs and Deans and Dean’s Executive Committee, please see the introduction of Section III.

The administrative area is the Office of the Dean and is discussed in detail below.

The adjunct area is composed of the organizations within the school that are directed primarily outside the school and university and include the Center for Deterrence of Biowarfare and Bioterrorism (described in more detail in Section VII.1) and the International Travel Clinic. The latter provides immunization services for adults, especially those traveling to foreign countries.
To further our commitment to innovation in all aspects of the school’s activities, including ways to minimize administrative complexity, we have purposefully designed a lean dean’s office. The school’s two associate deans perform duties often done by a larger number of administrators. Dr. McKinney, Associate Dean for Public Health is responsible for the MPH program, diversity, research, faculty development, faculty affairs, and accreditation, and Dr. Walton, Associate Dean for Health Information Sciences, is responsible for student affairs, admissions, curriculum, service, and policies and procedures.

Other administrative support personnel include:
- Director of Administration, who oversees personnel involved in fiscal operations, human resources, and grant and contract processing for the school.
- Assistant Director of Administration, who functions as the SPHIS comptroller.
- Administrative Associate to the Dean, whose duties include processing faculty recruitment, promotion, and tenure actions.
- Program Assistant, whose duties include processing all purchasing and payroll for the school.
- Receptionist, whose duties also include staff support to the associate deans.
- Research Grants and Contracts Coordinator, who oversees submission and budget preparation for all SPHIS grants and contracts, as well as those from outside the school.
- MPH Program Coordinator, whose duties include recruitment and retention of MPH students, and curriculum development and assessment.
- Student Services Manager, who provides assistance to all students in the school, including initial inquiry, notification of scholarship opportunities, assistance with general transition issues, and others.
- Technology and Facilities Manager, who oversees information and other technologies in SPHIS and handles day-to-day issues with SPHIS facilities.
3. **Description of the manner in which interdisciplinary coordination, cooperation and collaboration are supported.**

Interdisciplinary coordination, cooperation, and collaboration are accomplished through both formal and informal processes.

Four representative bodies in the school include all department chairs as members and serve as forums for interdisciplinary coordination.

- The Dean’s Executive Committee, which also includes the associate deans and senior administrative staff, meets weekly to discuss issues of importance to the school. These meetings frequently include discussions about optimal coordination and alignment of faculty and departmental activities in the areas of research, teaching, and service.

- The Curriculum Committee, which includes staff involved in curriculum development and student affairs, meets weekly and assures coordination of departmental course development and curriculum offerings. The committee facilitates cooperation and collaboration between departments on interdisciplinary elements of the curriculum, such as the Issues in Public Health course and the MPH practicum experience.

- The Research Committee meets monthly to discuss collaborative efforts as well as faculty and program development. Each of the departments also has more than one discipline represented, and regular departmental faculty and staff meetings include discussions of coordination and collaboration of the intradepartmental disciplines. Faculty meetings also include discussions about potential collaborations across departments and with groups outside the school.

- The SPHIS Council consists of the five department chairs, the associate deans, the dean, and two student representatives. Additionally, optional members may include two general faculty and two executive faculty as appointed by the dean. Currently, the Director of the Louisville Metro Health Department serves in one of these appointed positions. The Council meets monthly to discuss issues pertinent to the research, educational, and service goals of SPHIS and seeks the collegial resolution of potential problems as they emerge.

Coordination, cooperation, and collaboration also are supported through activities of both of the following:

- Research Incubation meetings are monthly gatherings of faculty, staff, and students from SPHIS and throughout the university designed to encourage collaboration on new research projects as they emerge. Meeting times are scheduled to encourage participation of faculty from both the Belknap Campus and the Health Sciences Center.

- Monthly meetings of all faculty and staff of the school, which are working luncheons that seek to provide current information to both groups on activities involving SPHIS. The meetings are one of many approaches to fostering cooperation.

Informally, fluid working groups are continually formed around topics of mutual interest, particularly research areas that may lead to grant submissions. Some of these groups will meet over a period of months in preparation for a grant submission, while others may be long-lived discussion groups not necessarily focused on specific proposal development (e.g. health informatics).

Finally, each department facilitates interdisciplinary collaboration in its own way. All department chairs encourage research collaboration by their faculty with investigators outside the department, both within and outside SPHIS. Some departments encourage interdisciplinary collaboration through financial support and by including it in the faculty evaluation process. The Department of Bioinformatics (BB) and Biostatistics sponsors a Statistical Consulting Center (StCC) that not only provides statistical consulting but encourages interdisciplinary collaboration between BB faculty and other investigators. The StCC continues to expand in response to the development of research grant proposals and analysis of data in ongoing research projects. A full range of options for consultation, including support from masters or doctoral level statisticians, is available for research team leaders. Additional information regarding the StCC is available in Section VII.1.

4. **Definition of the professional public health values, concepts and ethics to which the school is committed and a description of how these are operationalized.**

The school is committed to continually enhancing the health of the population it serves. The fundamental principles to which it is dedicated are:
• **Social justice and human rights.** The school endorses the World Medical Association’s Declaration of Helsinki and the Belmont Report as the primary documents governing its activities involving the participation of human subjects in research. We recognize the salient importance of autonomy, beneficence, justice, and non-maleficence in this domain of inquiry. We promote and require education regarding all federal guidelines governing human subjects and protected health information. We also recognize the importance of promoting racial and ethnic diversity among our faculty, staff and students. We are committed to graduating students who are culturally competent to deal with the increasingly diverse population we serve.

• **Holistic approach to public health.** The school recognizes health not just as the absence of disease but as the condition in which all persons can achieve their highest human potential.

• **Discovery and transmission of public health knowledge.** The school envisions its activities involving research and education as its fiduciary responsibility and, in the noblest sense, a solemn commitment to serving the larger community with the highest degree of excellence. We seek to create an environment conducive to life-long learning on the part of all employees.

• **Collegiality among all personnel.** We seek to foster camaraderie and collaborative relationships among all faculty and staff and to engender mutual respect among all persons affiliated with the school. In this context, honesty, integrity, and fairness toward all are continually promoted.

• **Promotion of information sciences as a tool of public health.** We will pursue the use of innovations in information technology and knowledge exchange to enhance the health of populations.

These values are not simply our beliefs but are operationalized in every aspect of how we act. Our values are posted in key locations as a constant reminder of their importance. They permeate the statements of our mission, goals, and objectives. As key elements therein, they will establish a benchmark by which we will review and assess all of our operations as outlined in Sections I and X.

5. **Identification of written policies that are illustrative of the school’s commitment to fair and ethical dealings.**

The university is committed to respecting all individuals and, therefore, has taken a strong stance with regard to ethics, fairness and diversity. This commitment includes specific policies prohibiting the discrimination or harassment of any individual due to race, color, national or ethnic origin, religion, gender (whether or not sexual in nature), age, disability, veteran status or sexual orientation. This commitment likewise requires that ethical conduct be demanded of all employees and students of the university.

The following administrative policies and procedures exist within the Human Resources department of the university to address issues related to ethics, fairness and diversity: EEO/Affirmative Action; Sexual Harassment; Conflict of Interest; Intellectual Property; Discriminatory Harassment; Ethical Considerations; Recruitment and Selection; Promotions; and Unlawful Discrimination. Even the university’s purchasing department has expectations of ethics and diversity, with policies related to Ethics in Purchasing and Small, Minority and Women-Owned Business.

The school catalog, available as Appendix II-3, documents policies regarding expectations and protections for students, including: Academic Grievance Procedure; ADA Policy; Affirmative Action/Employee Relations; Code of Student Rights and Responsibilities; Disability Resource Center; Guidelines for Respect for Intellectual Property Rights; Guidelines for Students with Disabilities; Hazing and Initiation Activities Policy; Use of Intellectual Property; Sexual Harassment Policy; and Veterans Benefits. The university also offers its students and employees a variety of resources in support of its commitment to fairness and diversity, including: Multicultural Academic Enrichment Programs; a Disability Resource Center; a Vice Provost for Diversity and Equal Opportunity; a Bias, Hate and Intolerance Hotline; the Interfaith Center; the International Center; Multi-Ethnic and Cross Cultural Programs; Affirmative Action Campus Life Office; the Black Faculty & Staff Association; Center for Lesbian, Gay, Bisexual and Transgender Services; and the Women’s Center.

Of critical importance to demonstrating ethics, fairness and diversity is the mechanism by which the university appoints and promotes faculty, hires and evaluates staff, accepts students and handles grievances. In each of these situations, the processes used for advertising, recruitment, selection, denial, and review are guided by strict university policies and by the university’s overall commitment to equal
opportunity and fairness in hiring, promotion and education. The processes are fully documented and reviewable to insure that diversity and integrity prevail.

Additionally, the university’s two Institutional Review Boards (IRBs) play an important role in ensuring that research ethics are adhered to and that the rights of subjects, particularly those who are vulnerable or represent a minority population, are protected. The IRB ensures that subjects are appropriately represented in the university’s research and that their rights are ensured through approved protocols and standards for research behavior. The Human Subjects Protection Program (HSPPO), which serves as the administrative office for both IRBs, was recently accredited by the Association for the Accreditation of Human Research Protection Programs (AAHRPP). By meeting the 111 accreditation criteria of the AAHRPP, HSPPO has demonstrated the university’s willingness to operate its human research program under the highest ethical standards. In addition, the university has developed a mandatory training program in human subjects protection, as well as an additional training program related to helping researchers understand HIPAA, the ethical conduct of research, and the importance of protecting patient data. The university also requires annual completion of conflict of interest statements, financial disclosures, and other compliance forms from anyone engaged in funded research projects.

Finally, the school has adopted the United Nations Universal Declaration of Human Rights, available at http://www.un.org/Overview/rights.html, as a guiding principle of faculty, staff, and student behavior. This document has stood as an international standard for human conduct for more than 50 years.

The policies, procedures, and resources mentioned above can all be located on the Web, with the relevant URLs provided in Appendix II-4.

6. **Assessment of the extent to which this criterion is met.**

This criterion is fully met. The school facilitates interdisciplinary coordination, cooperation and collaboration to the greatest possible extent. The school is fully committed to the highest standards of professional behavior and ethics and has developed policies to demonstrate its commitment to these values.
GOVERNANCE

Criterion III: The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Where appropriate, students shall have participatory roles in school governance.

Expected Documentation

1. Description of the school's administrative, governance and committee structure and processes:

Final responsibility for governance of SPHIS resides with the dean. The dean receives input from the Executive Committee, the Council of Chairs and Deans and the Executive Faculty. The Executive Committee is composed of the dean, the associate deans, and the department chairs; the Council comprises this group plus student representatives and ad hoc faculty members selected on a rotating basis. Both of these bodies act on agendas developed to address new and ongoing business matters brought forward from their membership, their departments and upon items submitted from the school’s various committees or the dean.

The executive faculty includes the full-time faculty with primary appointments in the school together with proportional representation of the non-executive general faculty elected by departmental faculty. The jurisdiction of the executive faculty is specified Article III of the SPHIS Bylaws and Rules (Appendix III-1). The executive faculty meets once per semester. The Faculty Forum, chaired by the dean, consists of one executive faculty member from each department who is not a voting member of the Council of Chairs and Deans, a representative from the Council, and two student representatives. The Faculty Forum, which is charged with doing the ongoing business of the executive faculty (Article IV, Bylaws and Rules), meets once per month and is chaired by the dean.

a. general school policy development;

The Redbook (http://www.louisville.edu/provost/redbook/) and the SPHIS Bylaws and Rules, originally approved by the Board of Trustees on September 13, 2002, are the primary references concerning governance. The Bylaws and Rules are currently undergoing revision to assure internal consistency – a process that should be completed prior to the CEPH site visit in March 2006. Those documents establish and define a system of standing and ad hoc committees that are responsible for general school policy development.

The dean has authority over budget, space, and personnel of the school. The associate deans are delegated responsibilities in the areas of student affairs, faculty affairs, research, public health and health information sciences. With advice from the Executive Committee, the Council of Chairs and Deans, the Executive Faculty, and with input from other committees as required, the dean approves all policies. For most matters, the Faculty Forum acts on behalf of the Executive Faculty.

A student government association is currently being formed. One of the roles of this association will be to revise school policies affecting students through representation on the Faculty Forum and the Council.

b. planning;

The Council of Chairs and Deans is the entity with the primary responsibility for planning within the school. Results of annual evaluation processes conducted by the school are reviewed by the Council, the advisory board, faculty, and staff. In response to these evaluations, the Council, during its annual retreat, will develop strategic planning recommendations to address these issues. Final authority for approval and implementation of such recommendations rests with the office of the dean.

c. budget and resource allocation;

The Board of Trustees approves a proposed operating budget for each fiscal year for SPHIS. The approved budget includes general (i.e., state) funds allocated to the SPHIS. University allocations to SPHIS reflect priorities established through the scorecard process, which identifies fiscal goals through 2008. For additional information regarding the scorecard, please see Section I. They also reflect Research Infrastructure Fund (RIF) distributions to departments based upon participation in
funded research activities. Please see Section VI.1 for a more detailed description of the RIF policies. This baseline allocation of state funds may be augmented by Continual Annual Requirement (CAR) funds identified by U of L Central Administration. CAR funds are general funds, available annually and reflective of incremental increases or decreases as determined by the state, which may be used to support salary, fringe benefits, travel, supplies, student expenses, etc.

The school has a budgeting process designed to assure that chairs have adequate program budgets to meet their needs with the flexibility to retain salary savings to offset growth within the department. The dean of the SPHIS retains sole authority to oversee distribution of funds to the departments in this unit. The department chairs are responsible for the financial management of the resources allocated to departments by the dean. Chairs follow internal procedures for merit increases, as stipulated by the Policy for Promotion, Appointment, and Tenure and for Periodic Career Review (Appendix II-2). Furthermore, merit increases are awarded in accordance with the SPHIS Professional Practice Plan (Appendix III-2), approved by the Board of Trustees on April 10, 2003, and the university's Office of Planning and Budget Operating Budget Salary Increase Guidelines (2005-06), available at http://www.louisville.edu/vpf/budget/opbudgets/0506/0506phase2.pdf.

d. student recruitment, admission and award of degrees;

The Graduate School is the unit responsible for coordinating the application process and granting all graduate degrees, excluding MD, JD, and DMD.

Student Recruitment

Student recruitment for school degree programs (currently, MPH) is managed by the SPHIS Office of Student Services, reporting to the associate dean responsible for student and academic affairs. Oversight and policy are provided by the Dean’s Executive Committee. The Office of Student Services also consults with the Communication and the Admissions Committees regarding recruiting matters.

Student recruitment for each departmental degree program is managed by the corresponding department with overall coordination by the Office of Student Services.

Student Admissions

Admissions for professional degree programs (i.e. MPH) are a coordinated effort through the Office of Student Services, Admissions Committee and dean. Minimum admission criteria are established by the Admissions Committee and approved by the Dean’s Executive Committee and the Faculty Forum. The Office of Student Services, working with the Graduate School, is responsible for delivering complete applications that meet the minimum criteria to the Admissions Committee. The Admissions Committee recommends candidates for acceptance to the dean, who has ultimate responsibility for admissions to professional degree programs.

Acceptance into a concentration for the MPH and admissions for each departmental degree program are managed by the corresponding department with oversight and coordination by the Admissions Committee.

The SPHIS Admissions Committee consists of one faculty representative from each department, the Manager of Student Services, the MPH Program Coordinator, and a non-voting recording secretary. Terms of the faculty members are two years in length and are staggered. Selection of the chair, co-chair, and other rules and procedures of the committee are determined by the committee, subject to review by the Dean’s Executive Committee.

Award of Degrees

Each degree program within the school determines whether a student has completed the requirements for the degree and, if so, recommends to the dean that the student be awarded the degree. The dean presents the recommendation to the Faculty Forum and, upon its approval, recommends the student for the degree to the dean of the Graduate School, who approves the actual granting of the degree, subject to formal action by the university Board of Trustees.
e. faculty recruitment, retention, promotion and tenure;

Recruitment

Department chairs request faculty positions from the dean to meet the teaching, research and service needs of the department and school. A Position Authorization Request (PAR) describing the title of the position (e.g., lecturer, assistant, associate or full professor), the specific duties and the education and/or experience desired is written to create the position. Once the position is approved, a search committee consisting of at least three members (with minority representation) is constituted and the position is advertised in appropriate publications and/or at professional meetings. The search committee reviews all applications and recommends to the department chair which applicants should be considered for an interview. Candidates interviewing for the position make a formal presentation to the faculty of the school regarding their current research and/or teaching and service activities and interests. Faculty in the department(s) recruiting the candidate submit written ballots to the search committee. The results of the faculty vote and the recommendation of the search committee are advisory to the department chair and dean, who make the final determination regarding the hiring of the candidate.

Appointment

The Promotion, Appointment, and Tenure Committee (PAT) reviews and makes recommendations to the dean on faculty appointments. The procedures to be followed are described in detail in Article I of the school’s “Policy for Promotion, Appointment and Tenure and for Periodic Review” document (Appendix II-2). In addition, the SPHIS follows the guidelines and principles described in the university’s Minimum Guidelines document and the Redbook. See Section VIII for types of faculty appointments.

Retention

The SPHIS has established, in accordance with the Redbook Minimum Guidelines (Section 4.6.3), a system of career reviews of all faculty, including annual, pre-tenure, tenure, promotion and periodic career review. All term, probationary and tenured faculty are reviewed in writing annually by their department chair in conjunction with the Annual Performance Based Salary Increase (PBSI) evaluation. Letters of annual work assignment and annual performance reviews, as required by the university for all faculty members, are part of all faculty members' permanent files.

Promotion and Tenure

All tenure track faculty are considered for promotion and tenure during their probationary period. Each tenure track faculty member is reviewed by the department chair at mid-point of her/his probationary period for promotion and/or tenure. Results of this review are forwarded to the faculty member, the PAT Committee and the dean. Each faculty member eligible for tenure must be evaluated within 12 months of completing five years of service applicable to tenure. Evaluation for tenure originates in the department in which the faculty member has her/his primary appointment. Faculty members being considered for promotion and/or tenure are reviewed on the basis of performance in research, teaching and service. Promotion to the rank of associate professor is made based on a rating of excellent performance in at least one of these areas and satisfactory performance in the others. Promotion to the rank of professor is awarded on the basis of continuing proficiency in research, teaching, and service. Documentation of proficiency includes evaluation letters provided by internal and extramural experts who may be suggested by the candidate and must be acceptable to the PAT Committee. The chair of the candidate’s department makes a recommendation to the SPHIS PAT Committee. The PAT Committee reviews the candidate's dossier and makes a recommendation to the dean. Promotion to the rank of associate professor or professor and granting of tenure must be approved by the Provost and the Board of Trustees.

f. academic standards and policies;

Academic standards and policies applicable to SPHIS are established by the Graduate Council. The Graduate Council is composed of representative faculty from all graduate programs as described in Section II. SPHIS faculty have direct input into development of such standards and policies through their designated representative to this Council. Furthermore, the Curriculum Committee, Executive
Committee and departmental program committees are given the latitude to develop additional policies regarding academic standards that are not in conflict with those of the university.

**g. research and service expectations and policies.**

Teaching, research and service activities are expected of all executive faculty members. Research and service policies are developed by the SPHIS Research and Service Committees, respectively, forwarded to the Council for review, and submitted for final approval to the dean. The membership and charge to each of these committees is described in detail below.

Expectations regarding research and service on the part of the school as a whole are developed by the Council, explicitly stated in the scorecard document, and reviewed annually during the Council's strategic planning retreat. Research and expectations for individual faculty members are established by their chairs and explicitly stated in their annual letters of work assignment.

### 2. A list of standing and important ad hoc committees, with a statement of charge and composition.

**Standing Committees**

Per the Bylaws, the standing committees of SPHIS are:

- Committee on Performance Criteria and Economic Welfare
- Promotion, Appointment and Tenure Committee
- Rules, Policies and Credentials Committee

**Committee on Performance Criteria and Economic Welfare**

Charge: Develop, forward for approval, and, when approved, publish unit guidelines (i.e. “SPHIS Policies for Annual Performance Reviews and Performance-Based Salary Increases”) for the preparation of departmental procedures and criteria to review the academic performance of faculty. The committee also reviews and approves the criteria and procedures for awarding performance-based salary increases proposed by each department. The committee works with the dean and other administrative officers to protect faculty from gross inequities in salaries and other benefits, in accordance with Sec. 4.2.2.A of the *Redbook*. Finally, the committee reviews requests for initial academic rank for new faculty members.

Composition: This Committee consists of two tenured elected and one tenured appointed executive faculty.

**Promotion, Appointment and Tenure Committee**

Charge: Develop comprehensive academic personnel documents. The documents must be prepared with the full participation and approval of the executive faculty. The documents must be in compliance with the SPHIS Bylaws and Rules. The documents shall contain details for criteria discussed in the *Redbook* and any additional criteria to be considered in faculty appointments, promotions, tenure, annual performance or periodic career reviews. Upon final approval, this document, together with the *Redbook*, shall establish procedures and be the only criteria for appointment, promotion, tenure and annual and periodic career reviews. Any changes to these personnel documents require approval of the executive faculty.

Composition: This Committee consists of four elected and two appointed executive faculty holding the rank of professor.

**Rules, Policies and Credentials Committee**

Charge: Review, revise, and interpret the Bylaws and Rules. The committee also develops and reviews procedures whereby departments nominate candidates to university-wide and SPHIS committees as well as procedures for conducting all unit-wide elections. Members verify the eligibility of each candidate and rule on the eligibility of any challenged office holder or candidate and ensure that the elected faculty are aware of the duties involved in the particular committee to which they have been elected.

Composition: This committee shall consist of two elected and one appointed executive faculty.
The Bylaws are undergoing revision to, among other actions, remove the Faculty and Student Grievance Committees as standing committees of the school. Grievance issues are now managed at the university level.

**Selected Ad Hoc Committees**

The ad hoc committees of SPHIS include:

- Accreditation Steering Committee
- Admissions Committee
- Curriculum Committee
- Diversity Committee
- Research Committee
- Service Committee

**Accreditation Steering Committee**

Charge: Creation, review, and finalization of the comprehensive self-study document as required by CEPH. The committee is also charged with planning for the site reviews to be conducted by CEPH in conjunction with the initial and periodic review processes.

Composition: The committee shall consist of members representing all SPHIS departments.

**Admissions Committee**

Charge: Oversee all admissions policies and procedures in the school as well as evaluate candidates for admission to the MPH program.

Composition: The committee shall consist of representatives of the faculty and staff from each department within SPHIS.

**Curriculum Committee**

Charge: Oversee all curricula in the school and work with the MPH degree program to develop and maintain the MPH curriculum.

Composition: Associate dean responsible for academic affairs (chair), chair of each department, MPH Program Coordinator, and Manager of Student Services. Non-voting: recording secretary, department curriculum coordinators.

**Diversity Committee**

Charge: Assure the broadest possible representation of racial and ethnic minorities among faculty, staff, and students. Results of the school’s recruitment and hiring of faculty and staff as well as recruitment and admission of students will be reviewed on a periodic basis to assure that diversity goals are being achieved. Relevant policies and procedures of the school will be reviewed periodically and recommendations given by the committee for their revision as necessary to support this goal.

Composition: This committee is composed of faculty members from all SPHIS departments.

**Research Committee**

Charge: Develop the full range of policies governing research activities involving the faculty, staff, and students of the school that may not be specifically addressed by the university.

Composition: This committee consists of the chairs of the five departments or their designated representatives, the Director of Administration, the Associate Dean for Public Health and the research coordinator.

**Service Committee**

Charge: Review service policies and make policy recommendations in order to track and evaluate service activities for the school.

Composition: The Service Committee is comprised of one faculty member from each of the departments of the school.
3. A list, including membership, of the school and university committees through which faculty contribute to the activities of the school and university.

The following abbreviations for departments are used throughout this document.
- BB, Department of Bioinformatics and Biostatistics
- ECIS, Department of Epidemiology and Clinical Investigation Sciences
- EOHSS, Department of Environmental and Occupational Health Sciences
- HKCS, Department of Health Knowledge and Cognitive Sciences
- H MSS, Department of Health Management and Systems Sciences

Standing SPHIS Committees

Committee on Performance Criteria and Economic Welfare
Roster: W. Paul McKinney, MD (HKCS, ECIS) [two elected positions open]
This committee will be fully formed by the end of 2005.

Faculty Forum
Roster: Chair Richard D. Clover, MD (HKCS); Vice Chair Muriel J. Harris, MPH, PhD (HKCS); Secretary Peter L. Walton, MD (HKCS); Richard N. Baumgartner, PhD (ECIS); L. Jane Goldsmith, PhD (BB); Robert Jacobs, PhD (EOHS); Robert P. Steiner, MD, MPH, PhD (HMSS);

Promotion Appointment and Tenure Committee
Roster: Rudolph S. Parrish, PhD (BB); David J. Tollerud, MD, MPH (EOHS) [four elected positions open]
This committee will be fully formed by the end of 2005.

Rules, Policies and Credentials Committee
Roster: Susan B. Muldoon, MPH, PhD (BB) [one elected, one appointed position open]
This committee will be fully formed by the end of 2005.

Selected Ad Hoc Committees

Accreditation Steering Committee
Roster: Chair W. Paul McKinney, MD (HKCS, ECIS); Robert J. Esterhay, MD (HMSS); Richard D. Clover, MD (HKCS); Muriel J. Harris, MPH, PhD (HKCS); Robert Jacobs, PhD (EOHS); John H. Morse (HMSS); Eric J. Nunn (Admin); Rudolph S. Parrish, PhD (BB); David J. Tollerud, MD, MPH (EOHS); LaTonia S. Peters, MPH (Admin); Tammi A. Thomas (Admin); Susi D. Walsh (Admin); Peter L. Walton, MD (HKCS); Richard W. Wilson, DHSc (HKCS)

Admissions Committee
Roster: Chair Susan B. Muldoon, PhD, MPH (ECIS); Raymond E. Austin, PhD (HMSS); Guy Brock, PhD (BB); A. Scott LaJoie, PhD, MSPH (HKCS); Vicki M. Lewis (Admin); LaTonia S. Peters (Admin); Irma N. Ramos, PhD (EOHS); Tammi A. Thomas (Admin);

Curriculum Committee
Roster: Chair Peter L. Walton, MD (HKCS); Rachel E. Cummins (BB); Robert J. Esterhay, MD (HMSS); W. Paul McKinney, MD (HKCS, ECIS); Rudolph S. Parrish, PhD (BB); David J. Tollerud, MD, MPH (EOHS); LaTonia S. Peters, MPH (Admin); Tammi A. Thomas (Admin); Richard W. Wilson, DHSc (HKCS)

Diversity Committee
Roster: Chair Muriel J. Harris, MPH, PhD (HKCS); Vicki M. Lewis (Admin); W. Paul McKinney, MD (HKCS, ECIS); LaTonia S. Peters (Admin); Irma N. Ramos, PhD (EOHS)

Research Committee
Roster: Chair W. Paul McKinney, MD (HKCS, ECIS); Robert J. Esterhay, MD (HMSS); Eric J. Nunn (Admin); Rudolph S. Parrish, PhD (BB); David J. Tollerud, MD, MPH (EOHS); Susi D. Walsh (Admin); Peter L. Walton, MD (HKCS); Richard L. Wilson, DHSc (HKCS)

Service Committee
This committee will be formed by the end of 2005.

University Committees

SPHIS faculty also participate in a number of key university committees through which policy is formulated that has a direct effect on school operations and activities, as noted below.

Academic Associate Deans Group
SPHIS Member: Peter L. Walton, MD (HKCS)

Biosafety Task Force
SPHIS Member: David J. Tollerud, MD, MPH (EOHS)

Cardiovascular Institute Board of Directors
SPHIS Member: Carlton A. Hornung, PhD, MPH (ECIS)

Community Advisory Committee
SPHIS Member: Adewale Troutman, MD, MPH

Continuing Health Sciences Education (CHSE) Committee
SPHIS Member: W. Paul McKinney, MD (HKCS, ECIS)

Council of Academic Officers
SPHIS Member: Richard D. Clover, MD (HKCS)

Distinguished Faculty Award - Outstanding Scholarship, Research, Creative Activity (2005)
SPHIS Members: Carlton A. Hornung, PhD, MPH (ECIS); David J. Tollerud, MD, MPH (EOHS)

Distinguished Faculty Award - Distinguished Service (2005)
SPHIS Member: Robert J. Esterhay, MD (HMSS)

Distinguished Faculty Award - Distinguished Teaching (2005)
SPHIS Member: David J. Tollerud, MD, MPH (EOHS)

Diversity Committee
SPHIS Member: Muriel J. Harris, MPH, PhD (HKCS)

Faculty Grievance Committee
SPHIS Member: Rudolph S. Parrish, PhD (BB)

Faculty Senate
SPHIS Member: Carlton A. Hornung, PhD, MPH (ECIS)

Graduate Council
SPHIS Member: Carlton A. Hornung, PhD, MPH (ECIS)

Honorary Degree Committee 2004
SPHIS Member: Carlton A. Hornung, PhD, MPH (ECIS)

HSC Research Deans
SPHIS Member: W. Paul McKinney, MD (HKCS, ECIS)
4. **Assessment of the extent to which this criterion is met.**

This criterion is partially met. The school's administrative governance and committee structure have been fully described. University and school committee function and membership and the roles of students in school governance have been enumerated in their entirety. However, a small number of committees and representatives are in the process of being formed, appointed, or elected. All necessary activities will be completed by the end of 2005.
RESOURCES

Criterion IV.: The school shall have resources adequate to fulfill its stated mission and goals, its instructional, research and service objectives.

Documentation Expected

1. 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.

The academic and service units of the university have shared the effects of the difficult budget period through which the Commonwealth of Kentucky has navigated these past few years. Despite budget reductions to higher education since 2002, the SPHIS has been spared the significant cuts that have impacted some other units at U of L. The Provost and the Executive Vice President for Health Affairs have been supportive and willing to work with our school to minimize the potentially devastating effects that budget reductions would have had on a newly-developing program such as SPHIS. The Office of Research has also been generous in its award of recurring “seed” money to our unit, allocating partial funding for four outstanding research faculty recruits who joined our faculty in July 2005. These funds allowed us to attract and recruit two junior and two senior research faculty members in the Departments of Bioinformatics and Biostatistics and Epidemiology and Clinical Investigation Sciences, respectively, who joined our faculty in July 2005.

Sufficient fiscal resources to achieve the goals and objectives of the school come from a variety of sources, including state-appropriated funding (general funds); extramural research and service grants and contracts; and clinical revenue from the International Travel Medicine office. The SPHIS has sole authority for and maintains control of a separate operating budget of $9,812,505 for Fiscal Year 2006. The following table illustrates the income and expenses for the school from Fiscal Years 2002-03 through 2005-06. SPHIS income and expenses for FY 2005-06 are estimated.

| Table IV-1: SPHIS Income and Expenses, FY 2002-03 through 2005-06 |
|-----------------|-----------------|-----------------|-----------------|
| **Income**      | 2002-03         | 2003-04         | 2004-05         | 2005-06         |
| General Funds   | 2,303,267       | 2,637,829       | 3,547,300       | 3,619,980       |
| Grants and Contracts | 2,271,122       | 3,998,424       | 3,585,066       | 4,120,317       |
| Other           | 623,044         | 1,245,109       | 746,994         | 1,457,653       |
| Miscellaneous   | 0               | 0               | 0               | 614,555         |
| **TOTAL**       | 5,197,433       | 7,881,362       | 7,879,360       | 9,812,505       |

| Salaries and Wages | 2,221,067       | 3,407,230       | 4,010,832       | 5,076,318       |
| Employee Benefits | 396,197         | 607,104         | 727,886         | 1,091,408       |
| Supplies / Equipment | 661,493         | 857,642         | 953,963         | 780,690         |
| Operating Grants | 1,427,584       | 2,427,015       | 1,833,764       | 2,556,149       |
| Graduate Students | 363,040         | 305,038         | 277,441         | 307,940         |
| **TOTAL**       | 5,069,381       | 7,604,029       | 7,803,886       | 9,812,505       |

The state general funds are subject to a state-mandated, state-funded increase each year, which is reflected in this increased funding source from 2002 through 2006. The grants and contracts funding reflects a mixture of federal and non-federal grants and contracts. Included in this mixture were grants from the Centers for Disease Control and Prevention (CDC) and the Health Resources and Services Administration (HRSA) to support activities in the Center for the Deterrence of Biowarfare and Bioterrorism (CDBB). The funding category of “other” includes “carryover” funds from the previous fiscal year (unspent revenue), one-time state or University funds (i.e. to offset recruitment of faculty costs) and salary support contracts. The column “miscellaneous” in FY06 represents a total of funding we are expecting from the Executive Vice President for Health Affairs and the University Provost office, to offset the cost of increased student population in the SPHIS, among other expected increased costs for FY06.
The source of this funding has not yet been determined (i.e. increased general funds or reallocated tuition) and discussions about this are currently underway.

One of our mandates is to establish a solid base of alumni and friends of the school, from which we will solicit gifts and donations. Capital fundraising discussions will be under way in Fiscal Year 2006-07 under the approval and guidance of the university’s Planning and Development Office. It is our intention to use these funds to provide additional student scholarships and establish endowed lectureships, workshops, etc. to promote our schools mission and goals.

2. A concise statement or chart concerning faculty resources, showing number and percent time of faculty by program area and computing a student faculty ratio for each and for the school as a whole. (FTE faculty and FTE student numbers should be used and these should be consistent with FTE faculty and student numbers presented in sections VIII and IX.)

Table IV-2 shows FTE faculty, FTE students and student faculty ratio for the MPH program. Since the fall semester 2005 is the first for the MPH program, only 2005-06 data and a goal student faculty ratio for 2008 is provided. Please note that a goal for the student faculty ratio was established based on benchmark institutions\(^1\) and does not apply to specific degree programs but rather to the school as a whole (Table IV-5).

Both FTE students and FTE faculty were calculated using internal data. Clinical Research and Statistical Training (CREST) Program students (ECIS) are registered as full-time on the basis of programmatic requirements (eight hours), but are classified as part-time due to Graduate School guidelines (nine hours). For that reason, Student FTE is calculated as follows: full-time students are considered 1.0 FTE, part-time non-CREST students are considered 0.5 FTE, and CREST students are considered .9 FTE. Faculty FTE is based upon actual percentage appointment with SPHIS.

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>FTE Students</th>
<th>FTE Faculty</th>
<th>Student Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td>2005-06</td>
<td>23.5</td>
<td>30.94</td>
<td>.76 to 1</td>
</tr>
</tbody>
</table>

Tables IV-3 and IV-4 show FTE faculty and students and student faculty ratios for the Biostatistics – Decision Science (BDS) and Epidemiology and Clinical Investigation Sciences (ECIS) programs over the last three years. BDS includes the MSPH and the PhD degree programs. ECIS includes the MSc and PhD degree programs. Student FTE are based upon data provided by Institutional Research and Planning (IRP), while internal data were used to calculate FTE faculty. FTE faculty for BDS and ECIS include both SPHIS and non-SPHIS faculty who taught in those programs. Non-SPHIS faculty FTE were calculated at .0533 per credit hour taught and .010 for student advising.

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>FTE Students</th>
<th>FTE Faculty</th>
<th>Student Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDS</td>
<td>2002-03</td>
<td>11.5</td>
<td>5.2132</td>
<td>2.21 to 1</td>
</tr>
<tr>
<td></td>
<td>2003-04</td>
<td>14.5</td>
<td>4.2132</td>
<td>3.44 to 1</td>
</tr>
<tr>
<td></td>
<td>2004-05</td>
<td>15</td>
<td>5.7132</td>
<td>2.63 to 1</td>
</tr>
</tbody>
</table>

\(^1\) Benchmark institutions considered include the University of Illinois at Chicago, the University of South Carolina, the University of South Florida, the University of Alabama at Birmingham and the University of Pittsburgh.
Table IV-4: FTE Faculty and Students and Student Faculty Ratio by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>FTE Students</th>
<th>FTE Faculty</th>
<th>Student Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIS</td>
<td>2002-03</td>
<td>40</td>
<td>4.0256</td>
<td>9.94 to 1</td>
</tr>
<tr>
<td></td>
<td>2003-04</td>
<td>43.5</td>
<td>4.0126</td>
<td>10.84 to 1</td>
</tr>
<tr>
<td></td>
<td>2004-05</td>
<td>45.7</td>
<td>4.8627</td>
<td>9.39 to 1</td>
</tr>
</tbody>
</table>

Table IV-5 shows FTE faculty and students and student faculty ratio for the school as a whole for academic years 2002-03, 2003-04 and 2004-05. Also included are goal student faculty ratios for 2008. Student numbers are based upon data provided by the university’s Office of Institutional Research and Planning (IRP), while internal data were used to calculate FTE faculty.

Table IV-5: FTE Faculty and Students and Student Faculty Ratio by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Year</th>
<th>FTE Students</th>
<th>FTE Faculty</th>
<th>Student Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPHIS</td>
<td>2002-03</td>
<td>55.5</td>
<td>10.6</td>
<td>5.24 to 1</td>
</tr>
<tr>
<td></td>
<td>2003-04</td>
<td>64</td>
<td>12.1</td>
<td>5.29 to 1</td>
</tr>
<tr>
<td></td>
<td>2004-05</td>
<td>68.2</td>
<td>17.07</td>
<td>3.99 to 1</td>
</tr>
<tr>
<td>Goal 2008</td>
<td></td>
<td></td>
<td></td>
<td>4.5-6.5 to 1</td>
</tr>
</tbody>
</table>

In addition to the faculty counted in the calculation above, the SPHIS has 13 open faculty recruitments as of September 2005. The additional faculty will provide enhanced teaching resources as well as research opportunities for the school.

3. A concise statement or chart concerning the availability of other personnel (administration and staff).

The school operates under a centralized business management style in which personnel administration, purchasing activity and fiscal processing are performed by personnel in the dean’s office for all five departments. Information Technology oversight for the school is performed centrally at the unit level, in cooperation with university-wide information technology resources. Two professional research staffers are employed centrally as support for the Center for Deterrence of Biowarfare and Bioterrorism and its grant activity.

Table IV-6 shows the allocation of FTE staff by program area, as of the fall semester, 2005. All numbers are based upon internal data. Program areas are as follows. Classified employees are support staff who are paid on an hourly basis and usually assigned clerical/administrative duties. Professional staff are salaried employees who are usually assigned to mid-level administrative/academic positions. Research staff are salaried employees assigned to contract and grant research activities such as data analysis. Technical staff are employees who are assigned to information technology-related projects. Finally, administrative staff are professional employees assigned to the dean’s office to perform centralized business functions.

Each department has at least one classified staff member who provides administrative/clerical support to the chair and faculty of the department. Both BB and ECIS employ master’s level, non-faculty professionals as statisticians and epidemiologic researchers.
Table IV-6: Allocation of FTE Staff by Program Area (July 1, 2005)

<table>
<thead>
<tr>
<th>Staff Category</th>
<th>BB</th>
<th>EOHS</th>
<th>ECIS</th>
<th>HKCS</th>
<th>HMSS</th>
<th>Admin</th>
<th>Travel Clinic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Research</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Technical</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Administrative</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td>4</td>
<td>31</td>
</tr>
</tbody>
</table>

4. A concise statement or chart concerning amount of space available to the school by purpose (offices, classrooms, common space for student use, etc.) by program and location.

The school currently occupies approximately 21,600 gross square feet on the fourth floor of the K Wing on the Health Sciences Center (HSC). Included in this space are a computer lab (1,052 square feet) and a large conference room (817 square feet), both of which may be used as classrooms. A floor plan outlining the space allocation is included in Appendix IV-1.

SPHIS maintains an International Travel Clinic, located two blocks north of our current HSC location. This office provides a service to international travelers by providing a “one-stop” place for them to obtain immunizations, counseling, US State Department advisories and CDC-based health alerts about the countries they will be visiting. This three-exam-room office has 1,198 square feet and is operated five days per week.

In spring 2005, the Kentucky state legislature approved funding for the purchase of a 36,500 gross square foot building on the HSC to be used both to house the school and to provide office space for the Director of the Louisville Metro Health Department (LMHD) and his administrative staff. In addition to his responsibilities at the LMHD, the Director maintains a full-time faculty appointment with the school. There is much excitement about expanding collaborative efforts between SPHIS and LMHD in the areas of education, service and research. The close proximity of LMHD, which will be located across the street from the new office, is conducive to expanded opportunities for our students, faculty and staff members.

A variety of teaching facilities are also available at the HSC. These facilities are shared by the U of L Schools of Dentistry, Nursing, Medicine and Public Health and Information Sciences. These rooms are scheduled by request through the room scheduler on this campus. Types of rooms are as follows: standard classrooms (22), lecture halls (3), auditoriums (2), problem based learning rooms (36), unit labs (12) and seminar/conference rooms (6). Room capacities range in size from 8 in a seminar or problem based learning room to 450 students in our large auditorium. Instructional support in the form of technology is installed in most rooms or is readily available by request. All classrooms have network connectivity installed.

5. A concise statement or floor plan concerning laboratory space, including kind, quantity and special features or special equipment.

Currently, two ECIS faculty members maintain laboratory space, including a 690-square-foot lab and 95-square-foot office, in the Medical Dental Research (MDR) Building. In addition, a faculty member from the Department of Environmental and Occupational Health Sciences (EOHS) collaborates closely with a research team from the School of Medicine and shares lab space in the Jewish Hospital Cardiovascular Research Center.

As SPHIS grows to include additional researchers who require dedicated laboratory facilities, requests will be submitted to the Office of Planning and Budget for the allocation of space. All requests for HSC lab space must be approved by the Assistant Vice President for Health Affairs.

6. A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.

In order to remain on the cutting edge of technology, SPHIS employs a full-time technology and facilities manager who, working closely with U of L Information Technology (IT), supports the academic technology mission of the school. The school has a Service Level Agreement in place for all computers to be
supported by the IT Desktop Support group. Faculty, students and staff may call the IT helpdesk with any computer problem and a technician will be assigned to investigate and resolve the issue.

Every faculty and staff member in the school has immediate access to at least one personal computer. Please see Appendix IV-2 for hardware specifications. The school has also established a three-year PC replacement program for all faculty, staff and lab computers to keep up with continual advances in desktop computing. In addition, the school offers laptops and projectors for short-term loan to faculty, students and staff. There is also a portable Polycom (video conferencing) system and an Audience Response System (ARS) available for use. The full SPHIS Technology Loan List is available as Appendix IV-3.

The school provides, through the Microsoft Campus Agreement, Windows 2000 or XP, Office Suite, Visio, Project, Publisher and FrontPage for all faculty, staff and lab computers. The university supplies the GroupWise email application and Symantec's Norton anti-virus. Faculty and staff can download PKzip, FTP software, Shockwave player and check their available disk space through Norton Application Launcher (NAL). Licenses for specialized software such as SPSS and SAS may be purchased through U of L IT Software Resales at academic pricing.

The school supports the Computer Training and Testing Lab (CTTL) in the K Wing, containing 20 desktop workstation PCs and one instructor PC, located in a controlled access room. All PCs are equipped with software available through the Microsoft Campus Agreement, GroupWise, Norton Anti-Virus, SPSS, R program, Stat Exact, Treeage, Data, NCSS, S-Plus, Vector NTI and EpiInfo. In addition, the university has implemented wireless network access to augment the 100 MB access throughout the K Wing and in major areas throughout the HSC.

Students may also utilize the IT Computing Center, located in the neighboring B (“Instructional”) Building. The Computing Center is equipped with 30 workstations containing much of the same software that the CTTL has. The Kornhauser Health Sciences Library also has a computing center and study areas that are accessible to faculty, students and staff.

7. A concise statement of library/information resources available for school use.

The U of L Libraries system (http://library.louisville.edu/) consists of the Margaret M. Bridwell Art Library; William F. Ekstrom Main Library; Laura Kersey Library of Engineering, Physical Science & Technology; Kornhauser Health Sciences Library; Law School Library; Dwight Anderson Memorial Music Library and the University Archives and Records Center. The six academic libraries contain more than 1.95 million volumes and more than 24,000 serials.

The Kornhauser Health Sciences Library (http://library.louisville.edu/kornhauser/), located on the HSC, has a wide selection of resources to support graduate programs in public health. Kornhauser resources alone include more than 3,800 current journal subscriptions. Of these, more than 1,800 are available electronically from office or home to anyone with a U of L affiliation. We also have more than 80,000 books to support the instructional, clinical and research initiatives of the HSC. Kornhauser currently holds 205 subscriptions to journals specifically on public health topics, including more than 100 electronically accessible titles. The Kornhauser holdings include 80 percent of the public health titles analyzed for Science Citation Index. Kornhauser subscribes to a wide range of bibliographic databases ranging from broad coverage like Medline (via Ovid) and Web of Knowledge to more focused resources like Communication Abstracts and Current Index to Statistics. In addition, U of L Libraries has launched a new service that will make research using databases and online indexes easier -- Findit@UofL. Clicking on the button from online databases accessed through the library portal will display a list of all possible full-text options.

The book collection contains nearly 1,200 titles classified specifically as public health, in addition to many in other classifications related to this highly interdisciplinary field. Kornhauser regularly receives, through an approval plan with its book vendor, most of the newer materials in the subject areas involved. Library staff will consider acquiring any specific books or journal subscriptions that are needed. The interlibrary loan services can rapidly locate and deliver materials from the other U of L Libraries and from libraries all over the United States and beyond.
Kornhauser also offers extensive reference assistance for formulating online search strategies, validating citations, locating materials not owned by this library, or any other research assistance that might be needed. Library staff members offer instruction in information management and in using library resources to individuals or in a group setting.

8. A concise statement identifying field experience sites used during the last three years.

Students in the MPH degree program at SPHIS will complete field placements at a variety of organizations and entities throughout the region. Those placements range from project assistance at the local health department to several community organizations, both non-profit and for-profit. Please see Section V.B.3 for additional information regarding field placement sites.

Students in the Department of Bioinformatics and Biostatistics have completed field placements with the Louisville Metro Health Department, the U of L Brown Cancer Center and U of L Department of Surgery.

9. A concise statement describing other community resources available for instruction, research and service, indicating those where formal agreements exist.

The school recognizes the importance of strategic community partnerships in support of its mission of research, teaching and service.

The school has developed a strong relationship with the merged Louisville Metro government, in particular, the Louisville Metro Health Department (LMHD). As mentioned previously, the Director of LMHD maintains a full-time appointment with the school, specifically as an associate professor in the Department of Health Management and Systems Sciences, and maintains an office both at LMHD and SPHIS. When SPHIS moves to its new location (across the street from LMHD), the Director and his staff will move full-time to the new location. A working group has formed to foster joint research activities through SPHIS and LMHD and to build sustainable partnerships with existing groups in our community. SPHIS has also begun identifying service learning activities it can offer to its graduate students in LMHD (e.g. a project to determine the feasibility of a smoking ban in Louisville Metro area).

Additionally, plans are underway to have a formal contract with Metro government at the level of the Mayor’s Office for student field placement sites. Professional relationships and agreements with other placement sites are being developed locally, as well as statewide, to enrich the students’ experiences in urban and rural sites. Additionally, the SPHIS has interfaced with other merged government agencies in its work with a West End neighborhood air quality workgroup.

Other community and business partners include: the Kentucky Department for Public Health, Cabinet for Health and Family Services, Kentucky Hospital Association, Jefferson County Public Schools, West Jefferson County Community Task Force, United Auto Workers (UAW), Ford Motor Company and Louisville Gas & Electric. Ford and UAW have established relationships with Humana, General Electric and Yum! Foods, which might be used for future projects.

For information regarding current community-based research and service activities, please see Sections VI.2 and VII.2, respectively.

10. Identification of outcome measures by which the school may judge the adequacy of its resources, along with data regarding the school's performance against those measures over the last three years. As a minimum, the school must provide data on student-to-faculty ratio by program, institutional expenditures per full-time-equivalent student, and research dollars per full-time equivalent faculty.

The school uses the SPHIS Unit Scorecard (Appendix I-1) and the following outcome measures to judge the adequacy of its resources.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional expenditures per FTE student</td>
<td>$91,340</td>
<td>$118,812</td>
<td>$114,426</td>
<td>$16,000</td>
</tr>
<tr>
<td>Research dollars per full-time equivalent faculty</td>
<td>$214,257</td>
<td>$330,448</td>
<td>$210,021</td>
<td>$200,000</td>
</tr>
</tbody>
</table>

Institutional expenditures per FTE student was calculated by dividing total expenses for each year (Table
IV-1) by FTE students (Table IV-5). Research dollars per full-time equivalent faculty was calculated by dividing the grants and contracts income (Table IV-1) by FTE faculty (Table IV-5). The FTE student and faculty numbers were the same as used to calculate student to faculty ratios. Goals for 2008 were established based on benchmark institutions (see Section IV.2).

In addition, as SPHIS is a school of public health and information sciences, it is important to provide employees with an adequate level of technological resources. Table IV-8 shows the amount of technology expenditures per fiscal year (July 1, 2002 through June 30, 2005), along with FTE employees and technology expenditures per FTE employee. As benchmark data for this measure were unavailable, the goal for 2008 is based on past performance and the need to allocate funds appropriately.

<table>
<thead>
<tr>
<th>Table IV-8: Technology Expenditures per FTE Employee (July 1, 2002 through June 30, 2005)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Employees</td>
</tr>
<tr>
<td>Technology Expenditures</td>
</tr>
<tr>
<td>Technology Expenditures per FTE Employee</td>
</tr>
</tbody>
</table>

11. Assessment of the extent to which this criterion is met.

This criterion is fully met. The school has an established and clearly defined budget, specified faculty resources, adequate administrative personnel and sufficient space for current operations and plans for expansion. Computer, laboratory and library resources for faculty, students and staff are adequate. Field experiences will be further described as the initial MPH class advances through the curriculum. Community resources are deemed sufficient and outcome measures for adequacy of resources are in place.
INSTRUCTIONAL PROGRAMS

Criterion V.A.: The school shall offer programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters degree 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.

The areas of knowledge basic to public health include:

1. **Biostatistics** – collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis.

2. **Epidemiology** – distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health.

3. **Environmental health sciences** – environmental factors including biological, physical and chemical factors which affect the health of a community;

4. **Health services administration** – planning, organization, administration, management, evaluation and policy analysis of health programs; and

5. **Social and behavioral sciences** – concepts and methods of social and behavioral sciences relevant to the identification and the solution of public health problems.

The vision and mission of SPHIS expand the traditional concept of public health and point to similarly expanded concepts of the traditional academic departments in a school of public health and how they represent the five areas of public health knowledge. Table V-1 illustrates the mapping between the traditional areas, the areas of concentration in the MPH degree program and the school’s departments.

**Table V-1: Mapping between Areas of Knowledge, Areas of Concentration and Departments**

<table>
<thead>
<tr>
<th>Area of Knowledge</th>
<th>Area of MPH Concentration</th>
<th>SPHIS Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>biostatistics</td>
<td>biostatistics</td>
<td>Bioinformatics and Biostatistics</td>
</tr>
<tr>
<td>epidemiology</td>
<td>epidemiology</td>
<td>Epidemiology and Clinical Investigation Sciences</td>
</tr>
<tr>
<td>environmental health sciences</td>
<td>environmental and occupational health</td>
<td>Environmental and Occupational Health Sciences</td>
</tr>
<tr>
<td>health services administration</td>
<td>health management</td>
<td>Health Management and Systems Sciences</td>
</tr>
<tr>
<td>social and behavioral sciences</td>
<td>health behavior and cognition</td>
<td>Health Knowledge and Cognitive Sciences</td>
</tr>
</tbody>
</table>

The expansions of the department names reflect the recognition of the expanded idea of public health under which the school was founded, especially the recognition of the important role that health information sciences have in the public’s health.

- Bioinformatics includes activities in genomics, proteomics, metabolomics, computational biology and health research informatics, all of which are taking more prominent roles in public health.
- Clinical investigation sciences address the population studies needed to provide a scientific basis for both clinical and public health interventions and a framework for efforts such as community-based participatory research.
- Health management in today’s social, political and economic environment requires even more powerful tools and approaches for dealing with planning, policy and administration. Systems sciences provide these needs with network science (especially social network theory) and complexity science (and chaos theory) for addressing non-linear problems with non-linear techniques.
- Health education and promotion are essential interventions in public health, but their design and effectiveness are largely dependent on information (knowledge) and cognition on the part of individuals who comprise the population. Understanding how health behaviors and decisions are formed, maintained and impacted is necessary to more effectively and economically target...
interventions. Health behavior and cognition includes these using the techniques and perspectives of health education and promotion.

The school offers five degree programs, two of which also offer joint degrees. The degree programs are:

- MPH, with concentrations in each of the five core disciplines
- MSPH in Biostatistics-Decision Science (and a joint MSPH and PhD in Applied Mathematics)
- MSc/MSPH in Epidemiology and Clinical Investigation Sciences (and a joint MSc/MSPH and MD)
- PhD in Biostatistics-Decision Science
- PhD in Epidemiology and Clinical Investigation Sciences

At the present time there are no joint degrees with the MPH degree.

The following abbreviations are used in this entire section.
- BB, Department of Bioinformatics and Biostatistics
- ECIS, Department of Epidemiology and Clinical Investigation Sciences
- EOHS, Department of Environmental and Occupational Health Sciences
- HKCS, Department of Health Knowledge and Cognitive Sciences
- HMSS, Department of Health Management and Systems Sciences

Documentation Expected

1. Identification in matrix form of all of the school's degree programs, including undergraduate degrees if any, showing the areas of specialization possible and distinguishing between those considered by the school to be professional degrees and those considered to be academic degrees. If the school offers degrees in a nontraditional format, these must be included in the matrix and identified as nontraditional.

SPHIS has five degree programs, all of which are approved by the Graduate School, presented in Table V-2. Two of the programs include joint degrees. All programs are in a traditional format. In Table V-2, “Hours” is the number of credit-hours required for the degree, “Unit” lists the academic unit in which the program resides, “Type” lists whether the program is professional (“Prof.”) or academic (“Acad.”) and “Ref.” gives the abbreviation used for the program in this section.
**Table V-2: Degree Matrix**

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Hours</th>
<th>Unit</th>
<th>Type</th>
<th>Ref.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td>45</td>
<td>SPHIS</td>
<td>Prof.</td>
<td>MPH</td>
</tr>
<tr>
<td>Concentrations in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biostatistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Epidemiology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental and Occupational Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Behavior and Cognition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSPH in Biostatistics-Decision Science</td>
<td>36</td>
<td>BB</td>
<td>Acad.</td>
<td>MSPH/BDS</td>
</tr>
<tr>
<td>Concentrations in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biostatistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint MSPH in Biostatistics-Decision Science and PhD in Applied Mathematics</td>
<td>36</td>
<td>BB and Math</td>
<td>Acad.</td>
<td>MSPH/BDS</td>
</tr>
<tr>
<td>MSc/MSPH in Epidemiology and Clinical Investigation Sciences</td>
<td>30</td>
<td>ECIS</td>
<td>Acad.</td>
<td>MSc/ECIS</td>
</tr>
<tr>
<td>Joint MSc/MSPH in Epidemiology and Clinical Investigation Sciences and MD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD in Biostatistics-Decision Science</td>
<td>48</td>
<td>BB</td>
<td>Acad.</td>
<td>PhD/BDS</td>
</tr>
<tr>
<td>Concentrations in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biostatistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD in Epidemiology and Clinical Investigation Sciences</td>
<td>48</td>
<td>ECIS</td>
<td>Acad.</td>
<td>PhD/ECIS</td>
</tr>
<tr>
<td>Concentrations in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translational Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Services and Outcomes Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **The school bulletin or other official publication, which describes all curricula offered by the school for all degree programs.**

The official school catalog can be found in Appendix II-3. The publication contains descriptions about each degree program outlined in V.A.1, as well as additional information concerning students, such as important contact information, university schedules and general graduate student information.

3. **Assessment of the extent to which this criterion is met.**

This criterion is fully met. The degrees offered by the school are presented in matrix form and the school catalog is provided as an appendix.
Criterion V.B.: Each professional degree program identified in V.A., as a minimum, shall assure that each student a) develops an understanding of the areas of knowledge which are basic to public health, b) acquires skills and experience in the application of basic public health concepts and of specialty knowledge to the solution of community health problems, and c) demonstrates integration of knowledge through a culminating experience.

At the present time, the school offers one professional degree program, the MPH (Table V-2). The MPH curriculum combines courses to master the traditional areas of public health knowledge, courses to master specialized knowledge in an area of concentration, a practicum to apply knowledge in real-world situations and a four-semester course aimed at integrating all aspects of the student's experience.

Expected Documentation

1. Identification of the means by which the school assures that all professional degree students have a broad understanding of 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.

Through the MPH curriculum, students gain an understanding of the theories and techniques that underlie the five basic areas of public health knowledge. Our curriculum encourages students to critically question what they are taught and how they think, how to integrate ideas and disciplines, and how to work collectively in team learning situations. Four advanced courses are required in each concentration, building on the core public health courses. Beyond the classroom and field experiences, the student is encouraged to attend public health grand rounds, offered once each month by faculty members and focusing on core areas of the discipline.

All students in the MPH program are required to complete 45 credit hours of instruction over two years of full time study or four to five years of part-time study. The program curricula are outlined below. A complete outline of the curricula can be found in Appendix V-1.

Table V-3: Full-Time MPH Curriculum

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1 (hrs)</th>
<th>Semester 2 (hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Epidemiology (3)</td>
<td>Environmental Health (3)</td>
</tr>
<tr>
<td></td>
<td>Biostatistics I (3)</td>
<td>Biostatistics II (3)</td>
</tr>
<tr>
<td></td>
<td>Health Management (3)</td>
<td>Health Behavior (3)</td>
</tr>
<tr>
<td></td>
<td>Issues in Public Health (2)</td>
<td>Issues in Public Health (2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Semester 1 (hrs)</th>
<th>Semester 2 (hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concentration course (3)</td>
<td>Concentration course (3)</td>
</tr>
<tr>
<td></td>
<td>Concentration course (3)</td>
<td>Concentration course (3)</td>
</tr>
<tr>
<td></td>
<td>Practicum (3)</td>
<td>Practicum (3)</td>
</tr>
<tr>
<td></td>
<td>Issues in Public Health (2)</td>
<td>Issues in Public Health (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integration (1)</td>
</tr>
</tbody>
</table>
Table V-4: Part-Time MPH Curriculum

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1 (hrs)</th>
<th>Biostatistics I (3)</th>
<th>Issues in Public Health (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Semester 2 (hrs)</td>
<td>Biostatistics II (3)</td>
<td>Issues in Public Health (2)</td>
</tr>
<tr>
<td>Year 2</td>
<td>Semester 1 (hrs)</td>
<td>Epidemiology (3)</td>
<td>Health Management (3)</td>
</tr>
<tr>
<td>Year 3</td>
<td>Semester 1 (hrs)</td>
<td>Concentration course (3)</td>
<td>Issues in Public Health (2)</td>
</tr>
<tr>
<td></td>
<td>Semester 2 (hrs)</td>
<td>Concentration course (3)</td>
<td>Issues in Public Health (2)</td>
</tr>
<tr>
<td>Year 4</td>
<td>Semester 1 (hrs)</td>
<td>Concentration course (3)</td>
<td>Issues in Public Health (2)</td>
</tr>
<tr>
<td></td>
<td>Either: Concentration course (3)</td>
<td>OR</td>
<td>Practicum (3)</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>Practicum (6)</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>Semester 1 (hrs)</td>
<td>Remaining requirements (if any)</td>
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</tr>
<tr>
<td>Semester 2 (hrs)</td>
<td>Remaining requirements (if any)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Core Curriculum

All students must complete a core curriculum of 18 credit hours that includes courses within the five areas of basic public health knowledge: biostatistics (two courses), epidemiology, environmental and occupational health, health management and health behavior. A complete listing of core courses is given in Appendix V-1, and course descriptions are available in the school catalog, Appendix II-3.

Prior to beginning the concentration portion of the curriculum, students must successfully pass all core courses and the first two Issues in Public Health courses (see below). They must also gain admission into one of the five departments for concentrated study in one of the five basic areas. (See IX.A.6 for department-specific admission policies and procedures).

Concentration Curriculum

The concentration portion of our program begins the practical application of the theory presented in the core curriculum and includes courses chiefly determined by the student's concentration offered by one of the five departments. Students also begin the field work portion of the degree program in this part of the curriculum. A complete listing of concentration courses is given in Appendix V-1, and course descriptions are available in the school catalog, Appendix II-3.

ELPH Project (Experiential Learning in Public Health)

The ELPH project is a collection of four related portions of the curriculum that focus on student-driven learning-by-doing, specifically including work in the community. The four parts of the ELPH project are Issues in Public Health, student portfolio, practicum experience and Integrating Learning and Experience in Public Health. Together these represent one-third of the credit-hours in the MPH curriculum plus the portfolio, which is developed separately by the student from for-credit coursework. The ELPH project is the culminating experience for the MPH degree program (see V.B.4).

Issues in Public Health

Issues in Public Health ("Issues") consists of four different instances of a single course (titled Issues in Public Health). Students are required to take each of the four instances. Issues is a trans-disciplinary course designed to integrate what students learned via other coursework and experiences and the application of those lessons to the broader scope of public health. It is a seminar-styled, team learning.
course that addresses relevant public health issues and associated concepts. It is designed to allow students to critically consider issues in public health that are not fully covered in other core courses. The Issues course requires students to take both HIPAA (Health Insurance Portability Accountability Act of 1996) and IRB (Institutional Review Board for protection of human subjects) online training courses.

The Issues course also introduces students to the eight newly defined areas of public health focus, as outlined in the Institute of Medicine’s 2004 report “Who Will Keep the Public Healthy?:” informatics, genomics, communication, cultural competency, community-based participatory research, global health, health policy and law and ethics. These topics will be covered through theoretical presentation and practical application. Students will cover these topics, in addition to numerous others, through lectures, team activities and projects, reflective writings and oral presentations. This course’s syllabus, as well as all others, can be found in the Resource File.

Due to the expansive nature of the topics addressed and the longitudinal course design, this course spans the entire degree program curriculum. It is taken in each of four semesters, counting as four separate courses, totaling eight hours of credit.

**Student Portfolio**

An essential component of the MPH curriculum is the student portfolio, whose primary purpose is to document the student’s progress toward and attainment of the MPH program learning objectives. Each student presents his or her portfolio to a different review committee each semester. If the student does not demonstrate acceptable progress, he or she will work with the MPH program staff on remediation. The student must produce an acceptable portfolio in order to complete the MPH degree requirements. Student portfolios are discussed in more detail in Section V.D.1.

**The Practicum**

The hallmark of the second year is the student practicum experience. Discussed fully in V.B.2, the practicum is designed to provide students field experience. It is an integral portion of the degree program and serves as our chief example of the practice of public health.

The practicum can be completed in one or both semesters of the second year, determined by requirements of the student’s concentration. The practicum is a 260 contact-hour project

**Integrating Learning and Experience in Public Health**

The Integrating Learning and Experience in Public Health (“Integration”) course is, in addition to the concentration, a requirement all students must complete. The Integration course serves as independent learning linked to the practicum. The Integration course is taken during the last semester of the curriculum, typically concurrently with the practicum. The requirements of the course are a paper, poster, oral presentation covering all or significant parts of the student’s practicum experience.

2. **Description of the school’s policies and procedures regarding practice placements, including criteria for selection of sites, methods for approving preceptors, approaches for faculty supervision and methods of assessment of students.**

**Process Overview**

The policies and procedures for practice placement sites (also called student practicum sites) are determined by several people: the program director (Dr. David Tollerud), the associate program director (Dr. Peter Walton), the program coordinator (LaTonia Peters, MPH) and department faculty. The program coordinator works closely with students and departments in setting forth the procedures for conducting practice work. The program coordinator also serves as the administrative repository for all documentation pertaining to practice placements. We are currently developing a practicum handbook that will contain the information needed by students, faculty and practice sites for all aspects of identifying, approving and signing up a practice site; doing and supervising the work; and evaluating the work, the student, the site and the experience. A copy of the practicum handbook will be available in the resource file.
Site Selection Criteria and Approval of Preceptor

Students are expected to seek out and identify their practice sites from a database of previous and potential practice sites (under development), in concert with departmental faculty, the program coordinator and other students. Potential sites are identified in two ways: by organizations requesting to be practice sites and identification of organizations by the school’s newly formed practice site working group. Potential sites are vetted by the working group and the MPH program personnel on several characteristics, including appropriateness for public health experience and having an internal champion and one or more qualified, potential site preceptors prepared to undergo mandatory orientation and training.

Selection of a practice site involves not just identifying a site but finding a preceptor and obtaining the organization’s agreement on being a site and on the proposed project. Both the practice site and site preceptor must be approved by the student’s project advisor (department faculty) and department chair. Preceptor approval is based in part on the following: previous, similar experience with students; years of experience and responsibility within the organization; and ability to assist the student to complete deliverables.

We will host a mandatory orientation for students, faculty and site preceptors prior to the initiation of the practice placement work. The orientation will take place the semester before students are expected to be going into their practice placement sites to work. The orientation will cover details about developing and modifying learning contracts; expectations for students, project advisors and site preceptors; project teams; student assessment; types of projects and deliverables; HIPAA and IRB issues; and other pertinent topics.

Learning Contract

Critically important to the practice placement work is the development and execution of the learning contract. The learning contract serves to outline what the student will be working on (what the project actually is), what the student must complete during their work at the organization (the deliverables), project participants and their responsibilities and any other items asked for by the site/organization. The learning contract is completed in conjunction with the student, the project advisor and the site preceptor. Once agreed upon, the student is required to submit a copy of the learning contract to his or her project team and the program coordinator.

Faculty and Site Supervision

All students will have faculty supervision from the initiation to the completion of practice work through a project team. The project team consists of the student, the project advisor and the site preceptor. The student is responsible for forming his or her own respective project team and all items pertaining to it, meeting schedules, agendas, progress notes, etc. The project advisor will be in the department corresponding to the student’s concentration and is responsible for ensuring that the student meets all deliverables. Furthermore, the project advisor will ensure that appropriate connections between concentration-specific public health theory and practice are made via identified objectives. The site preceptor is the employee of the site organization that will be working most directly with the student in the completion of the project.

Student Assessment

The learning contract will serve as the chief method for assessing student work. Completing all portions of the learning contract is essential for a successful student outcome. The project advisor and site preceptor will develop an assessment of the student’s progress and work midway through the practicum and again at the end. They will review these evaluations with the student and submit them to the MPH program coordinator. The final assessment will include the student’s grade for the practicum (A, B, or F).

In an effort to aid student success and growth throughout the practice placement work, the Issues course will have several, non-graded practicum workshops during each semester for students to reflect on and share their experiences. Possible topics of discussion include: working at their placement site; working with their site preceptor; and completing their various projects. Our intent is to create a protected time for cross talk that will add tremendously to students’ growth and development as public health practitioners and will encourage interdisciplinary work and communication.
3. **Identification of agencies and preceptors used for formal practice placement experiences for students, by program area, over the last three years.**

The inaugural MPH class started in the fall of 2005, so we do not have prior experience in practice placement. The local public health department is projected to be the primary agency for practice placement experiences for our MPH students at this time. Having our students at the local health department answers the call for schools of public health to develop stronger ties with local health departments. It also strengthens workforce development by increasing trained public health professionals working within local health departments.

Our future plans are to offer practice placement sites in not only the local health department but also in a broad array of other health and health-related agencies, non-governmental and governmental organizations and for-profit and not for-profit community organizations. As discussed in the previous section, a new working group has been formed to recommend new placement sites.

4. **Identification of the culminating experience required for each 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 program.**

The culminating experience for the MPH program is the successful completion of the ELPH project, comprising Issues in Public Health, student portfolio, practicum and Integration course (discussed in V.B.1).

The following graphic illustrates the sequence and timing of the components of the ELPH project.

<table>
<thead>
<tr>
<th>ELPH Component</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues in Public Health</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Portfolio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio accepted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration Course</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Paper</td>
<td></td>
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</tr>
<tr>
<td>Poster</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
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</tr>
</tbody>
</table>

To successfully complete the ELPH project, the student must:

- pass all sections of Issues in Public Health (V.B.1);
- successfully complete the practicum (V.B.2);
- compile an accepted student portfolio (V.D.1)
- write and submit a paper discussing the practicum;
- construct and submit a poster showcasing the work done for the organization in the practicum; and
- make an oral presentation of the practicum, its results and other pertinent information.

5. **Assessment of the extent to which this criterion is met.**

This criterion is partially met. We are in the first semester of our first class in the MPH program, so we do not have experience with the curriculum. The ELPH project and its components have been designed but only the first Issues course has been implemented. In addition we have not gone through a cycle of practicum site selection, placement and execution. We believe we will be able to implement these items fully as students enter into the field practicum.
Criterion V.C.: For each program and area of specialization within each program identified in Criterion V.A., there shall be clear learning objectives.

Expected Documentation

1. Identification of a set of learning objectives for each program of study identified in the matrix for V.A. If individualized learning objectives are used, identification of a sample set that is typical of each program of study and that can be verified through on-site inspection.

In conjunction with traditional course work, each degree program at SPHIS has learning objectives that will be met either through field placement activities whenever appropriate or by thesis/dissertation work.

MPH

The MPH Program is designed to prepare students for the practice of public health for today and the future. The program emphasizes knowledge and skill acquisition, community experience and collaborative activities. With supervision by the faculty, students are responsible for arranging many of their own learning experiences, including their practica, portfolios and community projects. The program aims to have graduates ready to assume existing public health roles and to grow into new roles as needs emerge.

The learning objectives are organized into two sections: core and concentration-specific. Within the core section, learning objectives are grouped by understanding, competency, approach and behavior. We are in the process of mapping the learning objectives to courses in the curriculum and to public health competencies. The mappings will be completed in early 2006 and available in the resource file.

Core Learning Objectives

Understanding: Public health knowledge and techniques
- Demonstrate understanding and application of:
  - Basic theories and techniques in public health.
  - Analysis, interpretation and presentation of public health data.
  - Determinants of health in a population.
  - Global health and how it factors in national, state and local levels.
  - Significant public health initiatives, such as the Healthy People 2010 project and expanded areas of competency and activity needed in public health.

Competency: Public health practice
- Demonstrate practice and competency in:
  - Community experience in public health-related activities.
  - Involving the community in identifying and prioritizing its health concerns.
  - Planning and implementing public health initiatives, including organizing and managing required resources.

Approach: Ethics and Values
- Demonstrate understanding and application of:
  - Approaches to the practice of public health, protecting the public’s health and the concept of health.
  - High ethical standards in all professional activities.
  - Personal philosophy and values for practicing public health.
  - Addressing issues in health equity, social justice and environmental justice.

Behavior: Personal and Professional Development
- Demonstrate:
  - Critical thinking and innovative problem solving.
  - Collaborative leadership and transdisciplinary perspective.
  - Communicating effectively in writing and speaking.
  - Understanding one’s strengths and weaknesses and how they can influence one’s professional effectiveness.
  - Giving and taking constructive criticism.
  - Working both independently and as part of a team, including taking the lead when appropriate.
Basic project management and team building techniques.

Concentration-Specific Learning Objectives

Biostatistics Concentration
- Demonstrate use of standard statistical software to analyze health data.
- Analyze moderately complex health data using methods involving common linear statistical models.
- Participate in the design, analysis and reporting of health data.
- Accurately interpret and analyze statistical content in the health literature.

Environmental and Occupational Health Concentration
- Demonstrate knowledge and critical analysis of theories, techniques and applications in the following areas:
  - Major sources of environmental and occupational health hazards
  - Mechanisms of illness and injury for environmental and occupational factors
  - Major health problems with an environmental component
  - Regulation and legislation of environmental health hazards
  - Environmental and occupational health policies
  - Environmental and occupational health risk assessment
- Demonstrate application of knowledge in one or more of the above areas in a real-world, public health setting.

Epidemiology Concentration
- Demonstrate understanding and application of:
  - Natural histories and impacts of major chronic, infectious and degenerative diseases.
  - Data needs and analytic methods for determining standard epidemiological measures.
  - Sources of bias in epidemiological investigations.
  - Major determinants of incidence, transmission, prevalence, progression and distribution of common diseases.

Health Behavior and Cognition Concentration
- Demonstrate knowledge and critical analysis of theories, techniques and applications in the following areas:
  - Health behavior and health-related risk analysis
  - Health knowledge seeking and utilization
  - Health cognition
  - Health decision making
  - Health communication and education
  - Community health promotion (including program planning, evaluation and policy advocacy)
- Demonstrate application of knowledge in one or more of the above areas in a real-world, public health setting.

Health Management Concentration
- Demonstrate knowledge and critical analysis of theories, techniques and applications in the following areas:
  - Health organization and financial management
  - Health access, quality and cost
  - Health law and ethics
  - Health transaction cost economics
  - Complex adaptive systems and health management
  - Health legislation and policy
- Demonstrate application of knowledge in one or more of the above areas in a real-world, public health setting.

MSPH in Biostatistics – Decision Sciences (MSPH/BDS)

MSPH/BDS — concentration-specific learning objectives: Biostatistics

At the end of this program, students will have demonstrated the ability to:
• Read, interpret and evaluate for appropriateness the biostatistics content of scientific and biomedical journal articles.
• Analyze moderately complex research data using statistical methods involving common linear statistical models
• Assist researchers in planning research studies, proposing and evaluating statistical methods and computing power analyses.
• Write statistical methods section for grant proposals, clinical trial protocols and journal articles.
• Manage data using spreadsheet and database software.
• Use standard statistical and graphics computer packages including SAS and Microsoft Excel
• Keep abreast of statistical methods literature to evaluate and utilize new statistical methods.

**MSPH/BDS — concentration-specific learning objectives: Decision Science**

At the end of this program, students will have demonstrated the ability to:
• Read and critically evaluate decisions analyses published in the literature.
• Provide consultation with researchers and decision makers about decision analysis methods, problems and results.
• Perform decision analysis using the most appropriate of several techniques to solve problems, including the understanding and application of decision analysis software packages.
• Understand current theories of decision making and their application.
• Understand and apply the concepts of public health and information sciences to clinical decision making and decision analysis.
• Communicate the results of decision analysis and other clinical research to decision makers, peers and to the community through written and oral presentations and publications.

**MSc/MSPH in Epidemiology: Clinical Investigational Sciences (MSc/ECIS)**

**MSc/ECIS — concentration-specific learning objectives: Epidemiology and Clinical Investigational Sciences**

At the end of this program, students will have demonstrated the ability to:
• Identify an important clinical research question and state it as a testable hypothesis.
• Design a research protocol in collaboration with other clinical research professionals to test the research hypothesis;
• Operationalize key constructs and create a sound data collection and management protocol.
• Manage the preparation of all materials, including Informed Consent Forms, for submission to an IRB.
• Assemble and manage a multidisciplinary team of clinical research professionals who collect, monitor, manage and analyze the data.
• Communicate study results to professional and lay audiences through effective oral and written communication.

**PhD in Biostatistics – Decision Sciences (PhD/BDS)**

**PhD/BDS — concentration-specific learning objectives: Biostatistics**

As for students receiving MSPH with a concentration in Biostatistics, plus:
• Thoroughly understand the broad discipline of biostatistics, including its theoretical underpinnings, its history of development, current applications and areas of active inquiry.
• Demonstrate understanding of advanced biostatistical operations.
• Demonstrate ability to conduct independent research.
• Advance the field of biostatistics through original research.

**PhD/BDS — concentration-specific learning objectives: Decision Science**

As for students receiving MSPH with a concentration in Decision Science, plus:
• Thoroughly understand the broad discipline of decision science including its theoretical underpinnings, its history of development, current applications and areas of active inquiry.
• Advance the field of decision science through original research.
• Teach, advise and mentor the next generation of decision science professionals.
PhD in Epidemiology: Clinical Investigational Sciences (PhD/ECIS)

PhD/ECIS — concentration-specific learning objectives: Health Services and Outcomes Research

At the end of this program, students will have demonstrated the ability to:

• Perform definitive assessments of existing health outcomes measurement instruments in order to advise whether their use is appropriate to studies under consideration
• Develop customized instruments for outcomes assessment when existing indicators are inadequate and to defend their superiority using appropriate quantitative measures
• Create assessments of health services delivery through quantitative econometric techniques such as cost-benefit, cost-effectiveness and decision analysis
• Mentor future doctoral students in the process of performing the preceding activities independently.

PhD/ECIS — concentration-specific learning objectives: Translational Research

At the end of this program, students will have demonstrated the ability to:

• Lead a multidisciplinary team of professionals engaged in all aspects of research at the cutting edge of biomedical science (i.e., Phase I to Phase III clinical trials).
• Design research protocols that test the newest basic science knowledge in the clinical care of patients (i.e., ‘bench to bedside’) and protocols that test clinical science questions about the care of patients in the laboratory (i.e., ‘bedside to bench’).
• Teach, advise and mentor the next generation of PhD candidates.

2. A description of the manner in which learning objectives are developed, used and made available to students.

Program directors of each program of study work through an iterative process with their respective department faculty and staff to generate learning objectives. Current trends in field work, future directions of the public health field and academic requirements influence the development of the objectives. Once those objectives are developed, they are submitted to the school’s Curriculum Committee. The Committee reviews those objectives and provides advice and suggestions as needed. Upon completion of any suggested changes or additions, the learning objectives are approved by the Committee and submitted to the Office of the Dean. After review by the Dean’s Executive Committee, the learning objectives are sent to the Faculty Forum for approval.

Finalized learning objectives are used to assure that coursework in the relevant degree program addresses each of these targeted measures.

Program learning objectives are distributed to students upon entry into the degree program and are achieved through course work, student field work and experiences.

3. A description of the manner in which the school periodically assesses the changing needs of public health practice and uses this information to establish the learning objectives for its educational programs.

The school Curriculum Committee is responsible for keeping abreast of developments in public health practice, as well as assessments of how learning objectives coincide with those developments. For the MPH program, the program director, along with the program coordinator, seeks to ensure that students receive update-to-date information in their coursework.

Once each year, the Curriculum Committee reviews in detail each degree program in the school, with special attention to its learning objectives and how they are mapped to the courses. Faculty in each program contribute to keeping their program’s learning objectives current through experience gained from service and consulting projects, research projects, professional meetings and organizations, keeping up with the literature, informal discussions with networks of colleagues and other means.

Changing needs of public health practice are also obtained from close working relationships with the local and state health departments and the school’s Community Advisory Board and from the following less formal sources:

• Students engaged at the field practicum sites;
• Community site preceptors;
• Community, non-profit and for-profit organizations;
• Alumni of our degree programs; and
• The greater university, as applicable.

Specific assessments of current practices and policies are performed in conjunction with the strategic evaluation planning process (see Section X). The school’s Community Advisory Board and Council of Chairs and Deans will be involved in this annual process. Both groups are covered in Section III and aid in informing program directors and others of the current trends and topics in the field of public health and related areas of interest.

4. **Assessment of the extent to which this criterion is met.**

This criterion is partially met. While we have clear learning objectives established for each degree program, the learning objectives and processes for maintaining them have not been in place long enough for us to feel fully comfortable with their success and application. We believe we need at least two additional years (including the graduation of our first MPH class) to achieve a better understanding of these critical issues.
Criterion V.D.: There shall be procedures for assessing and documenting the extent to which each student has attained these specified learning objectives and determining readiness for a public health practice or research career, as appropriate to the particular degree.

Expected Documentation

1. Description of the procedures used for monitoring and evaluating student progress in meeting stated learning objectives.

Students in the various degree programs are monitored and evaluated on a continuing basis. For the professional degree, students are expected to demonstrate achievement of learning objectives using individual portfolios. A student’s portfolio may include course grades. For the academic degrees, successful completion of courses serves as a first-line method for assessment. This is augmented by completion of a major project, documentation and presentation that vary slightly from academic program to academic program.

MPH

The MPH program is developing an electronic portfolio methodology for monitoring and assessing progress toward achieving the program’s learning objectives presented in Section V.C.1. The portfolio technology will be available by the end of the fall 2005 semester and will be part of the university’s Blackboard system. Prior to this, we worked with the university’s College of Education and Human Development, which has been using an electronic portfolio system for several years.

The student’s portfolio will not only allow measuring attainment of learning objectives but will also provide demonstrable evidence to prospective employers of the student’s skills and abilities in public health knowledge and its applications. The tie between portfolio and learning objectives was created keeping in mind the work on competencies by the Council on Linkages between Academia and Public Health Practice and by the Association of Schools of Public Health.

The student will be responsible for structuring and filling his or her portfolio with materials according to how the student determines he or she can demonstrate progress toward and eventual attainment of each learning objective. A portfolio may include grades, papers, drawings, letters, pictures, video clips and most other media formats for information.

Each semester the student will present to a portfolio review committee his or her portfolio and how the portfolio shows movement toward or achievement of some or all of the learning objectives. The portfolio review committees are drawn from a pool of instructors in the MPH program, all of whom have had training on using and evaluating portfolios. Members of each committee vary with each cycle to allow for multiple perspectives. The student signs up for a portfolio review timeslot without knowing the members of the committee. The MPH program office, the personnel of which are also instructors in the MPH program, is responsible for oversight of all review committees, for remediation and appeals and for serving as the master review committee.

In the first three cycles, each near the end of a semester, the student’s portfolio review committee will offer comments and suggestions to aid the student in further development and presentation of his or her portfolio. If the committee determines that adequate progress is not being made, the committee will so inform the student and the MPH program office, which will work with the student on remediation.

The final review cycle will occur near the completion of the student’s MPH curriculum and will result in a recommendation from the review committee to the MPH program director to accept the portfolio as having demonstrated achievement of the learning objectives or not. Each rejected portfolio will be reviewed by the MPH program office with the student to determine remediation steps. (An accepted portfolio is required for graduation.) A sample of accepted portfolios will also be reviewed by the MPH program office for quality assurance purposes. In addition a student whose portfolio has been rejected may appeal the decision, which will result in an additional review cycle by the master review committee.

MSPH/BDS

The learning objectives for the MSPH in Biostatistics-Decision Science are embedded in the learning objectives for coursework, thesis and oral presentation, each of which is structured to address several learning objectives. Achievement of the learning objectives is demonstrated by successfully meeting the
requirements for the degree. At this time, there is no formal mapping between detailed learning objectives for the courses and more global ones for the program. Students in the MSPH/BDS program are required to write a thesis and make an oral presentation of the thesis, except for MSPH students also enrolled in the PhD program. Working with his or her faculty course advisor, the student selects a thesis topic (or courses if in the PhD program) that will meet the student’s interests and demonstrate achievement of learning objectives.

MSc/ECIS

The learning objectives for the MSc/MSPH in Epidemiology and Clinical Investigation Sciences are also contained in the objectives for coursework, writing project and oral presentation. The student must prepare and present a grant application suitable for submission to a funding agency, a paper suitable for submission to a peer-reviewed journal, or a formal thesis. Demonstration of achieving the program’s learning objectives is done by successfully completing the degree requirements.

PhD/BDS and PhD/ECIS

The learning objectives for both the PhD in Biostatistics-Decision Science and the PhD in Epidemiology and Clinical Investigation Sciences are represented by the requirements for the degree. In addition to coursework, these requirements include a qualifying examination, preparation of a dissertation and oral defense of the dissertation. The PhD/BDS program also requires the student to provide services in the department’s Statistical Consulting Center and to lead and present two research seminars. Achievement of each program’s learning objectives is demonstrated by successfully meeting the requirements for the respective degree.

2. 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.

At the present time, there are no certification or equivalent methods for evaluating student achievement in the disciplines for our degree programs, with the one exception of the Certified Health Education Specialist (CHES) exam that applies to one concentration in the MPH program. As these certification methods become more generally available, we will adopt them. At present, all degree programs in our school utilize the same outcome measures for student achievement. These are as follows:

- Degree completion (graduation) rate – Upon enrollment, students fall into cohorts depending on their expected graduation date. In addition students are required by the Graduate School to complete their degrees within six years after enrollment. Our goal is at least 80% for each cohort over a six-year periods.
- Employment rate – Graduates of the school should be able to find discipline-related employment within twelve months after graduation. Our goal is at least 80% employment.
- Graduate satisfaction – Graduates will be surveyed to assess whether they felt adequately prepared for their first job after graduation. Our goal is at least 80% satisfaction with preparedness.
- Employer satisfaction – Initial employers of our graduates will be surveyed to assess whether they felt the graduates were adequately prepared for the jobs they were hired for. Our goal is at least 70% satisfaction.
- Scholarly papers, presentations, posters and grants submitted or awarded – Students will be monitored and graduates will be surveyed for these events. Our goals are for at least 10% of students to achieve this goal while earning their degrees and at least 20% of graduates during a three-year period after graduation.
- CHES exam success rate – MPH students and graduates with a concentration in health behavior and cognition may choose to take the CHES examination. Our goal is for at least 90% of those who take the CHES exam to pass it on the first attempt.

We have data to calculate graduation rates over the past three years, presented and discussed below. At this time, however, we do not have data needed to calculate the other measures. We are working with the university’s contract survey company, Deyta Systems, LLC, to develop and execute annual questionnaires to all students and graduates. The questionnaires will be designed to collect data for determining the outcome measures listed above, except for employer satisfaction, which will be dealt with
using a separate survey sent to employers identified by graduates. Surveys by the university are conducted in the late spring or early summer of each year.

The following table presents the data we currently have, which are cumulative for the past three years and are for the three program areas rather than each degree program. We are working on analyzing our data to determine graduation rates for each student cohort by its expected graduation date. We expect to have this completed by the end of 2005.

Table V-5: Graduation Data

<table>
<thead>
<tr>
<th>Group</th>
<th>MPH</th>
<th>BDS</th>
<th>ECIS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>0</td>
<td>8</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Transfers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Active students</td>
<td>25</td>
<td>21</td>
<td>52</td>
<td>98</td>
</tr>
<tr>
<td>Inactive students</td>
<td>0</td>
<td>6</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>No longer in program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Using these data, our graduation rate in the six-year window is 100% for the BDS program and for the ECIS program. However, we have no data for the MPH program since we are in our first year of this program. The graduation rate for the BDS and ECIS programs is not unexpected since we are a new school that has not been in existence for the six years mandated for completing a degree. The large number of inactive students is mostly due to the CREST component of the ECIS program, which is aimed at training clinicians in clinical research. Clinicians often have demands on their time that prevent them from taking a course each semester.

3. If the outcome measures selected by the school do not include degree completion rates and job placement rates, then data for these two additional indicators must be provided, including experiential data over the last three years. If degree completion rates, in the normal time period for degree completion, are less than 80 percent, an explanation must be provided. If job placement rates, within 12 months following award of the degree, are less than 80 percent, an explanation must be provided.

Not applicable.

4. Assessment of the extent to which this criterion is met.

This criterion is partially met. While we have met the letter of each of the subcriteria for this criterion, we do not have sufficient experience to be justified in stating that we meet this criterion. We believe we have partially met the criterion by having established procedures and measures but need more experience to assess the application and success of these procedures and measures.
Criterion V.E.: If the school also offers curricula for academic degrees, then students pursuing them shall have the opportunity and be encouraged to acquire an understanding of public health problems and a generic public health education. These curricula shall cover as much basic public health knowledge as is essential for meeting their stated learning objectives.

Expected Documentation

1. Identification of all academic degree programs, by degree and area of specialization. The matrix in V.A. may be referenced for this purpose.

The matrix in V.A.1 lists all academic degree programs, which are the following:
- MSPH in Biostatistics-Decision Science
- MSc/MSPH in Epidemiology and Clinical Investigation Sciences
- PhD in Biostatistics-Decision Science
- PhD in Epidemiology and Clinical Investigation Sciences

2. Identification of the means by which the school assures that students in research curricula have the opportunities and are encouraged to 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 program.

In defining public health broadly as population health, all students have equal opportunity and access to acquire public health experience. In particular, students within academic degree programs have public health coursework embedded into their respective curricula. Students are encouraged to take additional public health courses as electives.

Moreover, all of our students have equal access to participate in school-wide activities. Participation in public health grand grounds, student organizations like the Kentucky Public Health Association/U of L Student Chapter and other student activities like National Public Health Week are open to all students. These activities provide an opportunity to orient students in research programs to the practice of public health.

3. 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 program.

With several academic degree programs offered at SPHIS, each degree program within its respective department has a specific experience that serves as the culmination of a student’s matriculation. The culminating experience for each program is identified below.

**MSPH/BDS**

Students will make presentations during the department's seminar/journal club course and are required to complete a thesis and an oral presentation at the end of coursework.

**MSc/ECIS**

Students are required to complete one of the following and an oral presentation at the end of coursework: a formal thesis, a professional paper suitable for submission to a peer-reviewed journal, or a grant application suitable for submission to a funding agency.

**PhD/BDS**

Students are required to complete and orally defend a dissertation at the completion of their coursework.

**PhD/ECIS**

Students are required to complete and orally defend a dissertation at the completion of their coursework.
4. **Assessment of the extent to which this criterion is met.**

This criterion is fully met. As we grow in both faculty and course offerings, we will increase opportunities for students in academic degree programs to pursue and acquire understanding of the broadest possible range of public health issues.
Criterion V.F.: The school shall offer at least one doctoral degree, which is relevant to one of the five specified areas of basic public health knowledge.

Expected Documentation

1. Identification of all doctoral programs offered by the school, by degree and area of specialization. The matrix in V.A. may be referenced for this purpose. If the school is a new applicant and has no active doctoral program, a description of plans and a timetable for offering a doctoral program must be presented, with university documentation supporting the school’s estimate.

The matrix in V.A.1 lists all doctoral degree programs. The Department of BB offers a PhD program with concentrations in decision science and in biostatistics. The Department of ECIS offers a PhD program with concentrations in translational research and in health services and outcomes research.

2. Assessment of the extent to which this criterion is met.

This criterion is fully met. Additional PhD programs are being planned for implementation within the next two years.
Criterion V.G.: 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.

Expected Documentation

1. **Identification of joint degree programs offered by the school and a description of the requirements for each.**

   The matrix in V.A.1 lists all joint degree programs. There is no joint degree program with the professional (MPH) degree at this time.

2. **Assessment of the extent to which this criterion is met.**

   This criterion is not applicable at the current time.
Criterion V.H.: If the school offers degree programs using nontraditional formats or methods, these programs must a) be consistent with the mission of the school and within the school's established area 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 nontraditional 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 teaching and learning methodologies and to systematically use this information to stimulate program improvements.

Expected Documentation

1. Identification of all degree programs that are offered in a nontraditional format, 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 matrix in V.A. may be referenced for this purpose.

Not applicable. While a few individual courses are offered online in response to a mandate from the Kentucky Council on Postsecondary Education (CPE), SPHIS offer no degree program in a nontraditional format at the present time.

2. Description of the nontraditional 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 traditional degree programs and the manner in which it evaluates the educational outcomes, as well as the format and methodologies.

Not applicable.

3. Assessment of the extent to which this criterion is met.

This criterion is not applicable at the current time.
RESEARCH

Criterion VI: 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.

The faculty, staff and students of SPHIS recognize the importance of research as one of the three traditional missions of higher education and as a means of protecting and improving the public’s health. As our mission statement articulates: “We create knowledge by seeking new discoveries and understanding through scientific exploration. We communicate our findings.”

Documentation Expected

1. A description of the school’s research activities, including policies, procedures and practices that support research and scholarly activities.

All U of L research activities are governed by the policies and procedures established by the university’s Office of the Senior Vice President for Research (OSVPR). In addition, SPHIS establishes school-wide policies and procedures to regulate, improve and encourage the research efforts of faculty, staff and students.

U of L

The mission of the OSVPR (http://research.louisville.edu) is “to promote and support research, scholarship, and creative activities; to assist faculty and staff in obtaining intramural and extramural support; to serve as an advocate for the value of research in an educational setting; to enhance the vitality of campus-based research; and to encourage its use to enrich education, enhance technology transfer and serve the community.”

The OSVPR oversees the offices of Sponsored Programs Development, Grants Management, Industry Contracts, Technology Development, the Research Integrity Program and the Human Subjects Protection Program. The Offices of Grants Management and Industry Contracts are primarily responsible for proposal review and approval and post-award management of sponsored programs. Full descriptions of the services offered through these offices are available at http://research.louisville.edu/resources-handbook/chapter01.htm.

Selected policies established by the OSVPR include those affecting the following:

- Conflicts of Financial Interest in Research: The university has established policies and procedures regarding oversight of both individual and institutional financial interests in research. In accordance with the highest standards of integrity and in compliance with legal, professional, ethical and other requirements that promote objectivity and protect against financial conflicts of interest in research, the university will identify possible financial conflicts of interest in research, whether apparent or real, and provide mechanisms for their management, reduction, or elimination. The “Policy and Procedures for Oversight of Individual Financial Interests in Research” document is available at http://www.ori.louisville.edu/Policies/COI_PnP.pdf; The “Policy and Procedures for Oversight of Institutional Financial Interests in Research” document is available at http://www.ori.louisville.edu/Policies/ICOI_PnP.pdf.
- Proposal Clearance Requirement: All grants and contracts requesting extramural funding by full or part-time faculty, staff and students of U of L that represent academic responsibilities of any of the individuals listed as Applicants, and regardless of performance site, must be cleared by Research Administration. The policy statement on sponsored research is available at http://research.louisville.edu/p-and-p/proposal-clearance-require.htm.
- Support for ongoing research activities through the OSVPR is provided by the Research Incentive Fund (RIF). Under the RIF program, 10% of recovered indirect costs of grants are returned to principal investigators, 10% are returned to department chairs of PIs and 10% are returned to recognized centers within the university. By so doing, productivity in research is recognized and critical ongoing research activity is sustained. The policy regarding the Individual Research

- **Research Misconduct:** The “University of Louisville Policy and Procedures for Responding to Allegations of Research Misconduct,” are available at [http://www.ori.louisville.edu/Policies/Misconduct_PnP.pdf](http://www.ori.louisville.edu/Policies/Misconduct_PnP.pdf), establishes a framework of methods and principles for assessing and conducting inquiries and investigations regarding allegations or incidents of research misconduct, defined as fabrication, falsification, plagiarism or other practices that seriously deviate from those that are commonly accepted within the scientific community in proposing, performing and reviewing research, or in reporting research results.

- **Roles and Responsibilities for Research:** The OSVPR maintains a matrix of the roles and responsibilities expected of researchers, departments, units and university administration (including the OSVPR). This matrix is available at [http://research.louisville.edu/res-handbook/distributed-research-matrix.xls](http://research.louisville.edu/res-handbook/distributed-research-matrix.xls).

- **Scientific or Scholarly Merit:** In order to protect the rights and welfare of human subjects involved in research, all proposed research activities involving human subjects must be reviewed for scientific merit prior to initiation. The “Policy for Review of Research for Scientific or Scholarly Merit” is available at [http://www.ori.louisville.edu/Policies/Policy%20for%20Review%20for%20Scientific-Scholarly%20Merit%203-25-04.pdf](http://www.ori.louisville.edu/Policies/Policy%20for%20Review%20for%20Scientific-Scholarly%20Merit%203-25-04.pdf).

If violations of the above referenced policies occur, the university is prepared to respond with appropriate sanctions, as outlined in “Sanctions for Violations of University of Louisville Research Policies,” available at [http://www.ori.louisville.edu/Policies/Sanctions%20for%20Violations%20of%20University%20of%20Louisville%20Research%20Policies.pdf](http://www.ori.louisville.edu/Policies/Sanctions%20for%20Violations%20of%20University%20of%20Louisville%20Research%20Policies.pdf).

Faculty and staff are encouraged to take advantage of resources provided by the OSVPR, including access to the Sponsored Programs Information Network, Grant Advisor Plus, the Grants Resource Center (GRC) and ResearchResearch. The Sponsored Programs Information Network is a database of over 6,000 programs from both the public and private sectors that provide funding for research and special projects across a wide variety of subject areas. The Grant Advisor Plus is an on-line information service for research administrators and faculty in higher education. It provides monthly newsletters, searchable listings of grant and fellowship opportunities and a list of program deadlines by subject area for institutions and faculty. The Grants Resource Center (GRC) offers a full range of services, including the tracking of both public and private resources and the latest sponsored programs news and information. ResearchResearch is one of the world’s leading publishers of news and information for the international research community, providing three interlinked, searchable databases Other sponsored programs development services provided by Offices of the SVPR include grants writing workshops, legislative updates; one-on-one assistance; proposal editing and proofreading; coordination of multi-investigator proposals; and copying service for grant and contract proposals.

In addition to the services described above, the Office of the President offers intramural grants for researchers. Types of awards include Multidisciplinary Research Grants (MRG), Vice President for Research Undergraduate Research Scholar Grants (URS), Project Completion Grants (PCG), Research Initiation Grants (RIG), Research on Women Grants (ROW) and Undergraduate Research Grants (URG). For additional information on intramural grant opportunities, please see the resource file.

**SPhIS**

The newly constituted SPhIS Research Committee, chaired by the Associate Dean for Public Health, consists of the five department chairs, the Director of Administration and the Research Grants Coordinator. The committee is in the process of creating school-specific policies and procedures to address our evolving needs. Policies developed so far involve investigator compliance with research training, faculty consultation on sponsored programs and the establishment of monthly research incubation seminars to foster collaboration within the school and the larger university.

A service office to deal specifically with research has been established and will be formalized as the school continues to grow. Currently, the Research Grants Coordinator is available to assist investigators...
with proposal development and processing. This individual also reviews all outgoing research proposals with SPHIS collaboration and is the primary point of contact with the Offices of Grants Management and Industry Contracts (described below). This individual is a member of the National Council of University Research Administrators (NCURA) and has attended national conferences such as the NCURA national meeting and the National Institutes of Health (NIH) Regional Seminar on Program Funding and Grants Management.

As a service to university and community researchers, the Department of Bioinformatics and Biostatistics has established the Statistical Consulting Center (StCC), which provides fee-for-service consulting. StCC services include: extensive research into applications of statistical methodology; data management, including design of data collection instruments, data storage device set-up and testing and data manipulation prior to analysis; data analysis, including power and sample size calculation, statistical modeling, hypothesis testing, estimation and plot generation; and technical writing for grants and protocols, journal articles and summary reports.

Additionally, the director of the Clinical Research, Epidemiology and Statistical Training (CREST) program serves in a liaison role with the University of Louisville Hospital’s General Clinical Research Center. In this capacity, the director is able to facilitate development and implementation of clinical research proposals from university-based investigators.

SPHIS encourages collaboration with the activities of state and local agencies in a variety of settings. These relationships encourage the development of innovative research projects in public health and health information sciences. A greater description of these partnerships is provided in VI.B.2.

A spectrum of strategies and objectives support the research activities of the school. These will be discussed in relationship to the research-related objectives outlined in Section I. The SPHIS seeks to:

- Acquire one new research position per year from university administration. As a rapidly expanding academic unit at the U of L, SPHIS looks to the university to provide endowments, new salary lines and other startup funds required to achieve the target level of full-time faculty within the specified timeline.
- Provide funding to support travel to national meetings to present papers and further research networking. The provision of such support to new faculty who are productively engaged in research but who may not have sufficient independent support to travel to important regional and national meetings is critical to their development and to the recognition of the institution. Funding for such activities will be provided through the dean’s office to the department chairs, through the Research Incentive Fund (RIF) process described above.
- Increase the number of published articles, books, book chapters and presentations by 10% per year. Evidence of scholarly activity is critical to the success of all faculty members as well as to the appropriate recognition of SPHIS and the university. Academic publications are expected to keep pace with the expansion of the faculty at an anticipated rate of 10% per year.
- Increase total extramural funding by 10% per year. In addition to the essential support provided by the university, extramural funding from federal, state and non-governmental organization-based grants and contracts is critical to funding faculty salaries and supporting the research mission. Expansion of such extramural support is expected to be commensurate with the rate of faculty growth of approximately 10% annually. This will assure that average grant funding per faculty member will be maintained at its current level of approximately $200,000.
- Hold monthly research incubation meetings to encourage faculty, staff and student involvement in collaborative research activities. These seminars were initiated in July 2005 to foster informal interaction with the entire U of L research community by the faculty, staff and students of the school. Such a forum promotes collegiality and awareness of research activities and interests and invites participation by all interested parties who may contribute meaningfully to planned or ongoing research.
2. A description of current community-based research activities and/or those undertaken in collaboration with health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

The SPHIS has developed a strong relationship with the Louisville Metro government, especially the Louisville Metro Health Department (LMHD). A joint working group has formed to foster community-based research through SPHIS and LMHD and to build lasting partnerships with existing groups in our community. (For a roster, please see the resource file.) Additionally, the SPHIS has interfaced with other metro government agencies in its work with a west end area air quality workgroup.

More than half of our faculty members are collaborators on grants awarded to other units within the university. Almost all grants awarded to the SPHIS feature collaboration among SPHIS departments, as well as with other units or departments within the university.

Many SPHIS grant proposals featuring community group involvement have been submitted to federal agencies. Examples include:

- an NIEHS/EPA Environmental Justice grant that has been submitted with collaborators at the College of Education and Human Development (CEHD), the Kentucky Institute for the Environment and Sustainable Development, the School of Medicine, LMHD and the West Jefferson County Task Force in the Rubbertown area
- a proposed NHLBI grant on workplace interventions to address obesity and sedentary lifestyle, submitted by SPHIS with collaborators from CEHD, the School of Medicine, the Department of Family and Geriatric Medicine and the U of L Institute for Bioethics, Health Policy and Law

Additional community and business partners include the United Auto Workers (UAW), Ford, Swift Foods and Louisville Gas & Electric. The Ford-UAW partners have very strong relationships with Humana, General Electric and Yum! Foods and have offered to make introductions for future research projects. Both Humana and Yum! Foods have their national headquarters in Louisville.

The university additionally is involved with the Green City Project, a collaborative long-term project between Metro Louisville, the university and Jefferson County Public Schools (JCPS) to address environmental issues facing the region. The project has been formally approved by the Mayor, the JCPS Superintendent and the university’s president and will address three broad areas of environmental concerns: environmental education, environmental management and environmental health. The SPHIS and the LMHD are taking the lead in addressing environmental health initiatives, beginning with the creation of an environmental health registry for the region and increasing public education and access to health care for the escalating problem of asthma. The asthma initiative will include:

- improved patient and community asthma awareness and education
- increased monitoring of lung function to diagnose asthma prevalence
- improved access to and improved access of clinical care
- reduced exposure to environmental triggers
- improved coordination among schools, health care providers, insurers, community-based agencies, local health departments, parents and caregivers

JCPS already has initiated school-based education and audit programs to identify potential triggers of asthma. This effort is expected to expand to include Metro Government and U of L participation. To improve coordination among health care providers, an asthma center is envisioned to provide a central point for patients and parents to seek assistance.

Another unique aspect of this partnership involves the efforts between the SPHIS, JCPS and LMHD in improving immunization rates among children enrolled in the public school system. The complexities of this issue underscore the need to think broadly and seek resources that have not yet been included, for example, local insurance companies and Medicaid partners. This relationship enables the JCPS to have access to the specialized expertise and connections available through the SPHIS as well as the traditional health services provided through the LMHD. This blend of traditional with progressive systems has resulted in new opportunities for community-based research partnerships.
3. A list of current research activity, including amount and source of funds, over the last three years.

Table VI-1 shows those grants and contracts awarded to the university for which an SPHIS faculty or staff member served as principal investigator or project director and that were active between July 1, 2002 and June 30, 2005. Amount of funding listed in Table VI-1 is reflective of direct costs awarded by the sponsoring agency. Table VI-2 shows those grants and contracts with SPHIS collaboration over the same time period. These tables are based upon internal data. No dollar amount is listed for the grants and contracts of Table VI-2, as other units served as the primary recipient of the awards.
Table VI-1: Grants and Contracts Awarded to SPHIS, Active between July 1, 2002 and June 30, 2005 (Chronological by Start Date)

<table>
<thead>
<tr>
<th>Project Name</th>
<th>PI</th>
<th>Granting Agency</th>
<th>Begin</th>
<th>End</th>
<th>Direct Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical and Economic Effectiveness of a Technology Driven Heart Failure Monitoring System</td>
<td>Hornung CA</td>
<td>Health Care Financing Administration (HCFA)</td>
<td>09/20/00</td>
<td>09/19/05</td>
<td>$449,861</td>
</tr>
<tr>
<td>Clinical Research, Epidemiology and Statistics Training</td>
<td>Hornung CA</td>
<td>National Heart, Lung and Blood Institute (NHLBI)</td>
<td>09/30/00</td>
<td>08/31/05</td>
<td>$925,926</td>
</tr>
<tr>
<td>Claims-Based Surveillance to Identify Injury Precursors</td>
<td>Tollerud DJ</td>
<td>National Institute for Occupational Safety and Health (NIOSH)</td>
<td>04/01/02</td>
<td>09/30/03</td>
<td>$166,489</td>
</tr>
<tr>
<td>Work-Related Motor Vehicle Crashes</td>
<td>Tollerud DJ</td>
<td>NIOSH</td>
<td>04/01/02</td>
<td>09/29/04</td>
<td>$112,870</td>
</tr>
<tr>
<td>Best Practices Contracting 02-03</td>
<td>Morse JH</td>
<td>Cabinet for Health and Family Services (CHFS)</td>
<td>07/01/02</td>
<td>06/30/03</td>
<td>$90,901</td>
</tr>
<tr>
<td>Use and Support of a Smallpox Vaccination Registry</td>
<td>Esterhay RJ</td>
<td>CHFS</td>
<td>07/01/02</td>
<td>06/30/03</td>
<td>$98,300</td>
</tr>
<tr>
<td>Health Effects of Occupational Exposures in PGDP Workers</td>
<td>Tollerud DJ</td>
<td>NIOSH</td>
<td>07/15/02</td>
<td>07/14/05</td>
<td>$1,240,209</td>
</tr>
<tr>
<td>Center for the Deterrence of Biowarfare and Bioterrorism</td>
<td>Atlas RM</td>
<td>Centers for Disease Control and Prevention (CDC)</td>
<td>08/01/02</td>
<td>07/31/03</td>
<td>$1,483,480</td>
</tr>
<tr>
<td>Needs Assessment and Curriculum Development of Training and Education for Bioterrorism Preparedness</td>
<td>McKinney WP</td>
<td>Kentucky Department for Public Health (KDPH)</td>
<td>10/01/02</td>
<td>08/30/03</td>
<td>$54,708</td>
</tr>
<tr>
<td>UKRF/Kentucky Lung Cancer Research Program</td>
<td>Aldrich TE</td>
<td>University of Kentucky Research Foundation (UKRF)</td>
<td>01/01/03</td>
<td>06/30/04</td>
<td>$23,422</td>
</tr>
<tr>
<td>From Bench to Bedside: Introduction to Clinical Research</td>
<td>Hornung CA</td>
<td>NHLBI</td>
<td>06/30/03</td>
<td>05/30/08</td>
<td>$204,720</td>
</tr>
<tr>
<td>Use and Support of a Smallpox Vaccination Registry</td>
<td>Esterhay RJ</td>
<td>CHFS</td>
<td>07/01/03</td>
<td>06/30/04</td>
<td>$203,000</td>
</tr>
<tr>
<td>Lung Cancer in Kentucky - Environmental/Occupational Factor</td>
<td>Aldrich TE</td>
<td>Kentucky Lung Cancer Research Board</td>
<td>07/01/03</td>
<td>06/30/05</td>
<td>$180,825</td>
</tr>
<tr>
<td>Center for the Deterrence of Biowarfare and Bioterrorism</td>
<td>Atlas RM</td>
<td>CDC</td>
<td>08/01/03</td>
<td>07/31/04</td>
<td>$1,144,655</td>
</tr>
<tr>
<td>Preparing Health Professions to Respond to Bioterrorism</td>
<td>McKinney WP</td>
<td>Health Resources and Services Administration (HRSA)</td>
<td>09/30/03</td>
<td>08/30/05</td>
<td>$2,237,161</td>
</tr>
<tr>
<td>Prescription Drug Monitoring Pilot</td>
<td>Morse JH</td>
<td>Kentucky Governor's Office for Technology</td>
<td>10/01/03</td>
<td>06/30/04</td>
<td>$46,454</td>
</tr>
<tr>
<td>Evaluation of Public Health System Bioterrorism Preparedness</td>
<td>McKinney WP</td>
<td>UKRF/KDPH</td>
<td>10/01/03</td>
<td>08/30/04</td>
<td>$3,000</td>
</tr>
<tr>
<td>Health Care Access for the Low-Income Uninsured (Health Providers)</td>
<td>Esterhay RJ</td>
<td>CHFS</td>
<td>01/01/04</td>
<td>06/30/04</td>
<td>$68,182</td>
</tr>
<tr>
<td>Using Tetradic Network Theory to Understand and Design a Governance Technology for State/Regional Electronic Health Information Networks</td>
<td>Esterhay RJ</td>
<td>Kentucky Science and Engineering Foundation</td>
<td>06/01/04</td>
<td>05/31/06</td>
<td>$89,950</td>
</tr>
<tr>
<td>Data Linkage Study for Kentucky MCH Program</td>
<td>Esterhay RJ</td>
<td>CHFS</td>
<td>07/01/04</td>
<td>06/30/05</td>
<td>$87,000</td>
</tr>
<tr>
<td>Health Care Access for the Low-Income Uninsured</td>
<td>Esterhay RJ</td>
<td>CHFS</td>
<td>07/01/04</td>
<td>06/30/05</td>
<td>$95,000</td>
</tr>
<tr>
<td>Center for Deterrence of Biowarfare and Bioterrorism</td>
<td>Atlas RM</td>
<td>CDC</td>
<td>08/01/04</td>
<td>07/31/05</td>
<td>$1,399,447</td>
</tr>
<tr>
<td>UHC Medicare Advantage Operational Feasibility Assessment</td>
<td>Morse JH</td>
<td>University Health Care</td>
<td>09/01/04</td>
<td>06/30/05</td>
<td>$90,615</td>
</tr>
</tbody>
</table>

1 estimated
<table>
<thead>
<tr>
<th>Project Name</th>
<th>PI</th>
<th>Granting Agency</th>
<th>Begin</th>
<th>End</th>
<th>Direct Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home HF Care Comparing Patient Driven Technology Models</td>
<td>Hornung CA</td>
<td>Agency for Healthcare Research and Quality (AHRQ)</td>
<td>10/01/04</td>
<td>09/30/07</td>
<td>$223,269</td>
</tr>
<tr>
<td>M-05077712: DPH/U of L/Consultations</td>
<td>Esterhay RJ</td>
<td>CHFS</td>
<td>03/01/05</td>
<td>06/30/05</td>
<td>$31,070</td>
</tr>
<tr>
<td>Louisville Metro Electronic Health Surveillance Project</td>
<td>Walton PL</td>
<td>Kentucky Hospital Research &amp; Education Foundation (KHREF)</td>
<td>03/01/05</td>
<td>02/28/08</td>
<td>$66,579</td>
</tr>
<tr>
<td>Kentucky Bioterrorism Assessment Project</td>
<td>Esterhay RJ</td>
<td>KHREF</td>
<td>04/01/05</td>
<td>10/31/05</td>
<td>$135,425</td>
</tr>
<tr>
<td>M-05094171: Public Health - Univ. of Louisville</td>
<td>Clover RD</td>
<td>Kentucky Council on Postsecondary Education</td>
<td>04/01/05</td>
<td>06/30/06</td>
<td>$25,000</td>
</tr>
</tbody>
</table>
### Table VI-2: Grants and Contracts with SPHIS Collaboration, Active Between July 1, 2002 and June 30, 2005 (Chronological by Start Date)

<table>
<thead>
<tr>
<th>Project Name</th>
<th>PI</th>
<th>Granting Agency</th>
<th>Begin</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed Chimerism to Treat Sickle Cell Disease</td>
<td>Ildstad S</td>
<td>NHLBI</td>
<td>08/16/99</td>
<td>06/30/05</td>
</tr>
<tr>
<td>Informed Decision Making for Prostate Cancer Screening in Low Income and Underserved Men</td>
<td>Weinrich S</td>
<td>American Cancer Society (ACS)</td>
<td>01/01/01</td>
<td>12/31/03</td>
</tr>
<tr>
<td>Comprehensive Care for Women, Children, Youth and Families</td>
<td>Krigger K</td>
<td>HRSA</td>
<td>07/01/01</td>
<td>06/30/03</td>
</tr>
<tr>
<td>Model to Explain Differences in Incontinence Care Seeking</td>
<td>Heit M</td>
<td>National Institute of Child Health and Human Development (NICHD)</td>
<td>07/01/01</td>
<td>07/01/03</td>
</tr>
<tr>
<td>University of Louisville Primary Care Research Infrastructure</td>
<td>O'Brien J</td>
<td>HRSA</td>
<td>09/01/01</td>
<td>08/31/05</td>
</tr>
<tr>
<td>Behavioral intervention for depression in nursing homes</td>
<td>Meeks S</td>
<td>National Institute of Mental Health (NIMH)</td>
<td>04/01/02</td>
<td>03/31/05</td>
</tr>
<tr>
<td>Faculty Development Training in Primary Care</td>
<td>O'Brien J</td>
<td>HRSA</td>
<td>07/01/02</td>
<td>06/30/04</td>
</tr>
<tr>
<td>Safety and Efficacy of Exercise for Individuals with CHF</td>
<td>Swank A</td>
<td>NHLBI</td>
<td>08/01/02</td>
<td>07/31/05</td>
</tr>
<tr>
<td>Clinical Utility of Measuring Dead Regions</td>
<td>Preminger J</td>
<td>U of L School of Medicine Grant-In-Aid</td>
<td>09/01/02</td>
<td>08/31/03</td>
</tr>
<tr>
<td>Maternal Influenza Vaccine Outcomes Study</td>
<td>Gall S</td>
<td>American Association of Medical Colleges (AAMC)/CDC</td>
<td>09/01/02</td>
<td>08/31/03</td>
</tr>
<tr>
<td>Molecular Determinants of Developmental Defects</td>
<td>Greene R</td>
<td>National Cancer Institute (NCI)</td>
<td>09/01/02</td>
<td>08/31/07</td>
</tr>
<tr>
<td>Molecular Determinants of Developmental Defects</td>
<td>Greene R</td>
<td>NCI</td>
<td>09/01/02</td>
<td>08/31/07</td>
</tr>
<tr>
<td>Increasing Physical Activity Levels in Low Income Women</td>
<td>Speck B</td>
<td>National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK)</td>
<td>10/01/02</td>
<td>09/30/04</td>
</tr>
<tr>
<td>Efficacy of Group Aural Rehabilitation Programs</td>
<td>Preminger J</td>
<td>National Institute on Deafness and Other Communication Disorders (NIDCD)</td>
<td>05/01/03</td>
<td>04/30/06</td>
</tr>
<tr>
<td>Behavioral, Cognitive and Affective Responses to Lung Cancer Screening</td>
<td>Studts J</td>
<td>Kentucky Lung Cancer Research Board</td>
<td>07/01/03</td>
<td>06/30/05</td>
</tr>
<tr>
<td>Perinatal Loss and the Birth of a Subsequent Child</td>
<td>Armstrong D</td>
<td>National Institute of Nursing Research (NINR)</td>
<td>07/01/03</td>
<td>06/30/06</td>
</tr>
<tr>
<td>Effect of Rehabilitation on Rehabilitation of TKA</td>
<td>Topp R</td>
<td>NINR</td>
<td>08/01/03</td>
<td>04/30/07</td>
</tr>
<tr>
<td>Exercise Mode and Health Status Indices in the Elderly</td>
<td>Topp R</td>
<td>NINR</td>
<td>09/30/03</td>
<td>08/31/04</td>
</tr>
<tr>
<td>Arsenic Induced Mitotic Arrest Associated Apoptosis</td>
<td>States JC</td>
<td>National Institute of Environmental Health Sciences (NIEHS)</td>
<td>03/01/04</td>
<td>04/30/08</td>
</tr>
<tr>
<td>HPV DNA Self-Test</td>
<td>Edwards RP</td>
<td>James Graham Brown Cancer Center</td>
<td>04/01/04</td>
<td>12/31/04</td>
</tr>
<tr>
<td>Novel Imaging and Physiological Evaluation of Human SCI</td>
<td>Vitaz T</td>
<td>National Institute of Neurological Disorders and Stroke (NINDS)</td>
<td>07/01/04</td>
<td>06/30/09</td>
</tr>
<tr>
<td>Neuroendocrine and Testicular Mechanisms in Male Infertility</td>
<td>Winters S</td>
<td>Kentucky Experimental Program to Stimulate Competitive Research (EPSCoR)</td>
<td>04/01/05</td>
<td>03/31/06</td>
</tr>
<tr>
<td>Randomized Trial of Synthetic Versus Organic Allograft for Sacral Colpopexy in Women with Pelvic Organ Prolapse</td>
<td>Heit M</td>
<td>Mentor Corporation</td>
<td>06/00/02</td>
<td>10/00/03</td>
</tr>
</tbody>
</table>
4. 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 over the last three years.

Table VI-3 and VI-4 show objectives corresponding to SPHIS Goal 2, “build a public health and information science research enterprise.” These objectives will be the measures by which the school will evaluate the success of its research program. SPHIS scorecard data for 2002-03 are unavailable, as the process was not implemented until January 2003.

Table VI-3: Research Measures by Fiscal Year

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Actual 2003-04</th>
<th>Actual 2004-05</th>
<th>Goal 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing the number of grants and contracts awarded to 20 in 2008.</td>
<td>11</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Increasing the total dollar amounts of grants to $5,000,000 in 2008.</td>
<td>$2,787,467</td>
<td>$2,241,104</td>
<td>$5,000,000</td>
</tr>
<tr>
<td>Increasing the number of faculty on sponsored research to 22 in 2008.</td>
<td>12</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Increasing the number of students on funded research to 3 in 2008.</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

A full list of publications by SPHIS faculty and staff is available as Appendix VI-1.

Table VI-4: Research Measures by Calendar Year

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Actual 2003</th>
<th>Actual 2004</th>
<th>Goal 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing the total number of publications in refereed journals to 20 in 2008.</td>
<td>0</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Increasing the number of refereed presentations and/or papers sponsored by national or international organizations to 20 in 2008.</td>
<td>0</td>
<td>17</td>
<td>20</td>
</tr>
</tbody>
</table>

Additional measures include the following.

- Adding one new faculty research position per year (2004-2008) from university administration. The OSVPR provides partial funding for newly recruited researchers with established track records of securing extramural funding. This support was used to hire four new faculty in July 2005.
- Providing departmental funding for travel to national meetings to present papers and further research. The dean’s office has designated funding to support these needs. Additional funding may be provided at the discretion of the department.
- Holding monthly research incubation meetings to encourage faculty, staff and student involvement in collaborative research activities. Monthly research incubation meetings were begun in July 2005.

The school will provide provisional data for 2005-06 in the next iteration of this document.

Over the period of July 1, 2002 through June 30, 2005, U of L has recovered $1,559,284 in facilities and administrative (indirect) costs from extramural grants and contracts awarded to SPHIS researchers. Of this amount, $241,976 was returned to the researchers and departments of the school in the form of Research Infrastructure Funds (RIF). The RIF program is described in detail in Section VI.1. We will follow indirect cost recovery and RIF allocation in the future as indicators of research-related resource development rather than as formal outcome measures.

5. A description of student involvement in research.

Since the initiation of the Clinical Research, Epidemiology and Statistics Training (CREST) Program in 1999, trainees have been very active in research. Since that time, trainees have been a part of 76 publications, 60 published abstracts, 9 books/book chapters and 95 professional presentations. They have served as principal investigators of 27 grants totaling $1.9 million in funding. Inclusive of funding as co-principal investigators, trainees have received a total of $2.7 million in funding. (Please note that this funding is not included in that of the school, as reported in Section VI.4.)
Graduate Research Assistants (GRAs) are students who devote 20 hours per week to assigned research projects within the school. SPHIS provides stipends, fringe benefits and tuition remission to these students, who are selected for academic excellence and agree to become GRAs. Since 2002, a total of 18 students have served as GRAs.

The MPH program will also bring many additional students into SPHIS. Each will be required to participate in a practicum project which will require them to demonstrate knowledge of scientific research techniques.

In addition, a variety of practices within SPHIS foster the development of research projects on the part of students and trainees, including:

- The Department of Epidemiology and Clinical Investigation Sciences (ECIS) supervises the instruction of PHCI 501, “From Bench to Bedside: Introduction to Clinical Research,” each summer. This course is designed to introduce pre-med, nursing and other undergraduate students interested in a career in health care as well as undergraduate and graduate students in the health professions to the intellectual challenges and rewards of clinical research.
- As part of the graduation requirements for the CREST Program, ECIS allows and encourages students to prepare a grant proposal in NIH format or a manuscript suitable for submission to a major biomedical journal in lieu of a thesis.
- The Department of Bioinformatics and Biostatistics offers PHST 602, “Seminar and Journal Club in Biostatistics - Decision Science,” a journal club concentrating in Biostatistics and Decision Science. The journal club enriches students’ education by opening windows to a wide variety of research topics and by giving students the chance to improve their critical analysis skills and public speaking abilities.

6. **Assessment of the extent to which this criterion is met.**

This criterion is fully met. The school has evolved from a strong research base and continues to emphasize this area of academic endeavor. Expansion of activities in the school has been supported by the university’s partial return of recovered indirect costs through its Research Infrastructure Fund programs. SPHIS recognizes the benefits of enhancing student involvement in research through development of additional GRA positions and the support of travel to professional meetings.
SERVICE

Criterion VII.: The school shall pursue an active service program, consistent with its mission, through which faculty and students contribute to the advancement of public health practice, including continuing education.

Service is more than an explicit activity undertaken for the benefit of the greater society. It transcends what is accomplished through teaching and research and results in a new paradigm involving interconnected communities in the 21st century. It is collaboration among communities, because the next layers of value creation for the public's health – whether in technology, biomedicine, informatics, or globalization – are becoming so complex that no single school or department, community or individual is going to be able to master them alone. Service is the “glue” of collaboration and trust in building new public health communities of the 21st century.

The school is dedicated to transdisciplinary, collaborative partnerships with other units of the university, Louisville Metro, Kentucky, the United States and their respective environs. We are interested in doing work on real problems that result in tangible benefits. The school sees itself as truly bridging academia, community and government through service-related work.

The cornerstone area of service – applying knowledge through quality services to the communities of which we are a part – is very much intertwined with sharing knowledge (teaching activities) and creating knowledge (research activities). Faculty and students as well as staff are committed to the school’s service mission.

Expected Documentation

1. A description of the school's service program, including policies, procedures and practices that support service. If the school has formal contracts or agreements with external agencies, these should be noted.

The school’s service program is an integral part of the university’s mission to serve as Kentucky’s urban/metropolitan university. Located in the Commonwealth’s largest metropolitan area, the university serves the specific educational, intellectual, cultural, service and research needs of the greater Louisville region. It has a special obligation to serve the needs of a diverse population, including many ethnic minorities and place-bound, part-time, non-traditional students.

There is no formal service policy at the school level. Service activities for faculty and staff are mostly at the departmental level. Because service activities are so intertwined with teaching and research, they also appear in Sections V (Instructional Programs) and VI (Research). Please refer to these two sections for a more complete discussion of the school’s policies, procedures and practices that support service activities through teaching and research.

Faculty service activities are important evaluation factors in hiring and promotion decisions. In addition, service is part of faculty members’ required annual work assignments. The annual work assignment is determined and agreed upon by the department chairs and each faculty member. Faculty track service activities on their CVs and meet with their department chair on an annual basis to discuss the percentage of work assignment for teaching, research and service. In some areas, faculty and staff jointly provide a service, for example, the Statistical Consulting Center (StCC) in the Department of Bioinformatics and Biostatistics (BB).

The practicum and master’s thesis are a significant part of the school’s MPH and MSPH degree programs, respectively, and both are designed to advance knowledge for the public’s health, of which service or the application of knowledge is an integral part. One hallmark of our school's service activities is the introduction of our students to the practice of public health via community experiences. These community experience opportunities highlight the integral part service plays in achieving our desired mission, goals and objectives. The community experiences introduce our students to the broader context and concept of community and what it means to provide service to the community. The partnerships created through the identification of community experiences for students also advances our service activities by growing our network of collaborative partnerships for teaching and research.
The faculty and staff of the school provide evaluation, research, technical assistance and program development service support to a diverse range of community and public health groups and agencies. The school provides service to the Kentucky Department for Public Health (KDPH) through formal agreements for support to adult and child health programs, including Health Assess; Health Kentucky, for discounted prescriptions for the under- and un-insured; and service support programs for epidemiology. The school is also currently involved with Louisville Metro Health Department (LMHD) and Jefferson County Public Schools (JCPS) in the Green City Project as outlined in VI.2. The Department of Health Management and Systems Sciences (HMSS) provided service support during 2003 in leading the adoption of a web-based system under the national campaign for smallpox vaccination of first responders across the state.

Two faculty members have formal, signed agreements for unique collaborative arrangements for service. The first is Adewale Troutman, MD, MPH, whose service work assignment as a percent of his total work level of effort is 90%. In his service capacity, Dr. Troutman serves as the Commissioner of Health for LMHD. Louisville Metro government pays the school for this service. Dr. Troutman's remaining 10% level of effort is devoted to teaching in HMSS. The other faculty member, Ruth Carrico, PhD, RN, CIC, functions as a health coordinator for JCPS, which pays the school 50% of her university salary for this service. Dr. Carrico’s remaining 50% level of effort is divided between teaching (20%), research (20%) and service (10%) in the Department of Health Knowledge and Cognitive Sciences (HKCS).

The Department of Bioinformatics and Biostatistics provides consulting services through its Statistical Consulting Center (StCC), a unit of the department, designed to provide expertise in statistical methodology in support of research. The center’s services are available primarily to health researchers at the university, but are also used by members of the research and business community, including local health care and research centers, local businesses and nonprofit entities. Clients of the StCC collaborate with members of the StCC staff, who in turn have access to the resources of the Department of Bioinformatics and Biostatistics.

The StCC participates in both long- and short-term cooperative research projects and provides technical personnel and specialized computational services as needed. The StCC accepts data analysis and statistical programming jobs on a fee-for-service basis. The StCC provides assistance in many of the phases of research that require statistical expertise, such as assistance in framing of research questions, design of research studies, design of data collection instruments, statistical analysis and preparation of professional publications.

The Center for Deterrence of Biowarfare and Bioterrorism (CDBB) is a Centers for Disease Control and Prevention (CDC)-designated Center for Public Health Preparedness within the school. The CDBB is a coordinator for research, education and service on the early recognition and response to potential acts of bioterrorism. The Center's current activities aim to bring together the information resources, human expertise and research infrastructure to improve the local, regional and national response to outbreaks of infectious diseases and the defense against the violent use of biological agents.

The Center also receives funding from the Health Resources and Services Administration (HRSA), through the Bioterrorism Training and Curriculum Development Program (BTCDP). A major function of the Center under this cooperative agreement is to provide, in partnership with the University of Kentucky, continuing education for first responders and professionals in the fields of medicine, nursing, allied health, public health, health care administration, dentistry, pharmacy, mental health, agriculture and veterinary medicine. Under a three-year continuation of the cooperative agreement with HRSA, announced September 2005, the Center will expand its focus to include chemical, radiation and all other public health hazards.

Future arrangements for service are also being explored. The Department of Environmental and Occupational Health Sciences (EOHS) is developing service support relationships with Louisville Metro government agencies. The Department of Epidemiology and Clinical Investigation Sciences (ECIS) is exploring the development of a center for health services research with potential collaboration involving Humana’s Center for Innovation, headquartered in Louisville.

A description of formal agreements with external agencies may be found in Section VI. Copies of these agreements are in the Resource File.
2. **A list of the school's current service activities, including identification of the community groups and nature of the activity, over the last three years.**

As part of the accreditation process, the school surveyed all faculty and staff to compile relevant service activities and information on continuing education programs and partnerships. See Appendix VII-1 for a complete listing of the school’s service activities.

Table VII-1 lists the number of selected current service activities reported by the school faculty over the past three years. Academic year 2004 - 2005 will be available in the revised version of this document.

**Table VII-1: Selected Service Activities (July 1, 2002 through June 30, 2005)**

<table>
<thead>
<tr>
<th>List of Service Activities by Type of Service</th>
<th>Number of Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boards or Committee Members for Professional, Non-Profit and National Organizations</td>
<td>73</td>
</tr>
<tr>
<td>Journals - Editorial Board Members</td>
<td>12</td>
</tr>
<tr>
<td>Journals - Manuscript Reviewers</td>
<td>18</td>
</tr>
<tr>
<td>Grants - Review Grant Proposals</td>
<td>6</td>
</tr>
<tr>
<td>National, State and Local Advisory Boards and Committees</td>
<td>53</td>
</tr>
<tr>
<td>Volunteers at Local Service or Educational Organizations</td>
<td>16</td>
</tr>
<tr>
<td>Consultants</td>
<td>133</td>
</tr>
</tbody>
</table>

3. **A description of the school's continuing education program, including policies, procedures and practices that support continuing education.**

There is no formal policy at the school level regarding provision of continuing education, but Continuing Health Sciences Education (CHSE) located on the Health Sciences Center does have a policy (available in the Resource File), and the school participates in its offerings in continuing education. The CHSE staff is a centralized resource for the school faculty and staff working to offer continuing education programs. Through consultation with CHSE staff, an application form from the school is submitted and undergoes a rigorous review process prior to approval. CHSE seeks to provide quality, life-long learning to health professionals in the disciplines of dentistry, medicine, nursing and public health. CHSE is a centralized resource and serves as a valuable partner for the school faculty and staff working to offer continuing education credits for educational programs.

CHSE strives to meet the needs of health professionals by providing educational activities that allow interaction between diverse health professionals. Session topics are based upon expressed needs and interests of health professionals, are multidisciplinary in nature and are delivered in a manner consistent with the topic. Dr. Paul McKinney, Associate Dean in the school, is on the CHSE Advisory Committee, which provides a broad representation for health CE programs. See the Resource File for composition of the CHSE Advisory Committee.

Access to Public Health Grand Rounds is being extended across the Commonwealth through the use of the Kentucky TeleHealth Network (KTLN), a statewide telehealth initiative co-managed by UK and U of L. Using videoconferencing technology, this program provides professionals in remote parts of the state the opportunity to receive fully updated information.

During the next phase of continuing education development, we intend to greatly extend the reach of these activities through the use of web-based education, especially under the HRSA -funded continuing education program. Web-based education will provide the opportunity for learner-directed video interaction involving standardized patients, simulated disaster response drills and integrated reporting to public health agencies.

CHSE created a series of online continuing education courses from presentations given by the CDBB faculty. These videotaped presentations, with PowerPoint handouts, are available at [http://www.chse.louisville.edu/biocourses.html](http://www.chse.louisville.edu/biocourses.html). Online modules are designed to be user-friendly and require only minimal computing resources, thus increasing access to a wider audience in the more remote areas of the state. A summary of each course is outlined below.

Continuing education credits are available for physicians and nurses based on the duration of the course. Specifically, courses are assigned one to three hours of Category 1 Continuing Medical Education (CME)
credit toward the AMA Physician's Recognition Award and one to three hours of Nursing credit from the Kentucky Board of Nursing. The School of Medicine is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

A summary of current online educational offerings include:

- **Bioterrorism: Overview of the Bioterrorism Threat (3 Hours)** -- This course provides a broad overview of bioterrorism agents and educates health professionals regarding the treatment of patients exposed to bioterrorism. The course is designed for all health professionals. A one-hour condensed version of this course is also available.
- **Bioterrorism: Clinical Lab Support for a Bioterrorism Event** -- This course focuses on the role of clinical laboratories in recognizing and diagnosing a bioterrorism threat. The course is designed for all health professionals.
- **Bioterrorism: Communication and Surveillance Among Healthcare Networks** -- This course educates health care providers about working with various state and federal agencies in the event of a bioterrorism.
- **Bioterrorism: Human Patient Simulation - Bioterrorism Attack** -- Using the university's state-of-the-art patient simulation laboratory, health professionals can observe physicians diagnosing and treating a mock patient suffering from a bioterrorism attack.
- **Bioterrorism: Legal and Ethical Implications** -- This course explores the legal and ethical implications of the health care providers' role as it relates to bioterrorism.
- **Bioterrorism: Mental Health Issues in Coping with Bioterrorism** -- This course is an exploration of the various mental health issues health care providers may encounter in the event of bioterrorism.
- **Bioterrorism: Recognizing Clinical Symptoms of Biothreat Agents** -- This course educates health professionals in recognizing, differentiating between and diagnosing various clinical systems associated with a wide range of biothreat agents.

The CDBB held a two-day comprehensive conference, entitled "Roles of Health Professionals in the Early Detection and Response to Terrorism: Biological, Chemical and Radiation Hazards," on September 9 and 10, 2005. This symposium featured national and local experts in the field and was attended by a diverse group of health professionals. All lectures were videotaped for use in online course offerings to be made in the near future.

4. **A list of the continuing education programs offered by the school, including number of students served, over the last three years.**

The school has been active in terms of the number of continuing educational programs, contact hours and number of attendees over the past three years as shown in Table VII-2. An expanded listing of continuing education activities by department is available as Appendix VII-2.

**Table VII-2: CE Programs Offered by SPHIS (July 1, 2002 through June 30, 2005)**

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Programs</th>
<th>Number of Contact Hours</th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>BB</td>
<td>20</td>
<td>35</td>
<td>303</td>
</tr>
<tr>
<td>ECIS</td>
<td>5</td>
<td>6</td>
<td>380</td>
</tr>
<tr>
<td>EOHS</td>
<td>8</td>
<td>20</td>
<td>1295</td>
</tr>
<tr>
<td>HKCS</td>
<td>8</td>
<td>31</td>
<td>448</td>
</tr>
<tr>
<td>HMSS</td>
<td>22</td>
<td>25</td>
<td>2260</td>
</tr>
<tr>
<td>Associate, Adjunct and Gratis Faculty</td>
<td>38</td>
<td>160</td>
<td>2124</td>
</tr>
<tr>
<td>CDBBB</td>
<td>82</td>
<td>292</td>
<td>6724</td>
</tr>
<tr>
<td>Totals</td>
<td>183</td>
<td>569</td>
<td>13,574</td>
</tr>
</tbody>
</table>
School-Sponsored Public Health Grand Rounds

Since March 2003, the dean’s office has invited speakers to present cutting-edge research to the school, university and community (see Table VII-3).

Table VII-3: School-Sponsored Public Health Grand Rounds

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Institution</th>
<th>Title of Presentation</th>
<th>Attend.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/07/03</td>
<td>Douglas Campos-Outcalt, MD, MPA</td>
<td>University of Arizona, College of Medicine, Department of Family and Community Medicine</td>
<td>The Genesis of Public Law 107-188; The Public Health Security and Bioterrorism Preparedness and Response Act of 2002</td>
<td>25</td>
</tr>
<tr>
<td>10/30/03</td>
<td>Paul R. Torrens, M.D., M.P.H.</td>
<td>UCLA, School of Public Health</td>
<td>Health Insurance and the Public’s Health: The Need for Better Information</td>
<td>25</td>
</tr>
<tr>
<td>4/01/04</td>
<td>Peter Rumm, MD, MPH</td>
<td>Drexel University, Department of Community Health and Prevention</td>
<td>The Wisconsin Diabetes HMO Quality Improvement Project</td>
<td>30</td>
</tr>
<tr>
<td>7/26/04</td>
<td>Greg Alexander, D.Sc., MPH</td>
<td>University of Alabama, School of Public Health, Department of Maternal and Child Health</td>
<td>Fetal Growth Patterns in the US</td>
<td>50</td>
</tr>
<tr>
<td>10/19/04</td>
<td>Kevin L. Karem, Ph.D.</td>
<td>National Center on Infectious Disease</td>
<td>An Outbreak of Monkeypox Virus in the US in 2003; Public Health Response and Lessons for Smallpox Preparedness</td>
<td>24</td>
</tr>
</tbody>
</table>

Starting in August 2005, the school began to make more frequent contributions to the field of public health by coordinating an additional monthly presentation called University of Louisville – Public Health Grand Rounds (U of L – PHGR). This series of grand rounds is under the leadership of a faculty member from ECIS, who has been directed by the dean to develop this initiative. School faculty, staff and students are invited to attend as well as employees from the Louisville Metro Health Department. These presentations are also scheduled to appear on the KTLN in hopes of reaching the broadest possible audience of public health workers, physicians, nurses, dentists, agriculture, education and social workers throughout the Commonwealth.

The school has partnered with the CHSE so that all professionals who attend these programs can receive continuing education credit. A list of U of L – PHGR presentations is available in Appendix VII-3.

5. A list of other educational institutions, if any, with which the school collaborates to offer continuing education.

The list of educational partners includes:

- Eastern Kentucky University (EKU), Richmond, KY
- University of Kentucky (UK), Lexington, KY:
  - College of Agriculture
  - College of Medicine
  - College of Social Work
  - College of Pharmacy
  - College of Public Health
- University of Louisville, Louisville, KY:
  - School of Dentistry
  - School of Medicine
  - School of Nursing
- Western Kentucky University (WKU), Bowling Green, KY
- Kentucky TeleHealth Network (KTLN), Frankfort, KY
• U of L Healthcare, Louisville, KY

One of the educational institution partners is the UK College of Public Health. The school has collaborated and participated with UK College of Public Health to offer Public Health Grand Rounds (PHGR) via the statewide KTLN since 2001. This series of presentations was developed to provide current and relevant information to a broad range of professionals including public health personnel, physicians, nurses, dentists, agriculture, education and social work. All lectures were broadcast to remote audiences via videoconference technology to locations across the state. We plan to continue collaborating with UK in the joint venture of PHGR, which has recently grown to include both Eastern Kentucky University and Western Kentucky University. A list of PHGR presentations co-sponsored by the school is available in the Resource File.

In September 2003, the CDBB, under HRSA support, created a consortium of bioterrorism and health education experts to initiate a broad-based continuing education program for health professionals in Kentucky and the surrounding region. This project addresses the reality that it would take a vast network of responders to stabilize a community in the case of a bioterrorist event.

**Table VII-4: HRSA Program Attendance (September 2003 through July 2005)**

<table>
<thead>
<tr>
<th>Providers</th>
<th>Project Year One</th>
<th>Project Year Two</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physician</td>
<td>676</td>
<td>108</td>
<td>784</td>
</tr>
<tr>
<td>Nurse</td>
<td>1,692</td>
<td>865</td>
<td>2,557</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>406</td>
<td>201</td>
<td>607</td>
</tr>
<tr>
<td>Dentist</td>
<td>770</td>
<td>271</td>
<td>1,041</td>
</tr>
<tr>
<td>Dental Hygienist/ Asst.</td>
<td>369</td>
<td>348</td>
<td>717</td>
</tr>
<tr>
<td>Mental Health Prof</td>
<td>512</td>
<td>445</td>
<td>957</td>
</tr>
<tr>
<td>Public Health</td>
<td>2,069</td>
<td>374</td>
<td>2,443</td>
</tr>
<tr>
<td>Allied Health</td>
<td>28</td>
<td>294</td>
<td>322</td>
</tr>
<tr>
<td>Veterinarian, Vet. Asst.</td>
<td>42</td>
<td>25</td>
<td>67</td>
</tr>
<tr>
<td>Agricultural</td>
<td>312</td>
<td>436</td>
<td>748</td>
</tr>
<tr>
<td>EMS/Paramedic</td>
<td>204</td>
<td>20</td>
<td>224</td>
</tr>
<tr>
<td>Healthcare Admin.</td>
<td>292</td>
<td>347</td>
<td>639</td>
</tr>
<tr>
<td>Other</td>
<td>838</td>
<td>497</td>
<td>1,335</td>
</tr>
<tr>
<td>Total</td>
<td>8,210</td>
<td>4,231</td>
<td>12,441</td>
</tr>
</tbody>
</table>

Educational curricula emphasize the recognition, reporting and response to potential acts of terrorism and are directed toward the specific needs of a range of health professions. Expertise from UK extends outreach to include agricultural and veterinary bioterrorism and contact with pharmacists and behavioral health professionals. Mental health programs dealing with the full age spectrum, with a particular expertise in the management of post-traumatic stress disorders in children and the elderly, are also offered. Access to these unique programs is being extended across the Commonwealth through the use of the KTLN.

6. **Identification of the measures by which the school may evaluate the success of its service program, along with data regarding the school's performance against those measures over the last three years.**

Table VII-5 shows the objectives corresponding to SPHIS Goal 4, “promote collaboration and community/state partnerships.” These objectives are the measures by which the school will evaluate the success of its service program. SPHIS scorecard data for 2002-03 are unavailable, as the process was not implemented until January 2003.
### Table VII-5: Service Measures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing the number of community partnerships that support:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>local metropolitan area government agencies to 9 in 2008</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>metropolitan area businesses 9 in 2008</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>community-based organizations to 10 in 2008</td>
<td>7</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>health care organizations to 7 in 2008</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Increasing the number of partnerships with state and regional agencies to 10 in 2008</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Increasing the number of collaborative programs with K-12 educational institutions to 2 in 2008</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional measures include the following.

- Establishing and maintaining a Community Advisory Board for SPHIS by December 2005. SPHIS is on target to complete this goal.
- Continuing leadership through monthly meetings of the Environmental Health Committee of the Partnership for a Green City, involving U of L, Louisville Metro Government and the Jefferson County Public Schools. This measure is fully satisfied at present.
- Developing a clearinghouse for service opportunities with community and government agencies by June 2006. SPHIS is on target to complete this goal.

7. A description of student involvement in service.

MSc/ECIS students are involved in service activities that include serving on local, state and national agency boards and providing informational presentations to organizations on a particular disease or public health issue. Students are also involved in national issues such as literacy and nutrition. Students have provided books and nutritional information to families in conjunction with pediatric physician visits.

Many MSPH/BDS students are members of professional associations. Through their field work and courses of study, these students have assisted department faculty in providing statistical support and service to clinicians and investigators doing research at the university and in the community. Past projects have included data management for child maternal health initiatives at the LMHD, statistical support for the university’s educational initiative in Belize and presentation of work at national professional meetings such as the Society for Medical Decision Making annual meeting.

The MPH program plans for student involvement in service starting with the LMHD and Louisville Metro government. There are many other service opportunities with organizations that support health services for the under- and un-insured patients in the Louisville community. We anticipate that many of the MPH students will become members of the Kentucky Public Health Association and offer service through this and other professional organizations.

Despite the best efforts of designated faculty and staff, it was not possible to obtain adequate information regarding the service activities of students. Consequently, the school has developed a series of strategies to address the situation, as described below.

8. Assessment of the extent to which this criterion is met.

This criterion is partially met. Service is one of the three cornerstones of the mission of the school to advance knowledge for the public’s health in the 21st century, and the school has implemented a range of service activities for faculty, staff and students. Nonetheless, a fully realized service program has not yet been developed, and the methods of reporting and documenting service remain inadequate. In order to remedy this situation, a new strategy has been devised. First, a web-based application will be implemented to enable faculty, staff and students to self-report services for purposes of creating a tracking database to replace the email survey approach that was used for this accreditation document. Second, there will be feedback and assessment by all faculty, staff, students and alumni, including input from various community advisory groups, to maintain alignment of the mission, goals and objectives of the school’s service program through the annual review process (described in Section X.A.2). Third, annual distinguished service awards will be presented at graduation to recognize individual excellence in
service by a faculty member, a staff member and a student for service provided to the communities that we serve. Finally, a formal school service program will be developed and promoted by a newly appointed coordinator of service, in collaboration with the deans, department chairs, faculty, staff and students.
FACULTY

Criterion VIII.A.: The school shall have a clearly defined faculty which, by virtue of its size, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the school's mission, goals and objectives.

SPHIS is in a period of expansion of its faculty to meet the needs of a growing number of academic programs, particularly the new MPH degree. It is not at its target number of faculty in each department to support the teaching, research and service goals and objectives of the school. However, the faculty is adequate in number to serve the student body at its current size and is well equipped in terms of multidisciplinary background, level of educational preparation, excellence in teaching, high level of research productivity and strong background of professional practice experiences. Particularly rapid growth is expected in areas with development of new degree programs, especially the health information sciences arena. The current target is to achieve a total of at least 50 full-time faculty members by 2009.

Expected Documentation

1. Identification in a table or chart of faculty who support the degree programs offered by the school, indicating at least professorial rank, tenure status, percent time, earned degrees, universities at which degrees were earned, disciplinary area of degree, area of teaching responsibility, area of research interest, and selected demographic data (gender, ethnicity).

As of August 1, 2005, the school has 30 full-time faculty in its five academic departments. This number is projected to grow by 8 full-time faculty members over the next year, to a minimum of 38 full-time faculty by the beginning of the 2006-2007 academic year. (The school has 13 open faculty recruitments as of September 2005.) Since August 1, 2004, the school hired 14 full-time faculty.

Currently, nine faculty are tenured and two are in tenure track positions. There are specific SPHIS-documented guidelines for faculty promotion and tenure as noted in Section III.

At present, there are 25 part-time faculty, one of whom has a 50% appointment within the school, two of whom maintain joint appointments with another college or school, 22 of whom have associate, adjunct or gratis appointments. The role of associate, adjunct or gratis faculty usually includes teaching and mentoring of students.

Table VIII-1 provides faculty details regarding rank, tenure status, FTE, degrees earned, discipline of degrees, area of teaching responsibility, research interests, gender and ethnicity.

Faculty appointments and ranks are defined and outlined by the University of Louisville Redbook (http://www.louisville.edu/provost/redbook/) as well as the SPHIS Promotion, Appointment and Tenure document (Appendix II-2) and are summarized below:

Faculty Rank

Faculty ranks are professor, associate professor assistant professor and visiting scholar.

Type of Appointments

Full-time Appointments

Requirements for appointment to a full-time faculty position in the school include, as a minimum, an advanced, usually doctoral, degree (MD, PhD, DrPH, DSc, EdD or equivalent) unless it can be well-documented that masters level training is a standard in a given discipline for faculty appointment at other research-intensive institutions. The appointee shall sign a contract, approved by the Board of Trustees, stipulating that the appointment is made subject to the regulations, policies and provisions of employment at the University including participation in the SPHIS Professional Practice Plan.

Temporary Appointments

Temporary appointments to the various academic ranks, which include lecturers and visiting faculty, are those made for specifically limited time periods less than one year for special purposes. In no case shall temporary appointments or renewals result in the acquisition of tenure.
Term Faculty Appointments

All non-tenurable, full-time faculty that are not temporary are term. Term Faculty is a full-time faculty appointment without tenure for a stipulated contract period not to exceed three years. Such appointments are not probationary appointments and no such appointments, continuation or renewal thereof results in acquisition of tenure or implied renewal for subsequent terms.

Probationary Appointments (Tenure Track)

Probationary appointments are appointments of full-time faculty members without tenure provided; however, no probationary appointment to the University shall extend beyond the period when tenure would normally be granted.

Tenured Appointments

Tenure is the right of certain full-time faculty personnel who hold academic rank to continuous full-time employment without reduction in academic rank until retirement or dismissal.

Part-time Appointments

Part-time faculty are appointed by contract to teach specified courses or to engage in specified instruction, research or service less than full time for a designated period. No such appointment, continuation, or renewal thereof shall result in acquisition of tenure or implied renewal for subsequent periods. Part-time faculty shall hold rank according to education and experience.

Emeritus Appointment

This appointment may be conferred upon retired faculty if requested by the department faculty and dean and approved by the President and Board of Trustees

Gratis Appointment

This appointment is given to individuals who do not have a primary appointment at another teaching institution and meet the educational requirements and whose contribution supports the mission of the school. Requirements for this appointment include, as a minimum, an advanced, usually doctoral, degree (MD, PhD, DrPH, DSc, EdD or equivalent) unless it can be well-documented that master’s level training is a standard in a given discipline for faculty appointment at other research-intensive institutions.

Associate Appointment

This appointment is given to faculty whose primary appointment is within another university, school or department and whose contributions to the school are sustained and important to the mission of the school.

Adjunct Appointment

This appointment is given to individuals whose primary appointment is with another teaching institution, who meets the educational requirements for an appointment and whose contribution supports the mission of the school.

Joint Appointment

This appointment is given to faculty whose appointment is split between two departments or units within the university and whose salary support may be shared by these entities.
### Table VIII-1: Full-Time, Part-Time and Joint Faculty as of September 1, 2005

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/ Appt.</th>
<th>Rank</th>
<th>FTE</th>
<th>Degrees</th>
<th>Degree Concentration</th>
<th>Institution Granting Degree</th>
<th>Area of Teaching Responsibility</th>
<th>Research Interests</th>
<th>Gender</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlas, Ronald</td>
<td>Joint Appointment</td>
<td>Professor</td>
<td>0.3</td>
<td>PhD 1972 MS 1970 BS 1968</td>
<td>Microbiology Microbiology Biology</td>
<td>Rutgers State Univ Rutgers State Univ SUNY Stony Brook</td>
<td>Microbiology</td>
<td>Molecular Detection of Pathogens; Evolution of Antibiotic Resistance; Steps for Preventing Misuse of Science</td>
<td>M</td>
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<td>Austin, Raymond</td>
<td>Primary Appt</td>
<td>Assistant</td>
<td>1.0</td>
<td>PhD 1989 MA 1975 BA 1968</td>
<td>Public Administration Sociology History/Political Sci</td>
<td>Virginia Tech West Virginia Univ Concord College</td>
<td>Public Health Administration; Health Policy</td>
<td>Health Information; Health policy; Health Administration; Electronic data exchange</td>
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<tr>
<td>Baumgartner, Kathy</td>
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<td>1.0</td>
<td>PhD 1999 MS 1986 MA 1979 BA 1974</td>
<td>Epidemiology Epidemiology Archaeology/Anthro Archaeology/Anthro</td>
<td>Univ TX Public Hlth Univ TX Public Hlth S. Illinois Univ Florida State Univ</td>
<td>No teaching responsibilities currently</td>
<td>Breast cancer; women’s health</td>
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<td>Baumgartner, Richard</td>
<td>Primary Appt</td>
<td>Professor</td>
<td>1.0</td>
<td>PhD 1982 MA 1976 BA 1973</td>
<td>Community Hlth Sc Biological Anthrop. Anthropology</td>
<td>Univ TX Public Hlth S. Illinois Univ Beloit College</td>
<td>No teaching responsibilities currently</td>
<td>Body composition, obesity, muscle loss, chronic diseases, aging, nutritional epidemiology</td>
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<td>Brock, Guy</td>
<td>Primary Appt</td>
<td>Assistant</td>
<td>1.0</td>
<td>PhD 2003 MS 2000 BA 1996</td>
<td>Statistics Statistics Biochemistry</td>
<td>Univ New Mexico Univ New Mexico Univ Colorado</td>
<td>No teaching responsibilities currently</td>
<td>Statistical genetics, micro array analysis, fuzzy logic, linkage analysis, missing values, regular networks</td>
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<td>Carrico, Ruth</td>
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<td>Assistant</td>
<td>1.0</td>
<td>PhD 2000 MA 1990 BS 1980 RN 1976</td>
<td>Management Health Serv Manage Nursing Nursing</td>
<td>California Coast Univ Webster Univ Bellarmine Univ Norton Memo Infirn</td>
<td>No teaching responsibilities currently</td>
<td>Immunizations, health care associated with infectious diseases, novel approach to training and education</td>
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<tr>
<td>Clover, Richard</td>
<td>Dean Primary Appt</td>
<td>Professor</td>
<td>1.0</td>
<td>MD 1980</td>
<td>Family Medicine</td>
<td>Univ of Oklahoma</td>
<td>Immunization Update</td>
<td>Infectious Disease Epidemiology</td>
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\[1\] A = Asian/Pacific Islander; AA = African American; H = Hispanic; NA = Native American; W = White
### Table VIII-1, continued

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<td>Datta, Somnath</td>
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<td>PhD 1988</td>
<td>Statistics/Probability Math Stat</td>
<td>Michigan State Univ</td>
<td>No teaching responsibilities currently</td>
<td>Biostatistics, Bioinformatics, Bootstrap Methods, Compound Decision Theory, Empirical</td>
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<tr>
<td>Datta, Susmita</td>
<td>Primary Appt</td>
<td>Assoc.</td>
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<td>PhD 1995</td>
<td>Statistics</td>
<td>Univ of Georgia, Univ of Calcutta</td>
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<td>Bioinformatics (Microarray and proteomic data analysis), Biostatistics</td>
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<td>BS 1986, MS 1990</td>
<td>Statistics, Physics</td>
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<td>MD 1969, BA 1965</td>
<td>Medicine</td>
<td>Case Western Rsv, Harvard Univ</td>
<td>Health Systems</td>
<td>Health information, infrastructure for personal health, health care services; public</td>
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<td>Gall, Stanley</td>
<td>Joint Appointment</td>
<td>Prof.</td>
<td>0.5</td>
<td>MD 1962, BA 1958</td>
<td>OB/GYN Microbiology</td>
<td>Univ Minnesota Med, Univ Minnesota</td>
<td>OB/GYN, Infectious Disease, Bioterrorism, Immunizations</td>
<td>Immunology, Infectious Disease; Vaccines; Antibiotics; Clinical Trials</td>
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<td>Goldsmith, Jan</td>
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<td>PhD 1981, MS 1977, BA 1968</td>
<td>Math/Statistics, Math/Statistics</td>
<td>Case Western Rsv, Washington Rsv, Univ</td>
<td>Linear models; Design Clinical Trials, Biostatistics Methods</td>
<td>Clinical trials, methodology, information theory; data validation</td>
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<tr>
<td></td>
<td></td>
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<td>Mathematics</td>
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<td>Groves, Frank</td>
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<td>1.0</td>
<td>MPH 1997, MD 1988, BSc 1983</td>
<td>Epidemiology, Medicine Computer Science</td>
<td>Johns Hopkins, Louisiana State U, Louisiana State U</td>
<td>No teaching responsibilities currently</td>
<td>Epidemiology of cancer</td>
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<td>Harris, Muriel</td>
<td>Primary Appt</td>
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<td>PhD 2000, MPH 1997</td>
<td>Public Health, Public Health</td>
<td>Univ S. Carolina, Univ S. Carolina</td>
<td>Program Evaluation</td>
<td>Socio-cultural factors influencing health, health disparities; program evaluation</td>
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<td>Hornung, Carl</td>
<td>Chair</td>
<td>Prof.</td>
<td>1.0</td>
<td>MPH 1979, PhD 1972, MA 1970, BA 1967</td>
<td>Epidemiology, Sociology Social Science</td>
<td>Johns Hopkins, Syracuse Univ, Syracuse Univ, SUNY Buffalo</td>
<td>Biostatistics</td>
<td>Clinical research training; cardiovascular disease epidemiology; evidence based medicine</td>
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**Table VIII-1, continued**

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<td>Jacobs, Robert</td>
<td>Primary Appt</td>
<td>Professor Term</td>
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<td>PhD 1979 MSc 1974</td>
<td>Environ Sc/Engineer Biology</td>
<td>Univ N. Carolina Baylor Univ</td>
<td>No teaching responsibilities currently</td>
<td>Occupational lung disease; indoor air quality; health effects of exposure to organic dust</td>
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<tr>
<td>LaJoie, A. Scott</td>
<td>Primary Appt</td>
<td>Assistant Professor Term</td>
<td>1.0</td>
<td>PhD 2003 MSPH 2003 MA 1997 BA 1994</td>
<td>Experimental Psychology Biostatistics/Dec Science Experiment Psych Psychology/ Photojournalism</td>
<td>U of L U of L Western Kentucky Western Kentucky Univ</td>
<td>Health Decision and Risk Analysis</td>
<td>Network science applications in health</td>
<td>M</td>
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<tr>
<td>McCabe, Steven</td>
<td>Primary Appt</td>
<td>Assistant Professor Part-time</td>
<td>0.50</td>
<td>MSc 2002 MD 1980</td>
<td>Clin Epidemiology Surgery</td>
<td>U of L Univ Toronto</td>
<td>Medical Decision Analysis; Utility Theory and Assessment; Case Control Cohort Studies</td>
<td>Decision Analysis; Clinical Research Methods; Diagnostic Test Measurement; Decision Analysis; Hand Surgery; Carpal tunnel syndrome; Outcome Measures</td>
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<td>McKinney, Paul</td>
<td>Assoc Dean for PH</td>
<td>Professor Tenured</td>
<td>1.0</td>
<td>MD 1978 BS 1975</td>
<td>Internal Medicine Science/Biology</td>
<td>Univ of Texas Texas Christian Univ</td>
<td>Evaluation of Health Care Literature; Health Services and Outcomes Research</td>
<td>Bioterrorism; epidemiology of infectious diseases</td>
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<td>Muldoon, Susan</td>
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<td>PhD 1992 MPH 1985 BS 1981</td>
<td>Epidemiology Hlth Resources Mgt Biology</td>
<td>Univ of Pittsburgh Univ Illinois Chicago Univ Illinois Urbana</td>
<td>Clinical Epidemiology; Programs and Research in Women's Health</td>
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<td>Myers, John</td>
<td>Primary Appt</td>
<td>Visiting Scholar</td>
<td>1.00</td>
<td>PhD 2004 MSPH 2002</td>
<td>Decision Sciences Biostatistics</td>
<td>U of L U of L</td>
<td>Biostatistics Seminar Series; Economic Evaluation of Health Care</td>
<td>Health care economics and the impact on public policy; theoretical foundations of cost-effectiveness analysis</td>
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<td>Parrish, Rudolph</td>
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<td>1.0</td>
<td>PhD 1978 MA 1974 BS 1972</td>
<td>Statistics Mathematics Mathematics</td>
<td>Univ Georgia Appalachian State Appalachian State</td>
<td>Statistical Computing</td>
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<td>Ramos, Irma</td>
<td>Primary Appt</td>
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<td>MS 1978 MD 1982</td>
<td>Biology Medicine</td>
<td>Univ Puerto Rico Nordestana Univ</td>
<td>Environmental and Occupational Health</td>
<td>Health transaction cost economics</td>
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<td>Mathematics, Engineering</td>
<td>Univ Mass Amherst</td>
<td>MIT</td>
<td>Mathematical statistics; Bayesian Analysis</td>
<td>Stochastic processes</td>
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<td>Steiner, Robert</td>
<td>Primary Appt</td>
<td>Professor Term</td>
<td>0.82</td>
<td>PhD 1998</td>
<td>Epidemiology, Family Medicine</td>
<td>Univ N. Carolina</td>
<td>U of L</td>
<td>Population Health Management</td>
<td>Quality of Life Assessment; Community Health Status Assessment; Strategies for Quality Improvement; Screening for Depression</td>
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<td>Thompson, Caryn</td>
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<td>1.0</td>
<td>PhD 1995</td>
<td>Statistics</td>
<td>Oregon State Univ</td>
<td>University of Guelph</td>
<td>Statistics</td>
<td>Spatial statistics; computer intensive statistics; biological &amp; health sciences applications of statistics; statistical issues in the design &amp; analysis of microarray experiments</td>
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<td>Tollerud, David</td>
<td>Chair Primary Appt</td>
<td>Professor Tenured</td>
<td>1.0</td>
<td>MPH 1990</td>
<td>Epidemiology, Engineering</td>
<td>Harvard</td>
<td>Mayo Medical Stanford Univ</td>
<td>Research to Policy: Agent Orange</td>
<td>Environmental Health</td>
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<tr>
<td>Troutman, Adewale</td>
<td>Primary Appt</td>
<td>Associate Professor Term</td>
<td>1.0</td>
<td>MPH 1992</td>
<td>Public Health Admin, Medicine, Physical Education</td>
<td>Columbia Univ</td>
<td>Univ Med &amp; Dent NJ SUNY</td>
<td>Lehman College</td>
<td>Community Health Education</td>
<td>Social Determinants of Outcomes; Stress &amp; Disease; Sexual Addiction; Global Health; Creating Health Equities through Social Justice</td>
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<td>Wainscott, Barry</td>
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<td>1.0</td>
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<td>Epidemiology, Pre-Med</td>
<td>Univ California Berkeley</td>
<td>U of L</td>
<td>Public Health Administration; Health Management</td>
<td>Communicable disease control, health policy, disease prevention</td>
<td>M, W</td>
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<tr>
<td>Walton, Peter</td>
<td>Assoc Dean for HIS Primary Appt</td>
<td>Assistant Professor Term</td>
<td>1.0</td>
<td>MD 1971</td>
<td>Medicine</td>
<td>Univ of Pennsylvania Dartmouth College</td>
<td>Introduction to Health Informatics</td>
<td>Health decision making; health informatics; public health surveillance</td>
<td>M, W</td>
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### Table VIII-1, continued

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<td>PhD 2004</td>
<td>Nutrition Sciences</td>
<td>U Alabama Birmingham Medical Univ</td>
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<td>MS 1998</td>
<td>Medical Sciences Clinical Medicine</td>
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<td>Wilson, Richard</td>
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<td>DHSc 1975</td>
<td>Health Science Public Hlth Educ Behavioral Sci</td>
<td>Loma Linda Univ</td>
<td>Health Behavior Theory</td>
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<td>Zhang, Qunwei</td>
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<td>PhD 2000</td>
<td>Environmental Hlth Public Health Medicine</td>
<td>Fujian Medical Univ Zhejiang Med Univ</td>
<td>No teaching responsibilities currently</td>
<td>Pulmonary toxicology; Metals toxicology; genotoxicology and carcinogenesis; Lung ischemia and ion channel; Free radicals and pulmonary diseases; Gene expression and function; Shear stress and NADPH oxidase; Signal transduction involved in tumor promotion, prevention and cellular function.</td>
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</table>

Departmental affiliations for the faculty listed in Table VIII-1 are as follows.

- Department of Bioinformatics and Biostatistics (BB): Parrish, Rudolph (Chair); Brock, Guy; Datta, Somnath; Datta, Susmita; Goldsmith, Jane; McCabe, Steven; Myers, John; Rising, William; and Thompson, Caryn
- Department of Epidemiology and Clinical Investigation Sciences (ECIS): McKinney, Paul (Acting Chair); Baumgartner, Kathy; Baumgartner, Richard; Groves, Frank; Hornung, Carlton; Muldoon, Susan; and Wang, Chenxi
- Department of Environmental and Occupational Health Sciences (EOHS): Tollerud, David (Chair); Jacobs, Robert; Ramos, Irma; and Zhang, Qunwei
- Department of Health Knowledge and Cognitive Sciences (HKCS): Wilson, Richard (Acting Chair); Atlas, Ronald; Carrico, Ruth; Clover, Richard; Harris, Muriel; LaJoie, A. Scott; McKinney, Paul; and Walton, Peter
- Department of Health Management and Systems Sciences (HMSS): Esterhay, Robert (Chair); Austin, Raymond; Gall, Stanley; Steiner, Robert; Troutman, Adewale; and Wainscott, Barry
### Table VIII-2: Associate, Gratis or Adjunct Faculty, as of July 1, 2005

<table>
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<th>Research Interests</th>
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<tr>
<td>Aldrich, Timothy</td>
<td>Adjunct</td>
<td>Associate Professor</td>
<td>[Univ. of Texas]</td>
<td>PhD 1985 Epidemiology MPH 1979</td>
<td>Epidemiology population biology</td>
<td>Univ of Texas, Univ of Alabama</td>
<td>Mentored Research</td>
<td>Public health surveillance; environmental epidemiology; chronic disease control</td>
<td>M</td>
<td>W</td>
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<tr>
<td>Altpeter, Terry</td>
<td>Gratis</td>
<td>Assistant Professor</td>
<td>University of Louisville Hospital (ULH)</td>
<td>PhD 2000 Health Administration MS 1988</td>
<td>Health Administration nursing</td>
<td>Kennedy W. Univ</td>
<td>Quality; Health Administration</td>
<td>Performance/Process Improvement Studies in Nursing; Health Care Ethics</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Andersen, Shelia</td>
<td>Gratis</td>
<td>Assistant Professor</td>
<td>Louisville Metro Health Department</td>
<td>JD 1993 MA 1975 Sociology PhD 1986</td>
<td>Law Sociology nursing</td>
<td>U of L, Univ of Cincinnati, Univ of Iowa</td>
<td>No teaching responsibilities currently</td>
<td>Public health policy development; syndromic surveillance; disease surveillance; epidemiology; behavioral risk factor surveillance system; human rights related to health care</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Furr, LeRoy</td>
<td>Associate</td>
<td>Associate Professor</td>
<td>U of L Department of Sociology</td>
<td>PhD 1986 MSSW 1990 Sociology History Psychology</td>
<td>Louisiana State Univ U of L</td>
<td>Sociology of health and medicine; survey research</td>
<td>Mental health; genetics; south Asia</td>
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<tr>
<td>Gregg, Jennifer</td>
<td>Associate</td>
<td>Assistant Professor</td>
<td>U of L Department of Communication</td>
<td>PhD 2002 MS 1997 BA 1990 Telecommunication Mass Communication</td>
<td>Michigan State Univ Iowa State Univ Drake Univ</td>
<td>Computer-Mediated Communication; Research Methods; Science Communication; Effective Scientific Communication</td>
<td>Telemedicine; Technology &amp; Social Support; Computer-Mediated Communication; Health Communication</td>
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Table VIII-2, continued

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<th>Appt.</th>
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<th>Primary Employer</th>
<th>Degrees</th>
<th>Degree Concentration</th>
<th>Institution Granting Degree</th>
<th>Area of Teaching Responsibility</th>
<th>Research Interests</th>
<th>Gend.</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hanchette, Carol</td>
<td>Associate</td>
<td>Assistant Professor</td>
<td>U of L Department of Geography and Geosciences</td>
<td>PhD 1998, MA 1988, BA 1973</td>
<td>Geography, Geography, Anthropology</td>
<td>Univ. N. Carolina, Univ. N. Carolina, Catawba College</td>
<td>Medical Geography; GIS &amp; Public Health; Disease, Ecology; Environmental Management in Africa; The Global Environment</td>
<td>Application of geographic information systems (GIS) and spatial analysis to public health issues; Spatial analysis of cancer incidence and mortality: lung, prostate and pancreatic cancers; Political ecology of childhood lead poisoning; The role of GIS in pesticide exposure analysis (NIH funding)</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>Hart, Joy</td>
<td>Associate</td>
<td>Professor</td>
<td>U of L Department of Communication</td>
<td>PhD 1988, MA 1984, BA 1982</td>
<td>Communication, Communication, Education, English</td>
<td>Univ. of Kentucky, Univ. of Kentucky, Univ. of Kentucky</td>
<td>Organizational Communication, Health Communication and Interpersonal Communication; Leadership and Team Building</td>
<td>Organizational Communication, Health Communication, Interpersonal Communication</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Humbaugh, Kraig</td>
<td>Gratis</td>
<td>Assistant Professor</td>
<td>Kentucky Department for Public Health</td>
<td>MPH 2000, MD 1989, BA 1983</td>
<td>Public Health, Medicine, Molecular Biology</td>
<td>Johns Hopkins Univ, Yale Univ, Vanderbilt Univ</td>
<td>No teaching responsibilities currently</td>
<td></td>
<td>M</td>
<td>W</td>
</tr>
<tr>
<td>Kelly, Susan</td>
<td>Associate</td>
<td>Associate Professor</td>
<td>U of L Department of Sociology</td>
<td>PhD 1994, BA 1979</td>
<td>Medical Sociology, Sociology</td>
<td>Univ. of California, San Francisco, Univ. of Washington</td>
<td>Undergrad Medical Sociology; Social Theory; Sociology of Women's Health; Sociology of Disability; Graduate Social Behavioral Sciences in Public Health</td>
<td>Social and Ethical Implications of New Genetic Technologies, Including Pharmacogenomics and Molecular Signaling in Oncology; Genetic Services and Genetic Disability in Rural Areas; Parental Care Seeking Behavior for Children's Oral Health</td>
<td>F</td>
<td>W</td>
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<tr>
<td>Laber, Damian</td>
<td>Associate</td>
<td>Assistant Professor</td>
<td>U of L Brown Cancer Center</td>
<td>MD 1992</td>
<td>Medicine</td>
<td>Univ. of Buenos Aires</td>
<td>Clinical Trials Development</td>
<td>Cancer</td>
<td>M</td>
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<tr>
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<td>Degrees</td>
<td>Degree Concentration</td>
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<td>Area of Teaching Responsibility</td>
<td>Research Interests</td>
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<td>Lewis, Larry</td>
<td>Adjunct</td>
<td>Associate Professor</td>
<td>Spalding University</td>
<td>PhD 1981 MA 1977 BA 1976</td>
<td>Mathematics Mathematics</td>
<td>U of L</td>
<td>Mathematical statistics</td>
<td>Fuzzy set theory; statistics</td>
<td>M</td>
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<td>Palmer, Larry</td>
<td>Associate</td>
<td>Professor</td>
<td>U of L Department of Family and Geriatric Medicine</td>
<td>LLB 1969 BA 1966</td>
<td>Law</td>
<td>Yale Univ Harvard Univ</td>
<td>No teaching responsibilities currently</td>
<td>Health policy; problems of the uninsured; ethical, legal and social implications of research; clinical research</td>
<td>M</td>
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<tr>
<td>Potash, David</td>
<td>Gratis</td>
<td>Assistant Professor</td>
<td>Data Advantage Corporation</td>
<td>MD 1976 MBA 1985 AB 1972</td>
<td>Medicine</td>
<td>Univ of Vermont Cornell Univ</td>
<td></td>
<td></td>
<td>M</td>
<td>W</td>
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<tr>
<td>Rothstein, Mark</td>
<td>Associate</td>
<td>Professor</td>
<td>U of L Institute for Bioethics, Health Policy and Law</td>
<td>JD 1973 BA 1970</td>
<td>Law</td>
<td>Georgetown Univ Univ of Pittsburgh</td>
<td>Public health law, bioethics, research ethics</td>
<td>health privacy, genetics, public health law.</td>
<td>M</td>
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<td>Slaton, Robert</td>
<td>Gratis</td>
<td>Associate Professor</td>
<td>University Health Care</td>
<td>EdD 1989 MSSW 1968 MA 1966 AB 1963</td>
<td>Educational Social Work</td>
<td>U of L</td>
<td>Health Policy, Physician Office</td>
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<td>M</td>
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<tr>
<td>Stone, Howard</td>
<td>Associate</td>
<td>Associate Professor</td>
<td>U of L Institute for Bioethics, Health Policy and Law</td>
<td>LLM 1995 JD 1994 BA 1991</td>
<td>Health Law Juris doctorate</td>
<td>Univ of Houston New York Law School UCLA</td>
<td>Bioethics, Health Law, Research Ethics</td>
<td>Vulnerable Populations; Genetic; Drug Addiction; Research involving prisoners; ethics education evaluation; Informed Consent; Cardiovascular Ethics Education Evaluation</td>
<td>M</td>
<td>W</td>
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<tr>
<td>Studts, Jamie</td>
<td>Associate</td>
<td>Assistant Professor</td>
<td>U of L Department of Medicine</td>
<td>PhD 2001 BA 1991</td>
<td>Clinical Psychology Psychology</td>
<td>Univ of Kentucky Loras Collage</td>
<td>Health Services and Outcomes Research</td>
<td>Behavioral Oncology; Psychosocial Aspects of Cancer Screening; Oncology Treatment Decisions</td>
<td>M</td>
<td>W</td>
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<tr>
<td>Swank, Ann</td>
<td>Associate</td>
<td>Professor</td>
<td>U of L Department of Exercise Physiology</td>
<td>PhD 1985 MS 1983 BS 1978</td>
<td>Exercise Physiology Chemistry</td>
<td>Univ of Pittsburgh Univ of Pittsburgh</td>
<td>Exercise Training</td>
<td>exercise training and special populations focused on cardiac rehabilitation and heart failure</td>
<td>F</td>
<td>W</td>
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### Table VIII-2, continued

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<thead>
<tr>
<th>Name</th>
<th>Appt.</th>
<th>Rank</th>
<th>Primary Employer</th>
<th>Degrees</th>
<th>Degree Concentration</th>
<th>Institution Granting Degree</th>
<th>Area of Teaching Responsibility</th>
<th>Research Interests</th>
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<td>Taylor, James</td>
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<td>Assistant Professor</td>
<td>ULH</td>
<td>Dman 2003</td>
<td>Organizational Change</td>
<td>Univ of Hartford</td>
<td>No teaching responsibilities currently.</td>
<td>Organizational change; leadership</td>
<td>M</td>
<td>W</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>MHA 1976</td>
<td>Healthcare Admin</td>
<td>Univ of Minnesota</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MBA 1973</td>
<td>Financing/Marketing</td>
<td>Univ of Hawaii</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BA 1969</td>
<td>Accounting</td>
<td>Washington &amp; Jefferson</td>
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<tr>
<td>Whalen, Cathy</td>
<td>Gratis</td>
<td>Assistant Professor</td>
<td>ULH</td>
<td>PharmD</td>
<td>Pharmacy</td>
<td>Univ of Kentucky</td>
<td>Drug and Device Development and FDA Regulations</td>
<td>General Pharmacy Practice Residents with clinical outcomes research projects</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
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<tr>
<td>Wulff, Judith</td>
<td>Associate</td>
<td>Professor</td>
<td>U of L Kornhauser Library</td>
<td>MS 1987</td>
<td>Library Service</td>
<td>Columbia Univ</td>
<td>Citation Management Software and Use of Libraries</td>
<td>Knowledge Seeking Behavior; Controlled Vocabularies and Terminologies</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MS 1970</td>
<td>Genetics</td>
<td>Univ of Minnesota</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BA 1968</td>
<td>Biology/Chemistry</td>
<td>St. Olaf College</td>
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<tr>
<td>Zahn, Matthew</td>
<td>Associate</td>
<td>Assistant Professor</td>
<td>U of L Department of Pediatrics</td>
<td>MD 1996</td>
<td>Medicine</td>
<td>St. Louis Univ</td>
<td>No teaching responsibilities currently.</td>
<td>Community Immunizations</td>
<td>M</td>
<td>W</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BS 1992</td>
<td>Biology</td>
<td>Santa Clara Univ</td>
<td></td>
<td></td>
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<td></td>
</tr>
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</table>
2. Description of the manner in which the faculty complement integrates perspectives from the field of practice.

The SPHIS faculty interact with a wide variety of organizations, from local governments to international not-for-profit groups. These relationships facilitate the incorporation of public health viewpoints into educational curricula, the practicum activities of students, clinical and community-related research projects and the service mission of the school. All of these integrative activities are key components of the appointment, promotion, tenure and annual faculty review processes of SPHIS. These processes are described in detail in Sections V, VI and VII.

The current full-time faculty bring a wealth of experience from public health activities. In addition to full-time faculty, adjunct and gratis faculty members who serve on the front lines of public health departments at the state and local level bring the immediacy of practice concerns to full-time faculty and students alike. Examples of such activities on the part of faculty are listed below.

- Richard Clover, MD, has served as a voting and liaison member of the CDC’s Advisory Committee on Immunization Practices.
- Robert Esterhay, MD, has had a number of ties to state agencies in Kentucky dealing with public health. He is a member of both the state’s Bioterrorism Advisory Committee and the Kentucky Telehealth Board as well as chair of the latter’s eHealth workgroup. He helped to write the Kentucky eHealth Bill for the state’s Legislative Research Commission. Dr. Esterhay served as project coordinator for the Kentucky Pre-Event vaccination system for delivery of smallpox vaccine. Finally, he is vice chair of the Information Management Committee of getCare, a Robert Wood Johnson Foundation-funded program to provide health care for uninsured persons in Jefferson County. Dr. Esterhay previously served as a commissioned officer in the US Public Health Service (USPHS).
- Faculty members of HMSS and HKCS have received funding from both CDC and the Kentucky Hospital Association (KHA) to develop integrated advanced information management systems through the capture and analysis of electronic health data for disease surveillance and epidemiology. This large collaborative effort involves the Commonwealth of Kentucky’s Department for Public Health, Louisville Metro Health Department (LMHD), Emergint, Inc., Strategic Health Systems, Inc. and the five major hospitals in Louisville Metro. This community surveillance project created awareness among the Louisville Metro hospitals and LMHD regarding the importance of integrating information for early event detection and the critical role that information technology can play in this regard. It also continues to build understanding that the problems involved in such integration do not necessarily center on technology, but rather on people, organizational agendas and concerns and the vocabularies in existing systems.
- W. Paul McKinney, MD, served as an Epidemiology Intelligence Service (EIS) Officer with the CDC from 1981-83. During this assignment, he also worked closely with the office of the North Carolina state epidemiologist in evaluating a spectrum of outbreaks of infectious disease. He also served as a USPHS Primary Care Policy Fellow in 1999. Since 1998, he has served as liaison member from the Association of Teachers of Preventive Medicine to the CDC’s Advisory Committee on Immunization Practices. Additionally, he has served on search committees for the Louisville Metro Health Department and as a mentor for the Kentucky Public Health Leadership Institute (KPHLI).
- Irma Ramos, MD, has been involved in a variety of community outreach, research and education programs. Specifically, she worked collaboratively with Region 11 of the Texas Department of Health to deliver safe drinking water training to health care professionals along the Texas-Mexican border. Dr. Ramos also has led environmental health training of community lay health educators and residents of colonias (neighborhoods) along the Texas-Mexican border. Her grant support has included funding from the Environmental Protection Agency (EPA) and the Health Resources and Services Administration (HRSA).
- David Tollerud, MD, MPH, directed an occupational medicine residency program that had trainees interacting regularly with public health, corporate and medical practitioners. He worked with the Institute of Medicine and National Research Council in formulating public health policy regarding the appropriate use of potassium iodide in the event of nuclear emergency and developed EPA policies and procedures for addressing large, complex hazardous waste “megasites.” He has been active in community-based organizations involving industry, labor and county governments in Pittsburgh/Allegheny County, Philadelphia and Chester, PA and Louisville, KY. He is active in
developing grant proposals involving the Louisville Metro Housing Department and the West Louisville coalition.

- Adewale Troutman, MD, is the current Director of LMHD and a full-time faculty member. He was formerly the Director of the Atlanta/Fulton County (GA) Health Department.

Faculty in SPHIS have served as members on a variety of state and local boards and advisory committees, including the following:

- Kentucky TeleHealth Board
- Information Management Committee, getCare
- Kentucky Pre-Event Vaccination Task Force
- Kentucky Bioterrorism Advisory Board
- Kentucky Public Health Leadership Institute (KPHLI)

3. **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 over the last three years.**

The need to add additional outcome measures beyond those included in the SPHIS Scorecard is recognized in this section. However, since many of these activities span multiple years, the data are reported in aggregate over the last three-year period. Beginning no later than 2006, these data will be collected prospectively and compiled on an annual basis.

a. Leadership on national boards, study sections, editorial boards and advisory committees. Over the past three years, faculty have had representation in the following:
   - Expert Panels of the Institute of Medicine and National Research Council of the National Academy of Sciences
   - National Institutes of Health (NIH) Study Sections: K12 Awards, National Institute of Environmental Health Sciences (NIEHS)
   - Health Resources and Services Administration (HRSA) Study Sections: Title VII Funding
   - Association of Clinical Research Training Program (K30) Directors (ACRTPD): Executive Board
   - US Public Health Service (USPHS) Advisory Committee on Immunization Practices: Liaison Membership
   - Association of American Medical Colleges (AAMC) Group on Information Resources, Executive Committee
   - Science Advisory Panel to the Canadian Government
   - Agency for Toxic Substances and Disease Registry (ATSDR) advisory panels

b. Success in achieving competitive research and educational grant awards. Full enumeration of grant awards received by faculty members can be found in Section VI.3.


d. Publications in peer-reviewed journals. A comprehensive listing of publications may be found in Appendix VI-1.

e. Refereed presentations and/or papers sponsored by national or international organizations. For data regarding performance against this measure, please refer to Section VI.4.

f. Course Evaluations by Students. Students complete evaluations of all courses and instructors at the conclusion of each semester. The evaluations of faculty members will be used to improve the quality of instruction.

g. University and national awards for excellence. While there is no expectation for individual faculty to achieve these awards, each department seeks periodic recognition of its faculty through special awards for performance excellence. Awards to faculty members during the current three year cycle include:
   - University of Louisville’s Provost’s Exemplary Advising Award.
• Distinguished University Scholar Award

h. Number of service or consulting engagements. See the response to Section VII.2 for a full listing of these service activities.

i. Number of faculty holding a terminal degree. All SPHIS faculty currently meet this qualification.

4. **Assessment of the extent to which this criterion is met.**

This criterion is fully met. The SPHIS has a well qualified faculty with a critical mass in each department to support the mission of the school. Faculty have a wide variety of experiences in the public health arena, with contributions at the national, state and local levels. Criteria to measure the qualifications of faculty have been established and agreed upon by them.
Criterion VIII.B.: 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.

Expected Documentation

1. Inclusion of a faculty handbook or other written document that outlines faculty rules and regulations.

The Redbook (http://www.louisville.edu/provost/redbook/) is provided and maintained by the Office of the University Provost as a service to the University community. The Redbook, which is the basic governance document of the University, covers the organization and operation of the Board of Trustees and Board of Overseers; the organization and operation of the University Administration; the organization and governance of the academic programs; faculty personnel policies; staff organization and personnel policies; the student governance and student affairs administration.

Although schools may have their internal policies, the policies must be consistent with the Redbook, as it is the controlling document. The school has four unique documents that are consistent with and expand upon the Redbook with the purpose of further defining school policies.

- The school’s Promotion, Appointment and Tenure document (Appendix II-2) presents the criteria and procedures employed within the school for the evaluation of promotion, appointment and tenure requests and for periodic career reviews. The document specifies minimum acceptable levels of teaching, research and service. Departmental criteria are not required, but where they exist procedures for evaluation of same must be in accord with the policy cited herein and must be explicit in regard to requirements upon which a recommendation for appointment, promotion and/or tenure is made for each faculty rank, or a positive periodic career review. It is understood that departments may stipulate criteria more rigorous than those addressed in this document, provided they are consistent with the University's Minimum Guidelines document and The Redbook. The contents of the Unit document apply to all faculty members.

- The school’s Bylaws and Rules (Appendix III-1) are the official statement of the organizational structure and the rules of governance and procedures of the Faculty.

- The school’s Professional Practice Plan (Appendix III-2) is essential to maintaining a faculty of excellence in teaching, research and service and to providing appropriate control of faculty professional time in order to ensure fulfillment of academic responsibilities. The objectives of the Professional Practice Plan are to: define the role and scope of professional practice activities of the faculty; strengthen relationships between the faculty and the public health community; provide the faculty remuneration commensurate with their academic and professional qualifications and activities; encourage an appropriate degree of faculty involvement in public health service; and provide additional financial support for the school.

- The school’s Policies for Annual Reviews and Performance Based Salary Increase (Appendix VIII-1) define: the development of the written faculty work plan in the form of an annual work assignment letter, the need for recording yearly progress toward promotion or satisfactory periodic peer review and the process for awarding salary increases.

These four documents and a hyperlink to the Redbook are available at http://docushare.louisville.edu/dscgi/ds.py/View/Collection-2707.

2. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

The SPHIS recognizes the vital importance of ongoing development of skills both among full-time and part-time faculty members. All faculty development opportunities available to full-time personnel are also available to paid part time faculty. To this end, the school provides funding support for critical faculty activities, including, but not limited to membership in professional organizations, travel for presentations at major meetings, continuing education coursework and skill development workshops through its departments to all faculty members. Funding for these activities is provided in part through Research Incentive Funds established for departments and individual faculty members through the University’s Office of the Vice-President for Research.
The School of Medicine’s Assistant Dean for Medical Education sponsors an annual series of seminars entitled “Grand Rounds for HSC Educators.” These programs are presented by nationally recognized experts in the field of health science education and are designed to advance the teaching skills of all educators at the HSC. SPHIS faculty are encouraged to attend these seminars.

Periodically, skill development workshops are provided in the use of: Microsoft Office products, including Word, Excel, PowerPoint and Access; Adobe Acrobat; Reference Manager and EndNote; Ovid and PubMed for searching the Medline database; Lectora software for the enhancement of PowerPoint presentations; and Blackboard for creation of web-enhanced or web-based coursework. These workshops are also open to university staff.

NIH grant-writing workshops are presented at least once per year under the auspices of the Research!Louisville week of scientific activities. Additional workshops are offered each year targeting other specific programs, including NASA and the Small Business Innovation Research/Small Business Technology Transfer programs.

Faculty have attended development workshops offered by other educational institutions and the federal government include the Center for Medicare and Medicaid Services (CMS) and the Agency for Healthcare Research and Quality (AHRQ) database workshops, including Medicare claims data and the Medical Expenditure Panel Survey (MEPS).

Finally, opportunities for junior faculty to demonstrate and further their research presentation skills are provided through SPHIS Grand Rounds, faculty journal clubs and research seminars presented regularly throughout the year. The public health grand rounds series are broadcast through videoconferencing technology and are available to public health departments throughout the state.

3. Description of formal procedures for evaluating faculty competence and performance.

The formal process to evaluate faculty competence and performance begins with the department chairs. Annually, each chair will review the full range of information regarding faculty performance in research, teaching and service, using criteria as described above, with the assignment of duties document as the standard of measurement. Ratings and recommendations for salary adjustment under the school’s performance-based salary increase policy are reviewed with each faculty member and forwarded through the associate dean responsible for faculty affairs to the dean. Evaluation forms become a permanent part of each faculty member’s file.

The Promotion, Appointment and Tenure (PAT) Committee will review the performance of tenured faculty no less than every five years as part of the Periodic Career Review process. Additionally, formal review of tenure track faculty at the assistant professor level will occur during or after year 3 in their appointment cycle, in order to appraise members of their progress toward achievement of promotion and tenure. As part of this activity, all activities in research, teaching and service will be closely assessed under the guidelines stipulated by the Redbook. Faculty members will be provided feedback through their chairs at the conclusion of the formal review process.

4. A description of student course evaluation process and/or evaluation of teaching effectiveness.

Teaching evaluation forms are reviewed by the Curriculum Committee before implementation. At the conclusion of each course, enrolled students are asked to complete evaluation forms about their instructors and specific aspects of each course. Draft evaluation forms are included as Appendix VIII-2. A set of core questions is used throughout SPHIS, and specific additional questions may be included at the discretion of the instructors or their chairs. The evaluations are scored by the program coordinator and a summary document created for sharing with the instructor, department chair and the program director. It is the intent of SPHIS to move toward a fully online system of entry and scoring by end of the spring 2006 term.

Additionally, certain courses, particularly those with a larger number of lecturers, may choose to evaluate faculty speakers and materials on a more frequent basis. In some cases, individual lectures and course materials will be evaluated at the end of every presentation.
In addition to individual scoring and commentary by students, feedback sessions will be held with all students in each program on at least an annual basis. Sessions occurring at or near the completion of each degree program will be established and will provide opportunity for students to provide a comprehensive review of the program, department and school. In this way, additional commentary will be solicited about ways in which to improve coursework and enhance the learning environment.

5. **Description of the emphasis given to community service activities in the promotion and tenure process.**

Community service activities of faculty members are highly valued and assessed at all steps along the appointment, promotion, tenure and periodic review continuum. The department chairs, Promotion, Appointment and Tenure Committee (PAT), associate deans and dean of the SPHIS all participate in elements of this assessment process. The range of activities considered includes, but is not limited to: membership on community boards, assistance with grant development in partnership with community organizations, participation in candidate selection committees, publicizing joint activities between SPHIS and the community and joint educational projects. Particular emphasis and recognition is given to the development or substantial enhancement of new programs of service linking SPHIS and the community. A coordinator of community service activities will be named in early 2006. For additional information, please see Section VII.

A complete listing of recent service activities by faculty members may be found in Section VII.

6. **Assessment of the extent to which this criterion is met.**

This criterion is fully met. Faculty development is supported strongly and complemented with evaluation of their performance, competence and teaching abilities. Community service activities are given appropriate emphasis in the promotion and tenure process.
Criterion VIII.C.: The school shall recruit, retain and promote a diverse faculty, and shall offer equitable opportunities to qualified individuals regardless of age, sex, race, disability, religion or national origin.

Expected Documentation

1. **Demographic data on the school's faculty.**

The school offers equitable opportunities to the hiring of faculty at all levels. SPHIS strives to achieve a faculty that is as diverse as its student body and the population it represents. It also recognizes that diversity is much more than race: the school expands this definition to include other human diversity as well as academic, research and service diversity.

The school currently has a faculty made up of twenty seven percent (27%) women, a proportion that has remained fairly stable over the last three years. The number of female faculty has increased from three in August 2002 to eight in August 2005 (Table VIII-3).

**Table VIII-3: Percentage of Full-Time Women Faculty by Rank (2002 -2005)**

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<tr>
<th>Year</th>
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<th>Women</th>
<th>Total Faculty</th>
<th>Percentage of Women</th>
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<td>08/01/02</td>
<td>Professor</td>
<td>0</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>0</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>3</td>
<td>5</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Visiting Scholar</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3</td>
<td>10</td>
<td>30%</td>
</tr>
<tr>
<td>08/01/03</td>
<td>Professor</td>
<td>0</td>
<td>4</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>0</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>3</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Visiting Scholar</td>
<td>0</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>3</td>
<td>11</td>
<td>27%</td>
</tr>
<tr>
<td>08/01/04</td>
<td>Professor</td>
<td>0</td>
<td>5</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>0</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>5</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>Visiting Scholar</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>5</td>
<td>16</td>
<td>31%</td>
</tr>
<tr>
<td>08/01/05</td>
<td>Professor</td>
<td>0</td>
<td>10</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>4</td>
<td>6</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>4</td>
<td>13</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Visiting Scholar</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>8</td>
<td>30</td>
<td>27%</td>
</tr>
</tbody>
</table>

The faculty in the school is 77% Caucasian and 23% underrepresented minorities, with two (7%) being African American/Black, 13% Asian/Pacific Islander and one (3%) Hispanic (Table VIII-4). There are an additional twenty four faculty in joint, part time, adjunct and associate faculty positions. Of these one (4%) professor is African America.
Table VIII-4: Full-time Faculty by Ethnicity and Rank (2002-2005)

<table>
<thead>
<tr>
<th>Year</th>
<th>Rank</th>
<th>A</th>
<th>AA</th>
<th>H</th>
<th>NA</th>
<th>Minor.</th>
<th>W</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>(#%)</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>08/01/02</td>
<td>Professor</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Associate Prof</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Assistant Prof</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Visiting Scholar</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1 (#10)</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>08/01/03</td>
<td>Professor</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Associate Prof</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Assistant Prof</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Visiting Scholar</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1 (#9)</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>08/01/04</td>
<td>Professor</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Associate Prof</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Assistant Prof</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Visiting Scholar</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3 (#19)</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>08/01/05</td>
<td>Professor</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Associate Prof</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Assistant Prof</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Visiting Scholar</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>7 (#23)</td>
<td>23</td>
<td>30^2</td>
</tr>
</tbody>
</table>

The school also recognizes its diversity in terms of the faculty’s academic preparation, research interests and potential community partnerships. Of the 30 full time faculty who have terminal degrees, 11 (37%) hold degrees in Medicine; eight (27%) in Statistics/Math; five (17%) in Public Health, Epidemiology or Community Health; five (17%) in Sociology/Environmental Science/Psychology and Public Administration. In addition, about one third of the faculty holds a public health degree at the master’s level. Faculty involvement in the community includes research activities and service projects in the Louisville community surrounding the university and in the larger Kentucky community. (Please see Sections VI.3 and VII.2 for details.)

2. **Description of policies and procedures regarding the school's commitment to providing equitable opportunities without regard to age, sex, race, disability, religion or national origin.**

The university is an Affirmative Action/Equal Employment Opportunity employer. The university’s Affirmative Action goal is the full integration of minority group members, women, persons with disabilities and Vietnam era veterans, qualified special disabled veterans, recently separated veterans and other protected veterans into the workforce.

The university is committed to the principles of Equal Employment Opportunity. The university has directed employees to not discriminate against any employee, or applicant based on race, color, religion,

^2 An additional Asian faculty member was hired in fall semester 2005, but after the August 1 cutoff.
age, sex, sexual orientation, national origin or disability status. Specifically, hiring units have been instructed to:

a. Recruit, hire, train and promote persons in all job titles, without regard to race, color, religion, age sex, sexual orientation, national origin or disability status, except where sex is a bona fide occupational qualification;

b. Base decisions on employment so as to further the principle of equal employment opportunity;

c. Assure that promotion decisions are in accord with principles of equal employment opportunity by imposing only valid requirements for promotional opportunities; and

d. Assure that all personnel actions such as compensation, benefits, transfers, layoffs, return from layoff, university-sponsored training, education, tuition assistance, social and recreation programs are administered without regard to race, color, religion, age, sex, sexual orientation, national origin or disability status.

Overall responsibility for the affirmative action/equal opportunity program rests with the university’s Affirmative Action Director. The University of Louisville’s Affirmative Action policy will be reaffirmed and reissued annually.

The school strives to provide equal employment opportunity on the basis of merit and without discrimination in terms of age, race/ethnicity, disability status, national origin, race, religion, sex or sexual orientation. The school shall make every reasonable effort to select all faculty from applicant pools which are representative of the labor market in terms of sex, disability, minority and veteran status as well as academic and research preparation. Furthermore, neither the university nor the school shall subject employees to discrimination in terms of compensation, benefits and/or working conditions. The school respects and values the contributions of each individual and is resolved to providing opportunities that foster success in teaching, research and in collaborative relationships with the university community, community based programs and organizations.

As evidence of its commitment to achieving a faculty demographically representative of those we serve, SPHIS has created a Diversity Committee. This committee will develop a set of policies and procedures, in accordance with University of Louisville guidelines, for establishing and revising current guidelines and monitoring whether the goals established have been fully achieved. The committee will work closely with the University Office of the Vice Provost for Diversity as a resource in this effort.

3. Identification of outcome measures by which the school may evaluate its success in achieving a demographically diverse faculty complement, along with data regarding the performance of the school against those measures over the last three years.

As part of the University’s scorecard development process, SPHIS in 2004 established outcome measures for the representation of African American and tenured women faculty (Table VIII-5).

**Table VIII-5: Outcome Measures**

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>Goal 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time African-American faculty</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>African American endowed chairs and professors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Full time women faculty</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Women endowed chairs and professors</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

In addition the school will compare its faculty with the demographic distribution of its student body and the populations of the Commonwealth of Kentucky and the region surrounding Louisville (Table VIII-6). Data for Kentucky and Jefferson County in Table VIII-6 are based on the 2000 Census.
Table VIII-6: Outcome Measures by Race/Ethnicity and Gender

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Kentucky</th>
<th>Jefferson County</th>
<th>SPHIS 2004-2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td>7.3%</td>
<td>18.9%</td>
<td>7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.7%</td>
<td>1.4%</td>
<td>13%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.5%</td>
<td>1.8%</td>
<td>3%</td>
</tr>
<tr>
<td>Females</td>
<td>51.1%</td>
<td>52.2%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Outcome measures will be assessed annually and adjustments made to recruiting strategies as required for achieving the required objectives. The Diversity Committee will work closely with the Office of the Dean to monitor the unit’s progress toward the achievement of these established goals.

A goal set by SPHIS is to have a faculty reflective of the overall diversity of its student body, the state and the region surrounding Louisville. The school currently has a complement of students that is 57% female and a faculty that is 27% female. It has similar, although lower than desired, representation of African American students (7%) and faculty (7%), and a higher proportion of Asian/Pacific Islander faculty to students (13% vs. 5%). Faculty representation by both Hispanic and Asian/Pacific Islander ethnicities exceeds that of Kentucky and Jefferson County.

4. Assessment of the extent to which this criterion is met.

This criterion is partially met. The school has well defined policies, procedures and outcome measures as well as a Diversity Committee to help achieve these goals; however, the goal of achieving diversity in all of its forms is still being addressed. African Americans and women are under-represented among full time and part-time/adjunct/associate faculty in all ranks.

Once additional faculty are recruited through continued efforts to improve race and gender diversity, SPHIS will support their retention and development. A formal school diversity plan has been submitted and will be reviewed by the Office of the Vice Provost for Diversity and Equal Opportunity. Finalization and approval of this document is expected to occur by November 2005.
STUDENTS

Criterion IX.A.: 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.

Expected Documentation

1. Description of the school's recruitment policies and procedures.

The school has no stated policies for student recruitment. Recruiting of students is managed by the individual programs with administrative support provided by Student Services. The procedures followed by each program are discussed below.

The MPH and BDS programs jointly sponsor a recruiting booth at student fairs within the university and at meetings and conferences of local, state and national public health organizations. Expenses for the booth are provided by the dean’s office through student services.

MPH

The school, working in conjunction with the HSC Office of Communications and Marketing, developed a strategic recruitment plan for the MPH program. The plan resulted in development of a list of targeted institutions of higher education in the state and region that offer degrees in disciplines that are relevant to pursuing graduate level education in public health (e.g., biology, psychology, mathematics, public health pre-medicine, nursing, chemistry, business, education, counseling, sociology, communication and anthropology). (A complete listing is available in the Resource File.) Recruitment materials are mailed to appropriate departments within the various institutions to inform faculty and students about the MPH offered by SPHIS. Particular attention is given to students who have expressed an interest in careers in the health care field by making inquiries to the U of L Schools of Medicine, Dentistry and Nursing. Students from Historically Black Colleges and Universities (HBCUs) are especially targeted for recruiting. Prospective students are routinely contacted by program staff to follow up on their interests.

Within the university, seniors in targeted disciplines receive letters describing the opportunity for an MPH from SPHIS. Additionally, well-qualified students not admitted to the university’s Schools of Medicine and Dentistry are provided information regarding the School's MPH program. Recognized student organizations such as the Minority Association of Pre-Med Students and the Society of Undergraduate Chemistry Students also are contacted in order to schedule recruitment presentations.

MSPH/BDS and PhD/BDS

The Department of Bioinformatics and Biostatistics (BB) recruits students for its programs through informational posters distributed around the university and mailed to targeted schools around the state.

MSc/ECIS and PhD/ECIS

Candidates for the programs in the Department of Epidemiology and Clinical Investigation Sciences are largely recruited from the junior faculty of the Schools of Medicine and Dentistry and from the residents and fellows of local teaching hospitals.

2. Statement of admissions policies and procedures.

Admissions policies and procedures originate within the degree programs and are reviewed and approved by the parent department (except for school-based programs), school admissions committee, Dean’s Executive Committee and Faculty Forum. As the school-wide admissions committee has only recently been constituted for the MPH program, its review of academic programs will follow in spring 2006.

All applications to the school’s degree programs are submitted to the university’s Graduate School. The program, working with the school’s student services, is responsible for maintaining contact with the applicant to answer questions and help him or her complete the application process. Each academic program has its own application requirements (available in the catalog, Appendix II-3).
MPH

A completed application to the MPH program consists of:

- Graduate School application
- non-refundable $50 application fee
- three current letters of recommendation (within the past 12 months). Letters are to be addressed to the SPHIS MPH Admissions Committee
- official, original academic records (transcripts or mark sheets) from each institution attended beyond secondary level
- resume or curriculum vitae
- personal statement that is a clear, substantive one-page description of the applicant’s professional and research experience as it relates to his or her goals in public health and the MPH program
- officially reported test scores from any of the following examinations: Graduate Record Examination (GRE), Graduate Management Admissions Test (GMAT), Medical College Admission Test (MCAT), Law School Admissions test (LSAT) or the Dental Admissions Test (DAT)
- if applicable, TOEFL (Test of English as a Foreign Language) scores

Applicants receive reminders from the school’s Office of Student Services about incomplete applications. Once the MPH application is complete, it is sent to the Admissions Committee for review. Each application is reviewed, summarized and graded by a pair of reviewers; the results are recorded on the Application Summary Sheet. (A copy of this document is available as Appendix IX-1.) Should the reviewers disagree on the final decision about admission, or if any committee member wishes to discuss the application, the entire committee also reviews the application. After the Admissions Committee makes its final decision about an application, it is sent as a recommendation to the dean, who approves the recommendation and forwards it to the graduate school, which informs the applicant of his or her acceptance or rejection. Individuals admitted to the program also receive an enrollment packet and a congratulatory letter from the dean of SPHIS.

In an effort to identify those who could significantly contribute to the field of public health, past experience in public health-related endeavors, as well as the applicant’s stated plans in public health, are used to evaluate applications. In addition, student measures such as standardized exam scores, grade point averages and recommendations are used to assess each applicant.

The minimum admissions requirements are:

- bachelor’s degree or its equivalent from an accredited institution
- recommended minimum GPA of 3.0 or higher on a 4.0 scale
- if applicable, TOEFL score of at least 250 on the computer-based version or 600 on the paper-based version

The MPH program has three deadlines for its applicants: early admission, November 15; standard admissions, February 1; and final admissions, April 15. These deadlines were established for the class to start in fall 2006 and are considered to be flexible as needed to assure an adequate class size.

Application guidelines for international students may be found in Appendix IX-2.

MSPH/BDS and PhD/BDS

Each applicant to an academic program in BB is required to submit the following:

- Graduate School application
- non-refundable $50 application fee
- at least two letters of recommendation. Recommendations can come in the form of letters or on the university’s standard recommendation form, available at http://graduate.louisville.edu/app/grad-rec.pdf
- official, original academic records (transcripts or mark sheets) from each institution attended beyond secondary level
- resume or curriculum vitae
- GRE test scores
- if applicable, TOEFL scores
MSc/ECIS and PhD/ECIS

Applicants to the MSc program must have an advanced degree, preferably an MD, DO, DMD, PhD or other earned doctorate. This requirement is consistent with the objective of this program to train the next generation of clinician scientists.

Applicants to the MSc program must submit an application along with:
• transcripts from all post-graduate education
• official report of GRE scores and date taken, unless a health professions doctorate has been obtained
• personal statement indicating area of research interest
• letter from department chair for junior faculty or program director for house staff confirming commitment to protect the applicant’s time to attend class, complete assignments and write a grant, research paper or thesis
• letter from a senior investigator indicating commitment to serve as the candidate’s academic advisor and mentor on his or her research project
• two letters of recommendation
• curriculum vitae or resume

Applicants for the PhD degree must submit an application along with:
• transcripts from all post-secondary educational institutions
• official report of GRE scores
• personal statement indicating area of research interest
• two letters of recommendation
• curriculum vitae or resume

3. Examples of recruitment materials and other publications and advertising that describe, as a minimum, academic calendars, grading and the academic offerings of the school. The most recent catalog must be included. References to website addresses may be included.

For examples of recruitment materials and other publications and advertising, please see Appendix IX-3 and our website at http://www.sphis.louisville.edu/academics.cfm.

4. Quantitative information on the number of applicants, acceptances and admissions, by program area over the last three years.

Table IX-1: Applicants, Acceptances and Admissions by Program Area

<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>MPH</th>
<th>MSPH/ BDS</th>
<th>MSc/ ECIS</th>
<th>MD/ MSc</th>
<th>PhD/ BDS</th>
<th>PhD/ ECIS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-03</td>
<td>Applied</td>
<td>5</td>
<td>37</td>
<td>3</td>
<td>12</td>
<td>9</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incomplete</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accepted</td>
<td>5</td>
<td>25</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Denied</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>03-04</td>
<td>Applied</td>
<td>14</td>
<td>29</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incomplete</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accepted</td>
<td>8</td>
<td>18</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Denied</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>04-05</td>
<td>Applied</td>
<td>4</td>
<td>23</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Incomplete</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accepted</td>
<td>2</td>
<td>14</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Denied</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Provisional, internal data on the incoming MPH class in the fall of 2005 show that, of the 71 applications, 13 were incomplete, 44 were accepted and 14 were denied. Official data from U of L Institutional

\(^1\) includes joint degree MSPH/PhD in Applied Math
Research and Planning (IRP) regarding the fall semester 2005 will be available by January 1, 2006.

5. Quantitative information on the number of students enrolled in each degree program identified in Criterion V.A., including a headcount of full-time and part-time students and a full-time equivalent conversion, over the last three years.

Tables IX-2 and IX-3 show full-time and part-time enrollment in SPHIS by program for 2002 through 2004. In order to avoid overstatement of full-time and part-time enrollment, headcount data are based on enrollment in the fall semester only. Tables IX-2 through IX-5 are based on data provided by U of L Office of Institutional Research and Planning (IRP).

**Table IX-2: Full-Time Enrollment in SPHIS by Program Area, 2002-04**

<table>
<thead>
<tr>
<th>Year</th>
<th>MPH</th>
<th>BDS</th>
<th>ECIS</th>
<th>Non-Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 02</td>
<td>11</td>
<td>13</td>
<td>0</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Fall 03</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Fall 04</td>
<td>13</td>
<td>16</td>
<td>1</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Table IX-3: Part-Time Enrollment in SPHIS by Program Area, 2002-04**

<table>
<thead>
<tr>
<th>Year</th>
<th>MPH</th>
<th>BDS</th>
<th>ECIS</th>
<th>Non-Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 02</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Fall 03</td>
<td>5</td>
<td>0</td>
<td>12</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Fall 04</td>
<td>4</td>
<td>0</td>
<td>15</td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

CREST students are registered as full-time on the basis of programmatic requirements, but are classified as part-time due to Graduate School guidelines. For that reason, we have listed CREST students separately.

**Table IX-4: CREST Enrollment, 2002-04**

<table>
<thead>
<tr>
<th>Year</th>
<th>MPH</th>
<th>BDS</th>
<th>ECIS</th>
<th>Non-Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 02</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 03</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 04</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student FTE is calculated as follows: full-time students are considered 1.0 FTE, part-time non-CREST students are considered 0.5 FTE and CREST students are considered .9 FTE.

**Table IX-5: FTE Enrollment in SPHIS by Program Area, 2002-04**

<table>
<thead>
<tr>
<th>Year</th>
<th>MPH</th>
<th>BDS</th>
<th>ECIS</th>
<th>Non-Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 02</td>
<td>11.5</td>
<td>40.0</td>
<td>4.0</td>
<td>55.5</td>
<td></td>
</tr>
<tr>
<td>Fall 03</td>
<td>14.5</td>
<td>43.5</td>
<td>6.0</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Fall 04</td>
<td>15.0</td>
<td>45.7</td>
<td>7.5</td>
<td>68.2</td>
<td></td>
</tr>
</tbody>
</table>

Provisional, internal data on the incoming MPH class in the fall of 2005 show that 22 full-time and 3 part-time students were enrolled, resulting in an FTE enrollment of 23.5. Official data from IRP regarding the fall semester 2005 will be available by January 1, 2006.

6. Identification of outcome measures 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 over the last three years.

Assessment of the programs in the school will utilize the following measures and targets pertaining to its success in enrolling a qualified student body. The measures and targets apply to each class of students enrolled in each program and for the school overall.

- Enrolled students characteristics
Response to Criterion IX

- Pre-admission GPA – average of 3.2 or higher
- Pre-admission standardized test scores – average of 70th percentile or higher
- Post-baccalaureate work experience in a health-related field – 20%

- Admission rate – 70% or less (number of admissions / number of applications)
- Acceptance rate – 70% or more (number of acceptances / number of admissions)
- Enrollment rate – 70% or more (number of enrollees / number of acceptances)
- Student assessment – 80% or more agree they are able to do the work (questionnaire at end of each year)
- Student GPA – average of 3.3 or higher (at end of each year)
- Graduation rate – 80% or more (see Criterion V.D.2)
- Student scholarly papers, presentations, posters and grants submitted or awarded – by 10% or more of enrolled, full-time students each year

These measures have only recently been adopted. We are working on gathering and compiling these data on the performance of the school over the past three years and expect to have the analyses completed by late 2005.

7. **Assessment of the extent to which this criterion is met.**

This criterion is partially met. Being a young school with programs brought together from within the university, we are in the process of developing more formal policies and procedures for recruitment and admissions. We intend to have these completed by July 2006. In addition the school does not have sufficient numbers of applicants, acceptances and admissions over the past three years to assess our effectiveness in these areas. This is particularly the case for the MPH program, which is in its first year. As a result we have no experience to determine the utility of our outcome measures or our performance of these measures. We expect to have enough data to do so by the fall of 2007.
Criterion IX.B: Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, sex, race, disability, religion or national origin.

Expected Documentation

1. Description of policies, procedures and affirmative action plans to achieve a diverse student population.

The SPHIS seeks to create a culture that promotes and fosters an appreciation of diversity. We strive to attract diverse faculty and staff that reflect the diversity of the surrounding population to provide the foundation for achieving and retaining a diverse student population. We also recognize that diversity is much more than race and the school expands this definition to include other human diversity, such as cultural, academic, research and service diversity.

The University of Louisville supports diversity as is reflected in the following vision statement:

“The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity and a genuine understanding of the many differences—including race, ethnicity, gender, age, socio-economic status, national origin, sexual orientation, disability and religion—that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.” In addition, the University of Louisville has an affirmative action policy in the hiring of faculty and staff ensuring representation of the diversity that is envisaged in the student body. (For additional information, please see section VIII.C.2.)

Student Recruitment

The School of Public Health and Information Sciences (SPHIS) casts a broad net in order to attract a diverse student body and has attracted students from Kentucky as well as other states and countries. Recruitment strategies through each degree program and the office of student affairs have included the use of brochures, posters and postings on the school website, https://www.sphis.louisville.edu/. The school also participates in active student recruiting in collaboration with the Graduate School and undergraduate departments that produce students who could potentially have an interest in public health. Another venue for active recruitment is local and national public health conferences. The MPH program coordinator also makes presentations at workplaces offering public health services, such as the health department, and provides information about SPHIS through specially arranged information sessions. (See also Section IX.A.1.)

U of L is dedicated to expanding opportunities for minorities and offers special awards to qualified minority candidates. The Graduate School is committed to providing financial support through scholarships and assistantships for the matriculation and graduation of qualified, underrepresented ethnic minority students in master’s and doctoral programs. All minority students are encouraged to take advantage of these funding opportunities. These activities have resulted in a student body with a diversity of academic backgrounds.

Recruitment materials and the catalog are available as Appendices IX-3 and II-3, respectively.

2. Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, over the last three years.

Quantitative data for applicants and students enrolled in the fall of each year in the SPHIS are displayed in Tables IX-6 and IX-7.

On average, 33% of applicants were Asian/Pacific Islanders although the proportion of African American applicants remained between 10% and 19%. Applications from Hispanic or Native Americans have been even lower at 0% to 2% over the three years under review (Table IX-6) The proportion of female applicants has remained fairly consistent for both African Americans and Asian/Pacific Islanders. The numbers, however, remain low.
Internal data were used to complete Table IX-6. Due to rounding, percentages may not add to 100%.

**Table IX-6: All Applicants by Gender and Race**

<table>
<thead>
<tr>
<th>Race</th>
<th>Gender</th>
<th>Fall 02</th>
<th></th>
<th>Fall 03</th>
<th></th>
<th>Fall 04</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>White</td>
<td>Males</td>
<td>22</td>
<td>31%</td>
<td>10</td>
<td>19%</td>
<td>8</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>13</td>
<td>18%</td>
<td>15</td>
<td>28%</td>
<td>14</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>35</td>
<td>49%</td>
<td>25</td>
<td>47%</td>
<td>22</td>
<td>50%</td>
</tr>
<tr>
<td>African American</td>
<td>Males</td>
<td>2</td>
<td>3%</td>
<td>5</td>
<td>9%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>5</td>
<td>7%</td>
<td>5</td>
<td>9%</td>
<td>5</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>7</td>
<td>10%</td>
<td>10</td>
<td>19%</td>
<td>7</td>
<td>16%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>Males</td>
<td>13</td>
<td>18%</td>
<td>10</td>
<td>19%</td>
<td>9</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>11</td>
<td>15%</td>
<td>7</td>
<td>13%</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>24</td>
<td>33%</td>
<td>17</td>
<td>32%</td>
<td>15</td>
<td>34%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Males</td>
<td>1</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>2%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>1</td>
<td>1%</td>
<td>1</td>
<td>2%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Native American</td>
<td>Males</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>Males</td>
<td>3</td>
<td>4%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
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<td>1%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>4</td>
<td>5%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>All Races</td>
<td>Males</td>
<td>41</td>
<td>57%</td>
<td>25</td>
<td>47%</td>
<td>19</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>30</td>
<td>41%</td>
<td>28</td>
<td>52%</td>
<td>25</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>71</td>
<td></td>
<td>53</td>
<td></td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table IX-7, the number of students enrolled in the School of Public Health and Information Sciences academic programs has increased over the three years under review from 63 in 2002 to 82 in 2004. However, the numbers of African American, Asian/Pacific Islander and Native American students remain low. The proportion of females enrolled remains fairly constant at around 55%.

Data for Table IX-7 were provided by IRP. Due to rounding, percentages may not add to 100%.
### Table IX-7: Full-time and Part-time Enrollees by Gender and Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Gender</th>
<th>Fall 02</th>
<th></th>
<th>Fall 03</th>
<th></th>
<th>Fall 04</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>White</td>
<td>Males</td>
<td>21</td>
<td>33%</td>
<td>24</td>
<td>32%</td>
<td>25</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>20</td>
<td>32%</td>
<td>23</td>
<td>30%</td>
<td>27</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>41</td>
<td>65%</td>
<td>47</td>
<td>62%</td>
<td>52</td>
<td>63%</td>
</tr>
<tr>
<td>African American</td>
<td>Males</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>5</td>
<td>8%</td>
<td>9</td>
<td>12%</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>5</td>
<td>8%</td>
<td>9</td>
<td>12%</td>
<td>6</td>
<td>7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>Males</td>
<td>1</td>
<td>2%</td>
<td>3</td>
<td>4%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>3</td>
<td>5%</td>
<td>3</td>
<td>4%</td>
<td>3</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>4</td>
<td>7%</td>
<td>6</td>
<td>8%</td>
<td>4</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Males</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>1</td>
<td>2%</td>
<td>1</td>
<td>1%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Native American</td>
<td>Males</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>Males</td>
<td>7</td>
<td>11%</td>
<td>9</td>
<td>12%</td>
<td>9</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>5</td>
<td>8%</td>
<td>4</td>
<td>5%</td>
<td>10</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Combined</td>
<td>12</td>
<td>19%</td>
<td>13</td>
<td>17%</td>
<td>19</td>
<td>23%</td>
</tr>
<tr>
<td>All Races</td>
<td>Males</td>
<td>30</td>
<td>48%</td>
<td>37</td>
<td>49%</td>
<td>35</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Females</td>
<td>33</td>
<td>53%</td>
<td>39</td>
<td>51%</td>
<td>47</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>63</td>
<td></td>
<td>76</td>
<td></td>
<td>82</td>
<td></td>
</tr>
</tbody>
</table>

The MPH professional degree program was offered to students for the first time in August 2005. This group of 25 students had a higher proportion of women compared with the students enrolled in academic degree programs (64% vs. 57%). The first MPH class also has a higher proportion of students from underrepresented minorities (36% vs. 13%). Specifically, the MPH class includes 16% African Americans, 16% Asian/Pacific Islanders and 4% Hispanics (Tables IX-8 and IX-9). Please note that the above comparisons by race include persons designated by IRP as “other.”

Of the 14 students who were denied entrance into the MPH program 72% were male and 27% were female. The group comprises 55% Caucasians, 27% Asian/Pacific Islander and 18% African American. Of the 11 admits who declined admission 54% are female and 46% were male. The admitted students included 55% Caucasians, 23% Asian/Pacific Islander, 15% African American and 8% Hispanic.

Provisional, internal data were used to complete Tables IX-8 and IX-9 as well as the demographic description of the MPH program. Official data from U of L Institutional Research and Planning (IRP) regarding the fall semester 2005 will be available by January 1, 2006.

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2 Data from the Office of Institutional Research and Planning include a category for “non-resident alien” or a “person who has not been admitted to the United States for permanent residence.” Racial information is not available for this group.
Table IX-8: MPH Enrollees by Gender (Fall Semester 2005)

<table>
<thead>
<tr>
<th>Gender/Race</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>Males</td>
<td>9</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Table IX-9: MPH Students Enrollees by Race

<table>
<thead>
<tr>
<th>Gender/Race</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>African American</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

3. Identification of measures by which the school may evaluate its success in achieving a demographically diverse student body, along with data regarding the school's performance against these measures over the last five years.

The University collects data on the number of Kentucky resident African American graduate students and the number of African American professional students and assesses diversity in recruitment, enrollment and graduation.

Success in enrolling and graduating a demographically diverse student body will be assessed against the following measures:
- Established targets in the SPHIS Scorecard for the level of African American student enrollment in the school (Table IX-10).
- Demographic data for the Commonwealth of Kentucky and for the area surrounding Louisville (Table IX-11, which is based on the 2000 Census).

The University’s scorecard goal for evaluating the level of student diversity and actual student body data for African Americans for 2003-2004 are contained in Table IX-10.

Table IX-10: SPHIS Scorecard Goal and Data for 2003-2004

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2008 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American enrollment</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>15</td>
</tr>
</tbody>
</table>

Table IX-11: Outcome measures by race/ethnicity and gender with data over the last three years

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Kentucky</th>
<th>Jefferson County</th>
<th>SPHIS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 02</td>
<td>Fall 03</td>
<td>Fall 04</td>
</tr>
<tr>
<td>African-American/Blacks</td>
<td>7.3%</td>
<td>18.9%</td>
<td>8%</td>
</tr>
<tr>
<td>Asian/Pacific Islanders</td>
<td>0.7%</td>
<td>1.4%</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanics</td>
<td>1.5%</td>
<td>1.8%</td>
<td>2%</td>
</tr>
<tr>
<td>Females</td>
<td>51.1%</td>
<td>52.2%</td>
<td>53%</td>
</tr>
</tbody>
</table>

The Diversity Committee is working closely with the SPHIS dean’s office to monitor the school's progress.
toward the achievement of these established goals.

4. **Assessment of the extent to which this criterion is met.**

This criterion is fully met. The school has achieved its initial goal of having a diverse student population based upon race and gender. The gender and racial distributions among students were fairly comparable with state level data through 2004. Recruitment efforts will continue to strive to ensure that the enrollment of women and African Americans into the school’s programs remains on target.
Criterion IX.C: There shall be available a clearly explained and accessible academic advising system for students as well as readily available career and placement advice.

Expected Documentation

1. Description of the advising and counseling services, including sample orientation materials such as student handbooks.

A good advising experience is the result of a student and advisor working together on a regular basis in order to graft the student's needs to the academic structures laid out by the SPHIS and U of L. Advisors within the school counsel students about the requirements of the Graduate School, SPHIS and their department and about career development, always keeping in mind the interests and goals of the student.

Placement counseling is not currently offered by SPHIS but is offered via the U of L Career Development Center (http://campuslife.louisville.edu/career/). Students are encouraged to use the following state-of-the-art career services offered by the center:

- e-recruiting – comprehensive on-line job listings, recruitment and candidates’ self-referred resume service
- job and career fairs – events that put students and employers together in the job seeking/career process
- federal work-study placement – placing students at work on campus
- limited career counseling and testing – assisting students with career exploration, developmental issues, assessment and advising
- resume formatting and critique – assisting the preparation and critique of the resumes and other employment documents
- outreach career seminars and workshops – information and marketing services that assist students with key aspects of the employment process

In addition, psychological counseling is available at no charge from Student Counseling Services (http://campuslife.louisville.edu/counseling). Learning how to better communicate and strengthening an existing relationship are targeted outcomes of the Counseling Center.

All new students are required to attend a full-day orientation session. The first part of orientation is university-specific while the second part is school and program-specific. The orientation includes a social gathering to welcome students to the school. During this time, new students have the opportunity to meet current SPHIS students, faculty and staff. An example agenda is available as Appendix IX-4.

The SPHIS Catalog is available as Appendix II-3.

MPH

Student advising in the SPHIS MPH Program is divided into two distinct functions – administrative advising and academic advising. Administrative advising is done by the Office of Student Services, while academic advising is done by the MPH program personnel and by concentration department personnel. Both advising functions are described below.

Administrative Advising (performed by Office of Student Services)

Administrative advising pertains to matters related to compliance with routine processes and procedures relevant to the MPH program or University requirements. Administrative advising includes:

- serving as a knowledgeable resource for MPH program and University administrative requirements, procedures and deadlines
- processing course add/drop forms
- establishing/removing advising holds on student program activities
- preparing reviews of students’ academic progress/status
- certification of a student’s completion of degree requirements
**Academic Advising** (Performed by MPH program and concentration department personnel)

Prior to students’ selection of their concentrations, the MPH program personnel (director, associate director and coordinator) serve as academic advisors for the students. Scheduled times will be set up for each student to meet with an advisor during each semester prior to entering a concentration. Once a student begins work in his or her chosen concentration, the department chair will designate a faculty advisor based on the student’s expressed interests.

Academic advising includes:
- providing MPH program academic content-related advice and assistance as needed by the student
- providing advice related to selection of and application to an area of concentration
- assisting in the development, review and sign off on the student’s academic plan of study
- providing counseling on matters pertaining to career and professional development
- serving in a mentorship capacity
- serving as a student advocate when appropriate

**MSPH/BDS and PhD/BDS**

Each student is assigned an academic advisor upon admission to any of the programs in the Department of Bioinformatics and Biostatistics. The advisee is assigned sequentially to individual faculty members within the department with separate provisions for master’s and doctoral students.

The majority of the course work at the master’s level is pre-determined by the curriculum. Faculty advisors for master’s level students are provided with a listing of each semester’s available courses, along with the annual revision of the SPHIS Catalog, which outlines requirements for each concentration. A departmental staff member arranges appointments during the advising period for students and their respective advisors. Faculty also are given access to an advising in-service course each summer, which includes distribution of lists of available courses for the following academic year and advising and registration deadlines.

Students at the doctoral level are assigned an advisor via the aforementioned process, or they may work with a faculty advisor who chooses to work with them upon their entry to the doctoral program. Students at the doctoral level work with their advisor to develop a program of study which must be approved by the department’s graduate program coordinator and chair. Although both biostatistics and decision science primary requirements are pre-determined by the curriculum, doctoral advisors are able to design programs of study for each student where electives are utilized to help students pursue their individual interests. Doctoral faculty advisors are also given a list of all available university electives each semester. Once the program of study has been developed by the student and advisor, any deviation from it must be approved by the student’s advisor, graduate program coordinator and chair.

Additional, less formal academic and career advising is available to students in the department’s programs through practicum advisors, assistantship supervisors, and thesis and dissertation advisors.

**MSc/ECIS and PhD/ECIS**

Students in the CREST program pursuing the MSc are assigned an academic advisor from among the CREST Core Faculty. The CREST advisor meets with the student and his or her mentor each semester to review the student’s progress in the required courses and in completing his or her planned research experience.

Students at the doctoral level are assigned an academic advisor from among the graduate faculty in ECIS. Many of the PhD applicants and students are graduates of the CREST MSc program who will already have an experienced faculty mentor and faculty advisor. Students at the doctoral level work with their mentor and advisor to develop a program of study that must be approved by the department chair. Although the ECIS requirements are pre-determined by the approved curriculum, doctoral advisors and mentors will be able to design programs of study for each student in which electives are tailored to the research interests of the student.

Additional, less formal academic and career advising is available to students in the department’s programs through thesis and dissertation advisors. However, since many of the MSc and PhD students in ECIS are junior faculty or clinical house staff, the requests for career or placement advising are
2. Information about student satisfaction with advising and counseling services.

At the present time, we do not have information about student satisfaction with advising and counseling services.

The school is developing two questionnaires aimed at assessing satisfaction with student advising services available in the school and university. One questionnaire is for students, the other for advisors. We intend to use these questionnaires to help guide us in evolving our counseling services to meet the needs of students and faculty.

3. Assessment of the extent to which this criterion is met.

This criterion is partially met. While we do have student advising services in place, our experience is limited with providing these services and with assessing the degree to which the services meet the needs of students and faculty. In addition our past needs for more targeted placement counseling have been very modest, since our past graduates have been from academic programs either with small numbers in a relatively small, high-demand field (biostatistics-decision science) or with most graduates in professional careers prior to beginning the program (ECIS). However, the majority of our MPH students will not be in similar situations, and we anticipate a significant need for career and placement advising specifically for public health. We have begun preliminary planning for this function and project its availability in the fall of 2006.
Criterion IX.D: Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy-setting and decisionmaking.

Expected Documentation

1. Description of student roles in evaluation of school and program functioning.

Students participate in the evaluation of school and program functioning by providing feedback via several avenues:

- Course evaluations. Each course director is required to give each student in the course the chance to fill out and submit an anonymous course evaluation form at the end of the course. These evaluations are used by the department chairs in faculty review and evaluation and in providing summary information to program directors and the school’s curriculum committee about the courses being offered in the programs and the school. Through these two avenues, student course evaluations have a role in assessing and improving the school’s courses and programs. The current course evaluation forms are available in the Resource File.

- Dean’s “town meetings.” The dean plans to meet once a year with the assembled students of SPHIS to hear directly any issues with how the school and its programs are being conducted. This is a new initiative with the first meeting to be held in the spring of 2006.

- Program meetings. At least once toward the end of each semester, the MPH program personnel (director, associate director and coordinator) will be meeting with each MPH class to answer questions and listen to feedback about the program and its courses. The first such session will be held during the fall 2005 semester.

- Class discussions. Several of the core MPH courses include class discussions conducted toward the end of selected sessions for the purpose of hearing from the students about how the course is going and what might be done to improve the students’ experience. Examples are the courses in Issues in Public Health, Introduction to Health Management and Introduction to Health Behavior, an online course that uses chat sessions for this purpose.

- Individual discussions with course and program directors. Students are encouraged to bring issues with a course or program to either the course or program director.

- Exit surveys. At the completion of degree programs offered by the Department of Bioinformatics and Biostatistics, graduating students are asked to complete an exit survey to be submitted to the department chair. Please see the Resource File for the current survey.

2. Description of student roles in governance, as well as in formal student organizations.

In addition, students are involved in several levels of the SPHIS governance process. Two students each serve on the Faculty Forum and the Council of Deans and Chairs. Student representatives must be in good academic standing (not on probation) and enrolled full-time. They are selected by the student body under the auspices of the student association. A student may not serve simultaneously on more than one committee.

The student association is currently being formed. One of the roles of the government of this association will be to work with the dean’s office in reviewing and revising school policies affecting students. Since university-sanctioned student councils are recognized only in academic units that grant degrees, the school’s student association is not a formal student council. However, the school’s student association is entitled to elect a representative to the governing graduate school student council (http://www.louisville.edu/sga/gsc/index.htm).

The bylaws of the school’s student association are currently undergoing ratification, review and vote by the student body. The proposed bylaws, drafted by a student organizing committee, specifies that the association seeks the status of a recognized student organization, which enables the association to apply for funding from the university for various uses and activities, such as travel to meetings. The draft bylaws do not require other student organizations to be formed as affiliates of the student association.

At the present time, the MPH students are in the process of forming a student chapter of the Kentucky Public Health Association as an affiliate of the proposed student association and also as a university recognized student organization.
3. **Assessment of the extent to which this criterion is met.**

This criterion is partially met. Complete and adequate descriptions of student involvement in evaluation and governance are presented. However, several of the mechanisms are in their infancy, and we do not have enough experience with them to determine their utility and effectiveness.
EVALUATION AND PLANNING

Criterion X.A: The school shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

As part of the self-study inspired by the CEPH accreditation process, a team consisting of SPHIS faculty and staff and a College of Education and Human Development (CEHD) faculty member met to develop the SPHIS evaluation plan. The SPHIS mission, focusing on research (interdisciplinary and collaborative), service (universities and communities) and teaching (traditional and team learning), served as the framework. The self-study team developed goals aligned with the university scorecard of strategic goals and areas of emphasis. Once the goals were established, the self-study team added specific objectives, measurable outcomes, a timeline and targets for success. Sources of data and frequency of collection were determined. The group reviewed and revised the document, and all faculty and other interested parties were given the opportunity to react and respond to this plan. An internal review and external review panel provided input.

The SPHIS faculty, staff and students are committed to continued evaluation and modification of this plan on a systematic basis to ensure that it remains comprehensive, workable, informative and effective. The exact structure of evaluation process will continue to be established, as we work toward the goal of a comprehensive plan for all SPHIS programs.

Expected Documentation

1. Description of evaluation procedures and planning process being used.

Evaluation System

SPHIS administration, faculty, staff and students recognize the value and importance of a systematic, broad-based and integrated evaluation. The Quality Assurance Framework (See Appendix X-1) depicts the evaluation process of SPHIS in conjunction with the university. With the involvement of the professional community, SPHIS is implementing an assessment system that is reflective of its stated mission, goals and objectives.

To create a comprehensive system of evaluation, the SPHIS self-study team consulted with faculty from CEHD. A team of SPHIS faculty, staff and administrators had several meetings with the education faculty to review current evaluation and plans for future programs. The self-study evaluation team created a comprehensive and integrated set of evaluation measures that are used to monitor the following SPHIS goals:

- **Goal 1**: Provide educational and academic excellence through a responsive, challenging and supportive educational environment characterized by high standards, commitment to quality and student success.
- **Goal 2**: Build a public health and information science research enterprise by focusing energy and resources to enhance the scholarly agenda, thereby striving toward national prominence.
- **Goal 3**: Foster a diverse, open and accessible school of public health and information sciences with an integrated system of access and intercultural understanding that promotes and supports race and gender diversity, inclusivity, equity and open communication.
- **Goal 4**: Promote collaboration and community/state partnerships by developing and integrating interdisciplinary activities associated with teaching, research and service. Support existing partnerships and engage new partners to contribute to the educational, social and economic progress of the region and state.
- **Goal 5**: Focus on school effectiveness and service through systematic quality improvement, assessment, CEPH self-study and accreditation, and a dedication to fulfill the mission and vision of SPHIS.

The school is developing a system of online entry forms, to be linked to a master evaluation program database, in order to facilitate the collection of all information relevant to the goals stated above. We hope to have this system in place by early 2006.
Planning

The Community Advisory Board, composed of community members, provide expert external advice to aid the dean in accomplishing the mission of teaching, research and service. The board meets in advance of the annual SPHIS strategic planning retreat to review the initiatives of the school over the prior year and to make recommendations for changes to meet the needs of the community. The Council, including the dean, associate deans, chairs and student representatives will consider the full range of evaluation documents received over the prior year and develop a plan to address noted deficiencies, assure full concordance of the programs with the stated mission goals and objectives of SPHIS, and re-align its activities to more fully serve the needs of its constituents.

2. Identification of measures by which the school may evaluate the effectiveness of its evaluation and planning activities, along with data regarding the school's performance against these measures over the last three years.

The effectiveness of the evaluation and planning system will be gauged by outcome measures listed in Tables X-1 through X-5. Data regarding the school’s performance with respect to these measures may be found in Appendix I-1 or in the assessments of the relevant sections. Performance data are not available for recently established measures at this time, but will be reported in subsequent versions of the self-study document.
### Table X-1: Goal 1, provide educational and academic excellence

<table>
<thead>
<tr>
<th>Objective</th>
<th>Outcome Measurement</th>
<th>Timeline</th>
<th>Source of Data</th>
<th>Frequency of Collection</th>
<th>Target for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.1</strong> Expand faculty and staff support for program growth as measured by:</td>
<td>1.1.a Increasing the number of full-time faculty to a goal of 50 by 2009.*</td>
<td>2009</td>
<td>Personnel records</td>
<td>Annually</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>1.1.b Maintaining the number of school and department support staff at a ratio of no less than one staff per four FTE faculty members (1:4 ratio does not include professional, research, or technical staff).*</td>
<td>2008</td>
<td>Personnel records</td>
<td>Annually</td>
<td>1:4</td>
</tr>
<tr>
<td><strong>Objective 1.2</strong> Develop quality curricula/programs as measured by:</td>
<td>1.2.a Reviewing educational competencies for MPH, MSPH, MSc and PhD for appropriateness and measurability annually.*</td>
<td>Annually</td>
<td>Curriculum Committee documents</td>
<td>Annually</td>
<td>Competencies approved</td>
</tr>
<tr>
<td></td>
<td>1.2.b Developing and implementing a collaborative academic program in cognitive and knowledge sciences with the College of Education and Human Development by Fall 2007.*</td>
<td>Fall 2007</td>
<td>Curriculum Committee documents</td>
<td>Ongoing</td>
<td>Programs approved and students enrolled</td>
</tr>
<tr>
<td></td>
<td>1.2.c Developing and implementing a collaborative academic program in bioinformatics with the Schools of Medicine and Engineering by Fall 2007.*</td>
<td>Fall 2007</td>
<td>Curriculum Committee documents</td>
<td>Ongoing</td>
<td>Programs approved and students enrolled</td>
</tr>
<tr>
<td><strong>Objective 1.3</strong> Improve student success and satisfaction as measured by:</td>
<td>1.3.a Refining the quality improvement process through school-wide forums, held at least annually, and yearly exit interviews and/or surveys of our graduates.*</td>
<td>Annually</td>
<td>Survey data and forum minutes</td>
<td>Annually</td>
<td>Increase in mean scores</td>
</tr>
<tr>
<td></td>
<td>1.3.b Increasing the number of doctoral degrees awarded per year to 7 in 2008.</td>
<td>2008</td>
<td>Scorecard</td>
<td>Annually</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>1.3.c Improving the mean response regarding overall impression of the school on the Quality Management Survey (QMS, as provided by Deyta, LLC) by continuing and graduating students</td>
<td>Annually</td>
<td>Survey data</td>
<td>Annually</td>
<td>Increase in mean scores</td>
</tr>
<tr>
<td></td>
<td>1.3.d Improving the mean response regarding overall satisfaction with the university on the QMS by all students.</td>
<td>Annually</td>
<td>Survey data</td>
<td>Annually</td>
<td>Increase in mean scores</td>
</tr>
<tr>
<td></td>
<td>1.3.e Achieving an employment rate within the field of study of at least 90% among MPH students, within one year of graduation, as tracked by the QMS.*</td>
<td>Annually</td>
<td>Survey data</td>
<td>Annually</td>
<td>90%</td>
</tr>
</tbody>
</table>
**Table X-2: Goal 2, build a public health and information science research enterprise**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Outcome Measurement</th>
<th>Timeline</th>
<th>Source of Data</th>
<th>Frequency of Collection</th>
<th>Target for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 2.1</strong>&lt;br&gt;Create a research infrastructure utilizing extramural funding as measured by:</td>
<td>2.1.a Increasing the number of grants and contracts awarded to 20 in 2008.</td>
<td>2008</td>
<td>Scorecard</td>
<td>Annually</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2.1.b Increasing the total dollar amounts of grants and contracts to $5,000,000 in 2008.</td>
<td>2008</td>
<td>Scorecard</td>
<td>Annually</td>
<td>$5,000,000</td>
</tr>
<tr>
<td></td>
<td>2.1.c Increasing the number of faculty on funded research to 22 in 2008.</td>
<td>2008</td>
<td>Scorecard</td>
<td>Annually</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2.1.d Increasing the number of students on sponsored research to 3 in 2008.</td>
<td>2008</td>
<td>Scorecard</td>
<td>Annually</td>
<td>3</td>
</tr>
<tr>
<td><strong>Objective 2.2</strong>&lt;br&gt;Develop internal support for SPHIS research activities as measured by:</td>
<td>2.2.a Adding one new faculty research position per year (2004-2008) from university administration.*</td>
<td>Annually</td>
<td>Personnel records</td>
<td>Annually</td>
<td>One new faculty per year</td>
</tr>
<tr>
<td></td>
<td>2.2.b Providing departmental funding for travel to national meetings to present papers and further research.*</td>
<td>Annually</td>
<td>Financial records</td>
<td>Annually</td>
<td>Continued departmental funding</td>
</tr>
<tr>
<td></td>
<td>2.2.c Increasing the total number of publications in refereed journals to 20 in 2008.</td>
<td>2008</td>
<td>Scorecard</td>
<td>Annually</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2.2.d Increasing the number of refereed presentations and/or papers sponsored by national or international organizations to 20 in 2008.</td>
<td>2008</td>
<td>Scorecard</td>
<td>Annually</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>2.2.e Holding monthly research incubation meetings to encourage faculty, staff and student involvement in collaborative research activities.*</td>
<td>Monthly</td>
<td>Research office documents</td>
<td>Monthly</td>
<td>Continued monthly meetings</td>
</tr>
</tbody>
</table>
### Table X-3: Goal 3, be a diverse, open and accessible school of public health and information sciences

<table>
<thead>
<tr>
<th>Objective</th>
<th>Outcome Measurement</th>
<th>Timeline</th>
<th>Source of Data</th>
<th>Frequency of Collection</th>
<th>Target for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 3.1</strong>&lt;br&gt;Recruit and retain African American and female faculty and students as measured by:&lt;br&gt;3.1.a Targeting Historically Black Colleges and Universities for minority student recruitment by establishing a list of contacts, building relationships, two mailings a year for brochures, and one campus visit per year.*&lt;br&gt;3.1.b Increasing the number of full-time women faculty to 12 by 2008.&lt;br&gt;3.1.c Increasing the number of full-time African American faculty to 3 by 2008.&lt;br&gt;3.1.d Achieving the number of African American executive, administrative, or managerial employees of 1 by 2008.&lt;br&gt;3.1.e Achieving the number of African American endowed chairs and professors of 1 by 2008.&lt;br&gt;3.1.f Achieving the number of women endowed chairs and professors of 1 by 2008.&lt;br&gt;3.1.g Achieving the number of African American students receiving doctoral degrees of 2 by 2008.&lt;br&gt;3.1.h Achieving the number of women receiving doctoral degrees of 3 by 2008.&lt;br&gt;3.1.i Increasing the number of African American students receiving master’s degrees to 15 by 2008.</td>
<td>Annually</td>
<td>Admissions Committee documents</td>
<td>Annually</td>
<td>Contacts, mailings and visits as listed</td>
<td>2008 Scorecard</td>
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<td></td>
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<td>2008 Scorecard</td>
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<td>2008 Scorecard</td>
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<td>2008 Scorecard</td>
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<td>2008 Scorecard</td>
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<td>2008 Scorecard</td>
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<td>2008 Scorecard</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>2008 Scorecard</td>
</tr>
<tr>
<td><strong>Objective 3.2</strong>&lt;br&gt;Support diversity and inclusivity initiatives as measured by:&lt;br&gt;3.2.a Completing and initiating implementation of a diversity plan in concert with university guidelines by October 2005.<em>&lt;br&gt;3.2.b Holding monthly, school-wide luncheons of faculty and staff to promote open communication.&lt;br&gt;3.2.c Inviting all students to a plenary school meeting session at least once per year.</em></td>
<td>October 2005</td>
<td>Diversity Committee minutes</td>
<td>Ongoing</td>
<td>Completed diversity plan</td>
<td>Monthly SPHIS Calendar records</td>
</tr>
<tr>
<td>Objective</td>
<td>Outcome Measurement</td>
<td>Timeline</td>
<td>Source of Data</td>
<td>Frequency of Collection</td>
<td>Target for Success</td>
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<td><strong>Objective 4.1</strong> Generate input from community partners as measured by:</td>
<td></td>
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<td></td>
<td>4.1 Establishing and maintaining a Community Advisory Board for SPHIS by December 2005.*</td>
<td>December 2005</td>
<td>Executive Committee documents</td>
<td>Ongoing</td>
<td>Foundation of Community Advisory Board</td>
</tr>
<tr>
<td><strong>Objective 4.2</strong> Establish outreach activities to involve SPHIS with a variety of stakeholders as measured by:</td>
<td></td>
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<td></td>
<td>4.2.a Continuing leadership through monthly meetings of the Environmental Health Committee of the Partnership for a Green City, involving U of L, Louisville Metro Government and the Jefferson County Public Schools.*</td>
<td>Monthly</td>
<td>Committee minutes</td>
<td>Monthly</td>
<td>Continued monthly meetings</td>
</tr>
<tr>
<td></td>
<td>4.2.b Developing an electronic clearinghouse for service opportunities with community and government agencies by June 2006.*</td>
<td>June 2006</td>
<td>Service Committee minutes and program office documents</td>
<td>Ongoing</td>
<td>Establishment of a service opportunity clearinghouse</td>
</tr>
<tr>
<td></td>
<td>4.2.c Increasing the number of community partnerships that support: local metropolitan area government agencies to 9 in 2008; metropolitan area businesses to 9 in 2008; community-based organizations to 10 in 2008; and health care organizations to 7 in 2008.</td>
<td>2008</td>
<td>Scorecard</td>
<td>Annually</td>
<td>9; 9; 10; 7</td>
</tr>
<tr>
<td></td>
<td>4.2.d Increasing the number of partnerships with state and regional agencies to 10 in 2008.</td>
<td>2008</td>
<td>Scorecard</td>
<td>Annually</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4.2.e Increasing the number of collaborative programs with K-12 educational institutions to 2 in 2008.</td>
<td>2008</td>
<td>Scorecard</td>
<td>Annually</td>
<td>2</td>
</tr>
</tbody>
</table>
### Table X-5: Goal 5, focus on programmatic effectiveness and service

<table>
<thead>
<tr>
<th>Objective</th>
<th>Outcome Measurement</th>
<th>Timeline</th>
<th>Source of Data</th>
<th>Frequency of Collection</th>
<th>Target for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 5</strong>&lt;br&gt;Monitor quality improvement processes and assessment as measured by:</td>
<td>5.a Receiving CEPH accreditation.<em>&lt;br&gt;5.b Improving the mean response regarding overall impression of the school on the QMS survey by: first-year graduates and alumni, faculty and staff and employers.&lt;br&gt;5.d Refining the quality improvement process through school-wide forums and an annual strategic planning retreat.</em></td>
<td>2009</td>
<td>CEPH documents</td>
<td>Ongoing</td>
<td>Accreditation</td>
</tr>
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<td></td>
<td>5.b Improving the mean response regarding overall impression of the school on the QMS survey by: first-year graduates and alumni, faculty and staff and employers.</td>
<td>Annually</td>
<td>Survey Data and Forum Minutes</td>
<td>Annually</td>
<td>Increase in mean scores</td>
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<tr>
<td></td>
<td>5.d Refining the quality improvement process through school-wide forums and an annual strategic planning retreat.*</td>
<td>Annually</td>
<td>Survey Data and Forum Minutes</td>
<td>Annually</td>
<td>Increase in mean scores</td>
</tr>
</tbody>
</table>
The following sections summarize the evaluation plans for assessing the school’s effectiveness in serving its various constituencies. Detailed descriptions can be found in the corresponding evaluation sections of the self-study document.

After the accreditation visit, every five years, an appointed team will conduct a self-study and review of mission, goals and objectives to ensure that the SPHIS meets the university guidelines for program reviews. A second tier of the self-study and review will include a panel of external reviewers from the advisory board, community agencies and other schools of public health. A midpoint assessment will be conducted every 2½ years to review progress and make changes as needed. The reviews will assess the degree to which programs reflect programmatic accommodation to changes in health needs of populations and responses to these changes.

Annually, an internal review will be summarized and presented to the Executive Committee, faculty and staff for quality assurance purposes and use in strategic planning. This summary report will include data from the SPHIS Scorecard, student progress reports, committee reports and evaluations of programs.

### Administration

SPHIS plans systematic use of data to evaluate the efficacy of its courses, programs and practicum experiences. Program evaluation and performance assessment data are used to initiate changes where indicated. Student and faculty assessment data are regularly shared with students and faculty as an opportunity to reflect on their performance and improve it. Adjustments and changes occur at a variety of levels (administration, departmental, faculty, or student) depending on evaluation results and recommendations. The assessments of Sections II and III describe evaluation of the administrative processes in greater detail.

### Students

Students receive regular feedback regarding their individual performance and performance as a group within the programs. Formal evaluation procedures occur at the end of each grading period when grades are assigned and recorded. The program directors will oversee the establishment of databases to enable recording and reporting data about individual students' competence and aggregation of data across students for program review. Data regarding student admissions, gender, ethnicity, grade point average, entrance exam scores and other pertinent information will be entered into a database and reviewed periodically. An electronic portfolio will be used by students to demonstrate public health competencies. The portfolio will be reviewed by faculty, administrators, community members and peers. A capstone experience (see V.B.4 for description) will be implemented as an exit requirement to assess overall competency.

The SPHIS On-Going Student Opinion Survey (available in the Resource File) is conducted to obtain student perceptions of program components. Information gained from graduating students and alumni will be generated from the SPHIS Graduating Student Opinion Survey (available in the Resource File). Faculty, administrators, community partners and employers provide valuable data for program planning and improvement. SPHIS administrators and program directors plan to utilize the results of the analyzed data to inform decision-making about programs. Aggregated data and systematic reporting contribute to an explicit process that helps make SPHIS a more efficient and effective learning organization. See the assessments of Sections V and IX for a more detailed description.

### Faculty

Students complete course evaluations each semester to provide feedback to individual faculty members. An annual review of faculty accomplishments in teaching, research and service is conducted. The results are used to provide information for tenure and promotion, to make programmatic adjustments, to assess the school's contribution to the university mission and scorecard, and to provide professional development. Future plans include the development of a teaching feedback and observation tool to provide individualized feedback in a systematic and objective way. SPHIS faculty and administrators will work with CEHD to create and validate the tool.

### Alumni

Information generated from alumni and partners in public health agencies aid in the assessment of
graduates' educational experiences and current and future needs for professional education. Alumni will be surveyed upon graduation, two years after graduation and five years after graduation. Data regarding employment and additional education will be collected. Employers of the alumni will be surveyed regarding their assessment of graduates' preparation for their positions in the workforce. A database of information regarding alumni will be maintained. Alumni will be selected to serve on the advisory board and other school committees as needed. Alumni will be invited to participate in SPHIS events, capstone experiences and MPH portfolio reviews. Information will be solicited from alumni at these events.

Community

Our community partners are valuable additions to the SPHIS. Students and faculty depend on community partners to provide service experiences, practicum sites and feedback regarding program effectiveness. Community partners on the advisory board will assess student development and promote the school in the community. Community partners often participate in grants and contracts, needs assessments, continuing education and other service outreach projects. To evaluate community effectiveness, the Community Advisory Board will review programs and provide input regarding preparation of workforce.

3. Assessment of the extent to which this criterion is met.

This criterion is fully met. The SPHIS has assessment systems in place that are aligned with institutional, state and national standards. The program uses multiple forms of assessment to monitor students' knowledge, skills and attitudes at appropriate transition points. The program faculties submit annual summaries, interpretations and applications of their assessments to the dean of the SPHIS and to the university. Program chairs and faculty use these reports and data to evaluate its programs. In addition there are periodic external reviews (e.g. SACS, Academic Program Review and Board of Overseers). We will utilize an annual review process of programs, committees and faculty. We will solicit input from all stakeholders in this process. Every two and one half years, we will undertake an intensive self-study process with emphasis on continued accreditation and SPHIS quality improvement. The evolving Assessment Plan will be the foundation for a successful public health program.
Criterion X.B: For purposes of seeking accreditation by CEPH, the school shall conduct an analytical self-evaluation and prepare a self-study document that responds to all criteria in this manual.

Expected Documentation

1. Provision of all documentation specified as being expected.

All expected documentation is provided within this document and appendices.

2. Description of the process used for the self-study.

The Accreditation Steering Committee (ASC), composed of faculty and staff from all five departments as well as central administration, was constituted by the dean in June 2004, meeting weekly at first and as needed thereafter. The first task accomplished by the ASC was the creation of master timeline for all activities through October 5, 2005, the submission date for the self-study report. On June 16 and 28, 2004, the ASC held general meetings of the faculty and staff to discuss the accreditation process. On September 17, 2004, the first faculty and staff luncheon was held on the topic of accreditation. These luncheons have continued on a monthly basis with few exceptions, though the agenda has expanded beyond just the accreditation process.

Eleven teams, corresponding to self-study criteria (I-X, including IIA and IIB), were formed and faculty and staff volunteers were assigned to develop the required materials. These teams met independently first to outline (August through October 2004) and then draft narrative responses to the CEPH criteria (November 2004 through January 2005). The ASC reviewed and compiled the teams’ responses into the first complete draft of the self-study document, which was finalized on February 19, 2005.

The ASC, along with additional faculty and staff, held an off-campus retreat on March 9, 2005, to review the first draft. The accreditation teams were once again engaged by the ASC to provide additional information. In addition, the ASC began to work with a representative from CEHD to develop school-wide outcomes measures. A second draft of the document was distributed to the ASC on May 19, 2005 and underwent further review and revision.

Beginning on July 1, 2005, the third draft of the document was distributed to external reviewers, namely:

- Sylvia Furner, PhD, MPH, Associate Dean, School of Public Health, University of Illinois at Chicago
- Linda Lloyd, PhD, Associate Dean for Academic Affairs, School of Public Health, Drexel University
- Robert Jacobs, PhD, Director, Epidemiology-Biostatistics Core, Eastern Virginia Medical School

In addition, the third draft was made available for review and comments by the SPHIS faculty and staff, beginning July 29, 2005, when its availability was announced at the July monthly luncheon.

Jennifer Gregg, PhD, Assistant Professor in the Department of Communication, reviewed the document for general readability and consistency in August and September. Stephen Wyatt, DMD, MPH, Dean of the University of Kentucky College of Public Health reviewed the document for content in August and September.

On September 16, 2005, the document was submitted to the Offices of the President, Provost and Executive Vice President for Health Affairs for review and comment. Comments were returned by Daniel Mahony, PhD, Assistant University Provost for Institutional Effectiveness, on September 26, 2005.

The ASC completed its final, detailed review on October 3, 2005, and this preliminary draft of the SPHIS self-study document was submitted to CEPH reviewers on October 4, 2005.

3. An analysis of the school's responses to recommendations in the last accreditation report, if any.

Not applicable.

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1 Dr. Jacobs joined the faculty of SPHIS on August 1, 2005.
4. Summary statement of the school's strengths and weaknesses in regard to each accreditation criterion and to the school's performance overall. (This statement may be organized as an executive summary, if the school so chooses.)

The School of Public Health and Information Sciences (SPHIS) at the University of Louisville has made remarkable progress from the time of its formal establishment as an academic entity in 2002. While an academic training program supported by an Institute for Public Health Research was in place since 1999, there was only a small faculty complement prior to 2002. With the establishment of SPHIS, the faculty, resources, academic space, technology resources, and teaching productivity have all increased dramatically. Cooperative activities with faculty in other public health training programs in the state have expanded. Health information sciences has played a major role in enhancing all aspects of the school's performance. Research productivity with faculty members as principal and collaborating investigators has soared. Collaboration with the state and local health departments, Louisville Metro government, local businesses, and community agencies has increased significantly. The first class in the MPH degree program has been enrolled in the fall of 2005.

The expansion of the educational, research, and service enterprise has led to the need for identification of a new office building to serve as operational headquarters for the school. Such a building has been chosen and will be available following extensive renovations in approximately 18 months. As the growth of the school continues, we anticipate new joint MPH degrees, new doctoral programs, and the establishment of focused degree programs in health information sciences.

Strengths, weaknesses, and recommendations to address potential shortcomings with respect to each of the self-study criteria are listed below. The Accreditation Steering Committee believes that, while several of the criteria are considered only partially met, appropriate recommendations have been established to address and correct potential weaknesses.

Criterion I: Mission Goals and Objectives

Strengths:
- The SPHIS has a well-defined mission with supporting goals and objectives that are specific and measurable. These were developed during a series of meetings with the direct input of its faculty, staff and students with refinement during an off-campus retreat.
- The range of programs in education, research and service are linked to the vision and mission through these goals and objectives.
- Objectives will be tracked using the scorecard process, as defined by data measures selected by the school with the concurrence of the university.
- The goals and objectives will be re-assessed and revised periodically with the input of a community advisory board.

Weaknesses:
- None

This criterion is met.

Criterion II.A: Organizational Setting (External)

Strengths:
- The SPHIS is designated by U of L as an independent academic unit, administered by a dean, with policies, rights, and responsibilities equivalent to those of the other academic units.
- The SPHIS has broad-based support from and cooperation with academic units at both the Health Sciences Center and the main campus.
- The SPHIS has an established budgetary process that conforms with processes that are in place for other academic units at U of L.
- The SPHIS has established specific guidelines for faculty appointment, promotion, tenure and review that are consistent with the academic standards and policies outlined in the Redbook, as maintained by the University Provost.
- The SPHIS adheres to the academic standards and policies established by the U of L Graduate School.
- The SPHIS faculty and staff are active participants in the governance of the university through
representative participation on university-wide standing and ad hoc committees.

Weaknesses:

- None

This criterion is met.

**Criterion II.B: Organizational Setting (Internal)**

**Strengths:**

- The SPHIS is an independent academic unit of the University of Louisville that is administered by a dean who oversees an established internal organizational structure consisting of academic, advisory/governance, administrative, and adjunct areas of function.
- The following units serve in an advisory capacity to the dean of the SPHIS:
  - The Executive Committee meets weekly and is advisory to the dean in day–to-day operational matters;
  - The Council of Chairs and Deans meets monthly and is advisory to the dean in matters relating to the school;
  - The Community Advisory Board, which will be in place by December 2005, is advisory to the dean and the SPHIS faculty regarding public health practice and opportunities for research and collaboration.
- The SPHIS has achieved interdisciplinary cooperation and coordination through:
  - The use of community public health practitioners for curriculum development and instruction;
  - A governance structure that includes faculty, students, and community practitioners; and,
  - Scheduled activities such as the research incubation meetings that foster interdisciplinary collaboration between the academic departments in the SPHIS and across the university.
- The SPHIS adheres to the university’s established policies for the fair and ethical treatment of all persons and has officially adopted the United Nations Universal Declaration of Human Rights as a guiding principle of faculty, staff and student behavior.
- The SPHIS has developed a written values statement expressing the school’s commitment to foster an environment of fair and ethical treatment that is necessary to support the development and sustainability of collaborative efforts in teaching, research and service in public health. The SPHIS values statement is provided to the students and posted throughout the school.
- MPH Students are specifically introduced to public health values and ethics as a part of the required course Issues in Public Health.

Weaknesses:

- None

This criterion is met.

**Criterion III: Governance**

**Strengths:**

- The SPHIS has an established infrastructure for internal governance that is administered by the dean who receives advisory input from the Executive Committee (dean, associate deans and department chairs), the Council of Deans and Chairs (the Executive Committee plus student and faculty representatives), and the Community Advisory Board.
- The SPHIS has established Bylaws and Rules that define the guidelines for internal governance for the school.
- The SPHIS has identified processes and designated responsibilities for policy development; planning; budget and resource allocation; student recruitment, admission and awarding of degrees; faculty recruitment, retention, promotion and tenure; academic standards and policies; and research and service expectations.
- The SPHIS has an established committee structure and written statements of charge and composition for each committee;
- Faculty, students, and community representatives contribute to the activities and governance of the SPHIS through service on standing and ad hoc committees.
Weakness:
- The membership of some committees has not been finalized and not all committees have met on a timely schedule.

Recommendations:
- Hold elections and make appointments by the end of 2005 to complete the membership of all committees.
- Develop an annual calendar defining the meeting times and locations for each SPHIS committee, and block the times electronically on each committee member's web-based calendar. Additionally, departmental alternates for each committee should be identified if a committee member is unable to attend a scheduled meeting.

This criterion is partially met.

Criterion IV: Resources

Strengths:
- The SPHIS has received fiscal resources needed to achieve its goals and objectives.
- The student faculty ratio and expenditures per student were 3.99:1 and $114,426 in 2004-05.
- The SPHIS operates with a centralized business plan through the dean's office and has adequate staff to manage all personnel administration, purchasing, and fiscal processing. Additionally, each department has a minimum of one classified staff member that serves as an administrative/clerical resource for the department. The staff complement for the school is adequate for its current size.
- The SPHIS has adequate office, classroom and laboratory space at its current complement of faculty and students. New space has been identified that will be adequate to meet the needs of the projected growth of the school.
- All SPHIS faculty and staff have immediate access to personal computers, and students have access to the SPHIS lab, which contains 20 desktop computers, and the IT computer center with 30 workstations. The SPHIS also employs a full time technology and facilities manager to support the IT mission of the school.
- The SPHIS faculty and students have physical and electronic access to six academic libraries containing 1.95 million volumes (1,200 in public health) and 24,000 journals and publications.
- Eight complete workstations have been created in a separate office space to support the needs of Graduate Research Assistants.

Weaknesses:
- There are limited funds available for student support (stipends, assistantships, scholarships).
- Placement sites have been identified although formal agreements with targeted organizations are not in place.

Recommendations:
- Continue to identify opportunities to diversify the school's funding base, including research income, sources of funding for scholarships and establishing a school endowment program.
- Establish a formal contract with the Louisville Metro Health Department for student practica by December 2005. Identify additional sites for student field placement and establish formal placement contracts by spring 2006.

This criterion is met.

Criterion V.A: Degree Programs

Strengths:
- The SPHIS has developed degree programs that reflect the school's vision and mission and currently offers one professional degree (MPH) and four academic degrees that include two PhD degrees and two master's degrees.
- The MPH degree is an interdisciplinary graduate professional degree that includes a core curriculum (18 credit hours), advanced courses in each of the five areas of knowledge basic to public health (12 credit hours), and experiential learning (15 credits hours) designed to provide students with applied field experiences and opportunities to address emerging needs of public health.
Each degree program offered by the SPHIS is described in the official school catalog, on the school’s website and in informational brochures.

**Weaknesses:**

- None

This criterion is met.

**Criterion V.B: Public Health Knowledge Area Instruction**

**Strengths:**

- Through a comprehensive core curriculum, the *Issues in Public Health* course, and the Practicum, MPH students acquire skills and experience in the areas of knowledge basic to public health. Progress towards attaining this knowledge is documented in the electronic portfolio maintained by the student and assessed each semester by faculty committees.

- MPH students, in consultation with the SPHIS faculty and staff, identify practicum sites and, in consultation with their practicum advisors and site preceptors, develop learning contracts. The learning contract defines the scope of work and deliverables that are the chief method for assessing the students’ field work.

- The Louisville Metro Health Department will be actively involved in practicum placements.

- The program’s culminating experience consists of the curriculum-long course on issues in public health, the student portfolio, the practicum and the *Integration* course.

**Weaknesses:**

- The first MPH class was admitted in August 2005, so data are not available to evaluate the different components of the curriculum.

- Written policies and procedures for the practicum are not available for the students.

- Practicum sites other than the Louisville Metro Health Department have not been identified, and formal agreements with potential practicum sites have not been developed (see also Section IV).

**Recommendations:**

- Develop by December 2005 the procedures and mechanisms to evaluate the different components of the MPH curriculum.

- Develop by December 2005 a student practicum manual that describes the practicum policies and procedures, including the range of deliverables, methods for assessment of preceptor sites and methods for assessing student performance by site mentors and faculty advisors.

This criterion is partially met.

**Criterion V.C: Learning Objectives**

**Strengths:**

- Program learning objectives are available for all degree programs of the SPHIS, and processes for the development and approval of learning objectives for each degree program and courses within degree programs are in place.

  - Programmatic learning objectives are developed by the program director/department chairs, in consultation with the program’s faculty, submitted to the curriculum committee for review and approval before being forwarded through the dean’s office for final approval and adoption by the Faculty Forum.

  - Learning objectives for each course are developed by the chair and faculty of each department, submitted to the school’s curriculum committee for review and approval, and, once approved, forwarded to the graduate school for review and approval as part of the course syllabus.

- Degree program learning objectives are given to students upon matriculation and are available to students through the student catalog and on the website.

- Course learning objectives are listed in the syllabus that is given to students at the beginning of each course.

- The Curriculum Committee, in cooperation with the department chairs (academic programs) and the MPH program director, is responsible for periodically assessing the relevance of the learning objectives for public health practice.
Weakness:
• Learning objectives have been established for each degree program and methods described for their periodic review; however, the process for periodic review has not been developed.

Recommendation:
• Establish a time-based process by early 2006 that includes procedures for reviewing and updating learning objectives for each academic and professional degree program.

This criterion is partially met.

Criterion V.D: Assessment of Student Progress and Career Readiness

Strengths:
• For the MPH, the SPHIS has identified the use of an electronic portfolio to monitor and assess progress towards achieving the program’s learning objectives. The portfolio is evaluated each semester and is used to provide feedback to students. The portfolio, in combination with successful completion of coursework and the practicum, provides a comprehensive and continuing process for evaluating progress towards achieving the program’s learning objectives.
• For the academic degrees, student progress towards achieving learning objectives is embedded in the successful completion of the coursework, qualifying exam, thesis or dissertation and oral defense.

Weakness:
• While outcome measures to identify student achievement have been developed, no data are available for the MPH program, and limited data have been collected regarding the academic programs.

Recommendations:
• Establish by December 2005 procedures and mechanisms to evaluate outcome measures for the MPH program.
• Compile and have in place by December 2005 the data for the academic programs covering the past three years.

This criterion is partially met.

Criterion V.E: Public Health Content in Academic Degrees

Strengths:
• Departments offering academic degrees in the SPHIS represent two of the five traditional areas of public health and provide formal coursework in epidemiology and biostatistics for students in both the academic and professional degree programs.
• Students in the academic degree programs have the opportunity and are encouraged to take public health courses as electives and to participate in public health practice programs offered by the school.
• The culminating experience for all academic degree programs is centered on the completion of a thesis/dissertation (or equivalent for the MSc) as approved by the Graduate School.

Weakness:
• The SPHIS has not compiled data documenting the number or type of opportunities to receive traditional public health training for students in the academic degree programs.

Recommendation:
• Establish a procedure and mechanism that documents, on an annual basis, the number and types of opportunities available to students in academic programs.

This criterion is met.

Criterion V.F: Doctoral Degree Programs

Strength:
• The SPHIS has PhD programs that were established in 2000 and were moved to the Departments of Bioinformatics and Biostatistics and Epidemiology and Clinical Investigation Sciences in SPHIS after its founding in 2002.
Weaker:

• None

This criterion is met.

**Criterion V.G: Joint Degree Programs**

Not applicable. The SPHIS does not currently offer joint degree programs with the MPH.

**Criterion V.H: Non-Traditional Programs**

Not applicable. The SPHIS does not currently have any non-traditional degree programs.

**Criterion VI: Research**

**Strengths:**

• Well-established policies and procedures exist regarding research.
• An SPHIS Research Committee with representation from all departments has been established.
• A research grants coordinator who assists faculty with developing and processing of all grants has been designated.
• Establishment of the Statistical Consulting Center by the Department of Bioinformatics and Biostatistics and the liaison from the Department of Epidemiology and Clinical Investigation Sciences to the University of Louisville Hospital's General Clinical Research Center have created an effective support system for collaborative research at the Health Sciences Center.
• Well-established relationships exist with the community aimed at furthering the development of collaborative research projects.
• SPHIS has been awarded over $2 million in research grants and contracts annually, including federal support from NIH, CDC, HRSA, and CMS, with 13 faculty on sponsored research projects.
• Indirect cost recovery of $1.6 million to the university over the last three years, with a return of $242,000 of this amount to SPHIS, supports the school's research infrastructure.

**Weaknesses:**

• None

This criterion is met.

**Criterion VII: Service**

**Strengths:**

• SPHIS administration supports and faculty, staff and students engage in a variety of important service activities.
• Two faculty members have signed agreements to support unique collaborative service arrangements.
• The Center for Deterrence of Biowarfare and Bioterrorism, through funding from CDC and HRSA, have provided continuing education for a large number of health professionals in the recognition and response to potential acts of terrorism.
• The school works collaboratively with other public health-oriented institutions in the state to support a videoconference-based public health grand rounds series.

**Weaknesses:**

• Although the SPHIS community engages in numerous service activities, no formal program exists to support them.
• The service committee has not yet been convened.
• Difficulty has been encountered in obtaining complete service activity reports on a timely basis.
Recommendations:
- Develop a new electronic system for entry and tracking of service activities by fall 2006.
- Align the school's service activities with its mission, goals, and objectives through feedback and assessment from the entire school and the community.
- Create new awards for excellence in service by early 2006.
- Establish a formal service program and appoint a coordinator of service activities by early 2006.

This criterion is partially met.

Criterion VIII.A: Clearly Defined Faculty

Strengths:
- The SPHIS has assembled a well-trained and highly qualified faculty needed to accomplish the mission of the school with the current enrollment.
- Positions have been approved for recruitment of new faculty to meet future needs.
- Faculty members bring a vast array of experience at the state, local, and national levels of public health to bear on their activities.
- Faculty members are involved in a number of leadership roles in national organizations.

Weaknesses:
- None

This criterion is met.

Criterion VIII.B: Faculty Policies and Procedures

Strength:
- The school recognizes faculty development as an item of high priority. Funding for such activities is derived in part by the return of indirect costs from grants to the school.

Weaknesses:
- None

This criterion is met.

Criterion VIII.C: Diversity of Faculty

Strengths:
- SPHIS has constituted a diversity committee and created a diversity plan to help the school’s faculty reflect the demographic characteristics of its student body and the surrounding region.
- SPHIS has a diverse faculty relative to academic training and public health experience.

Weaknesses:
- The school has not yet achieved its goals for diversity in all areas.
- Women are under-represented among the faculty relative to the student body and the state.
- The school's diversity plan has not yet gone through the full review and approval process by the university.

Recommendations:
- Work to receive final approval of the diversity plan by the end of November 2005.
- Establish more formal contacts with faculty of Historically Black Colleges and Universities during recruitment for new faculty positions.
- Collaborate with national associations that promote public health and minority and women professionals.
- Utilize the National Minority Faculty Identification Program (http://www.southwestern.edu/natfacid/) to locate professionals around the nation whose expertise is in areas targeted for expansion by the school.

This criterion is partially met.
Criterion IX.A: Recruitment and Admissions Policies

Strength:
- The initial class of professional public health degree students matriculated in August 2005.

Weakness:
- Formal metrics for assuring quality of the student body have only recently been adopted, and requested data analyses have not been completed at this time.

Recommendation:
- Complete analyses on performance of the school in enrolling a qualified student body over the past three years by late 2005.
- Complete initial assessment of first MPH class by December 2005.
- Complete policies and procedures for recruitment and admissions by July 2006.
- Consider early recruitment activities, to include a discussion of public health careers at area high schools.
- Investigate development of undergraduate majors or minors in public health at U of L.

This criterion is partially met.

Criterion IX.B: Diversity of Students

Strength:
- The school has reached its initial target for achieving overall diversity of its student body based upon comparison with state characteristics.

Weaknesses:
- Men are under-represented in the entering MPH class.
- The track record for diversity among the MPH degree students is limited to the initial entering class.

Recommendations:
- Work with Historically Black Colleges and Universities, local and national associations promoting public health, and institutions in Jefferson County and western Kentucky that offer public health-related services to assure successful recruitment of African American students.

This criterion is met.

Criterion IX.C: Academic Advising, Career Placement and Advice

Strength:
- An extensive advising process has been established for all students.

Weaknesses:
- No feedback has been received regarding student academic advising and counseling.
- Career and placement counseling services need to be expanded.

Recommendations:
- Review the academic advising process each semester and enhance it as necessary in response to feedback from students and faculty.
- Create essential career and placement counseling services by no later than fall 2006.

This criterion is partially met.

Criterion IX.D: Participatory Roles of Students

Strength:
- Students’ roles in evaluation and governance of the school and in student organizations have been defined.

Weakness:
- Insufficient experience with students functioning in these roles has been obtained to verify their utility and effectiveness.
Recommendation:
• Ensure integration of students into evaluation, governance and student organizational roles by early 2006.

This criterion is partially met.

Criterion X.A: Process for Evaluating and Monitoring

Strengths:
• A robust evaluation and planning process has been established.
• Online entry forms linked to a master database will be used to facilitate collection of information related to the school's goals and objectives.

Weakness:
• The evaluation and planning process has not yet completed one full cycle of activity.

Recommendations:
• Complete development of a database and online entry forms for collection of data for evaluation by fall 2006.
• Continue to revise the evaluation and planning process based upon commentary from participants involved in annual retreats.

Criterion X.B: Analytical Self-Study for CEPH Accreditation

Strength:
• The self-evaluation process has been completed and all documentation supplied as requested.

Weaknesses:
• None

This criterion is met.
Table X-6: Summary of Assessments

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Extent to Which Criterion Is Met</th>
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<tbody>
<tr>
<td>I. Mission Goals and Objectives</td>
<td>Met</td>
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<tr>
<td>II. Organizational Setting</td>
<td></td>
</tr>
<tr>
<td>A. External</td>
<td>Met</td>
</tr>
<tr>
<td>B. Internal</td>
<td>Met</td>
</tr>
<tr>
<td>III. Governance</td>
<td>Partially met</td>
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<tr>
<td>IV. Resources</td>
<td>Met</td>
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<tr>
<td>V. Instructional Programs</td>
<td></td>
</tr>
<tr>
<td>A. Degree Programs</td>
<td>Met</td>
</tr>
<tr>
<td>B. Public Health Knowledge Area Instruction</td>
<td>Partially met</td>
</tr>
<tr>
<td>C. Learning Objectives</td>
<td>Partially met</td>
</tr>
<tr>
<td>D. Assessment of Student Progress and Career Readiness</td>
<td>Partially met</td>
</tr>
<tr>
<td>E. Public Health Content in Academic Degrees</td>
<td>Met</td>
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<tr>
<td>F. Doctoral Degree Programs</td>
<td>Met</td>
</tr>
<tr>
<td>G. Joint Degree Programs</td>
<td>Not applicable</td>
</tr>
<tr>
<td>H. Non-Traditional Programs</td>
<td>Not applicable</td>
</tr>
<tr>
<td>VI. Research</td>
<td>Met</td>
</tr>
<tr>
<td>VII. Service</td>
<td>Partially met</td>
</tr>
<tr>
<td>VIII. Faculty</td>
<td></td>
</tr>
<tr>
<td>A. Clearly Defined Faculty</td>
<td>Met</td>
</tr>
<tr>
<td>B. Faculty Policies and Procedures</td>
<td>Met</td>
</tr>
<tr>
<td>C. Diversity of Faculty</td>
<td>Partially met</td>
</tr>
<tr>
<td>IX. Students</td>
<td></td>
</tr>
<tr>
<td>A. Recruitment and Admissions Policies</td>
<td>Partially met</td>
</tr>
<tr>
<td>B. Diversity of Students</td>
<td>Met</td>
</tr>
<tr>
<td>C. Academic Advising, Career Placement and Advice</td>
<td>Partially met</td>
</tr>
<tr>
<td>D. Participatory Roles of Students</td>
<td>Partially met</td>
</tr>
<tr>
<td>X. Evaluation and Planning</td>
<td></td>
</tr>
<tr>
<td>A. Process for Evaluating and Monitoring</td>
<td>Partially met</td>
</tr>
<tr>
<td>B. Analytical Self-Study for CEPH Accreditation</td>
<td>Met</td>
</tr>
</tbody>
</table>

5. **Assessment of the extent to which this criterion is met.**

This criterion is fully met.