University of Louisville
School of Public Health and Information Sciences

Self-Study Preliminary Draft

Prepared for the
Council on Education for Public Health

October 4, 2006
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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 1,¹ 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 with a commitment to the liberal arts and sciences and to 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.” The mission statement is also available at http://www.louisville.edu/about/mission.html.

Challenge for Excellence

U of L is committed to making the state’s vision a reality through the Challenge for Excellence, a ten-year blueprint for the future initiated in 1998. 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 benefitting citizens throughout the commonwealth. Additional information on the Challenge is available at http://www.louisville.edu/challenge/.

In order to meet the state-mandated House Bill 1 requirements, the university established an annual scorecard methodology. The university-wide Implementation Scorecard, which is available at 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. In addition, the Office of Provost annually establishes scorecard measures for individual academic units in collaboration with the respective dean or unit head. These are fluid documents that may be revised several times during the year. The active School of Public Health and Information Sciences (SPHIS) Scorecard for the third quarter of 2006 is included as Appendix I-1.

In response to the Challenge, an Institute for Public Health Research (IPHR) was created in 1998 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 NIH and the inauguration of MSPH and PhD degrees in Epidemiology: Clinical Investigation Sciences (ECIS) and Biostatistics – Decision Sciences (BDS).² In 2002, 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.

¹ The full text of House Bill 1 is available at http://www.lrc.state.ky.us/recarch/97ss/HB1.htm.
² These programs have evolved and expanded into the MS/BDS, MS/Epi, MSc/CIS, PhD/BDS and PhD/PHS degree programs. For a complete description of these programs, please see Section V.
Documentation Expected

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

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 mission, goals, and objectives are made publicly available on the SPHIS website at http://www.sphis.louisville.edu/, in the administrative offices and in common student areas.

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>
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<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 with a commitment to the liberal arts and sciences and to 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**

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<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:</strong> Provide educational and academic excellence 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:</strong> Build a public health and information science research enterprise 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:</strong> 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.</td>
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<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:</strong> 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.</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:</strong> 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.</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 45 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, MS, MSc and PhD for appropriateness and
measurability annually.*
1.2.b 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 a survey of continuing and graduating students.
1.3.d Improving the mean response regarding overall satisfaction with the university on the survey of all students.
1.3.e Achieving an employment rate within the field of study of at least 80% among MPH students, within one year of graduation, as tracked by the survey.*

**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 quarterly, 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 2006.*
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 2007.*

4.2.c Increasing the number of community partnerships that support local metropolitan area government agencies, metropolitan area businesses, community-based organizations and health care organizations to 25 in 2008.*

4.2.d Increasing the number of partnerships with state, regional and federal 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 by Fall 2007.*

5.b Improving the mean response regarding overall impression of the school on the comprehensive survey of 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 in 2004 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 and 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 strategic planning process to assure adequate input from all constituencies. The first comprehensive strategic planning retreat will occur January 5, 2007. 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 postings on SPHIS bulletin boards and its 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 SPHIS Scorecard, supplemented by other sources. 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 (U of L) 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

The University of Louisville traces its roots to April 3, 1798, when eight men declared their intention to establish the Jefferson Seminary in Louisville and called upon their fellow citizens to join them in pledging funds for land, buildings and teachers. It had been chartered with other academies in the new state a few weeks earlier by the Kentucky Legislature and became the origins of the first municipally operated American college or university west of the Allegheny Mountains.

Jefferson Seminary opened in the fall of 1813, but was closed in 1829. In 1844 Louisville College, chartered as the Louisville Collegiate Institute in 1833 and re-named in 1840, inherited the portion of the estate of Jefferson Seminary designated for the use of higher education in Louisville.

The Louisville Medical Institute, predecessor to the School of Medicine, admitted its first class in 1837 and is the longest continuously operating academic unit within the institution.

In 1846 the Kentucky Legislature created the University of Louisville proper, combining the Medical Institute and the Louisville College. The charter also provided for the creation of a new Law Department, which grew into today’s Brandeis School of Law. Louisville College became the Academic Department of the new University of Louisville. Although governed by a common board of trustees, each division retained financial autonomy. The Academic Department is the direct predecessor of the modern university’s largest unit, the College of Arts and Sciences.

During the 19th century, most of the professors in the medical and law schools were local physicians and attorneys who considered teaching a part-time vocation. By the end of the century, however, the university began to respond to educational reformers advocating full-time faculty and well enforced national education standards. This trend contributed to the 1907 revival of the liberal arts college that had been all but forgotten during the second half of the century. The medical school merged with four other medical schools in 1908 and adopted its present name as University of Louisville School of Medicine.

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1 For additional historical information, please see “A Brief History of the University of Louisville,” available from the University Archives and Records Center at http://library.louisville.edu/uarc/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.
Expanded academic programs and the adherence to higher educational standards led to the appointment of full time administrators early in the 20th century and, in 1910, the City of Louisville and later Jefferson County began making regular appropriations to the university. For the next sixty years, the university operated as a private, municipally supported institution.

The Graduate School was added in 1907, the School of Dentistry in 1918 and the School of Public Health in 1919. The School of Public Health discontinued operations from 1923 until it was reconstituted in 2002 as the current School of Public Health and Information Sciences. The Speed Scientific School was added in 1925, Louisville Municipal College for Negroes in 1931, the School of Music in 1932 and the Kent School of Social Work in 1936. In 1950 the University began desegregating the university at all levels, and, in 1951, the Louisville Municipal College was closed and its plant and some faculty were absorbed into other units. In 1953, the School of Business was created.

Municipal funding became inadequate for the continuing growth of the university, and, in 1965, a Governor’s Task Force reviewed the available options. In July 1970, the University of Louisville officially entered the state university system of the Commonwealth of Kentucky, thus beginning a new era of service to the community, the state and the nation.

Throughout the late 1960s and the 1970s, the university continued to add new academic schools, including the School of Education in 1968, the School of Justice Administration in 1969, the School of Nursing in 1979 and the College of Urban and Public Affairs in 1983. Each of the university’s schools is defined as an academic unit for administrative purposes.

Also during this period, the university began an ambitious development of the Health Sciences Center, beginning with the 1970 completion of the Quadrangle consisting of the Medical School Tower, the School of Dentistry building, the Instructional Building and the Library and Commons Building. In 1981, the James Graham Brown Cancer Center was built with private money and donated to the University.

The 1980s saw the construction by the state of a new tertiary care medical center composed of the Ambulatory Care Building for faculty and clinics of the School of Medicine and the University of Louisville Hospital. These medical facilities and the Brown Cancer Center are managed and operated by University Medical Center, a consortium of the university and two regional, private, nonprofit hospital systems, Jewish and Norton Health Care Systems.

Subsequent development of the Health Sciences Center has included the construction of the Kosair Pediatric Center for the pediatric faculty and clinics, two new Biomedical Research Buildings and the renovation of existing buildings to house the Health Science Center and School of Medicine Administration, the School of Nursing and the new School of Public Health and Information Sciences.

In order to achieve its mandate of becoming a preeminent metropolitan research university, an Institute for Public Health Research (IPHR) was established in 1998. This research mission was expanded to include development of the professional public health degree when the Board of Trustees established the School of Public Health and Information Sciences (SPHIS) as the successor to the IPHR in 2002. In constituting SPHIS, the university accorded it equal status and autonomy relative to the other professional schools on the Health Sciences Campus, namely, the Schools of Medicine, Dentistry and Nursing.

Facts and Figures

The following information was taken from “Just the Facts 2005-2006,” available at http://institutionalresearch.louisville.edu/files/ir/jtf/jtf200506.pdf, which is the most current data published by the U of L Office of Institutional Research and Planning. All figures are current as of Fall 2005.

- Enrollment was 21,760.
- Approximately 75% of the student population was enrolled full time.
- Jefferson County residents represented approximately 50% of all students, and Kentucky residents represented approximately 80%.
- Approximately 20% of students were from out of state, while approximately five percent were from foreign countries.
- Approximately 53% of students were women.
- 4,143 degrees were conferred in 2004-2005.
- U of L had 2,044 faculty. Approximately 71% were full-time.
- U of L employed 3,720 staff members. Approximately 87% of the staff were full-time.
- The university’s total Fiscal Year 2006 budget was $697.8 million.
- U of L received 994 grant and contract awards, totaling approximately $145 million in Fiscal Year 2005.
- The university library system contained approximately 2.03 million volumes and 24,700 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.

Figure II-1: U of L Organizational Chart (Draft)
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/](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 Three 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/](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/pubs/graduate-catalog/catalog_2005_complete.pdf](http://graduate.louisville.edu/pubs/graduate-catalog/catalog_2005_complete.pdf).

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 participate in the development of academic standards and policies through service 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-2: Organizational Chart of SPHIS
The school is organized in four major areas of function: academic, advisory/governance, administrative, and adjunct.

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

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

- The Community Advisory Board is advisory to the dean and the school on matters related to the cooperation, collaboration, and opportunities between the greater Louisville community and the school. The board consists 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. The board was constituted in September 2006. It will hold its first meeting in Fall 2006.

- 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 component is the Office of the Dean and is discussed in detail below.

The adjunct component is composed of the organizations within the school that are directed primarily outside the school and university and include the Center for Health Hazards Preparedness (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, research, faculty development, faculty affairs, and accreditation, and Dr. Walton, Associate Dean for Health Information Sciences, is responsible for diversity, student affairs, admissions, curriculum, service, and policies and procedures. Ms. Susi D. Walsh, Director of Administration, oversees personnel involved in fiscal operations, human resources, and grant and contract processing for the school.

Other administrative support personnel include:
- 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; and,
• 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 monthly 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 at least monthly 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 area of expertise represented, and regular departmental faculty and staff meetings include discussions of coordination and collaboration. Faculty meetings also include discussions about potential collaborations across departments and with groups outside of the school.
- The SPHIS Council of Deans and Chairs 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, which 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 students and faculty from both the Belknap Campus and the Health Sciences Center.
- Quarterly 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 within the school.

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 and Biostatistics (BB) sponsors a Statistical Consulting Center (StCC) that not only provides statistical consulting but encourages interdisciplinary collaboration between departmental 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 faculty, staff and students.

- 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 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. SPHIS subscribes fully to these policies on fair and ethical dealings.

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 IRBs ensure 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 Office (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 commitment 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 Health Insurance Portability and Accountability Act (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. It is posted prominently within the school as a reminder of its importance in all activities of SPHIS.

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:

The ultimate authority and final responsibility for governance of SPHIS reside 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 will not be completed until Spring 2007 due to a freeze in revision of all university policies during the SACS accreditation reaffirmation process. 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 has been formed. One of the roles of this association is 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 the 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 school. 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-based degree programs (currently, MPH and MSc/CIS) is managed by the program with support from SPHIS Student Services. Oversight and policy are provided by the associate dean responsible for student and academic affairs, the dean, and the Dean's Executive Committee.

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

Student Admissions

Admissions for the professional degree program (i.e. MPH) are a coordinated effort through Student Services, Admissions Committee and the dean. Minimum admission criteria are established by the Admissions Committee and approved by the Dean's Executive Committee and the Faculty Forum. 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 director for each school-based program (i.e. MPH and MSc/CIS), and the following non-voting members: the manager of Student Services, the coordinator for each school-based program and a recording secretary. Terms of the faculty members are two years in length and are staggered. Selection of the chair and co-chair, and other rules and procedures of the committee are determined by the committee, subject to review by the Dean's Executive Committee.

Awarding 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 school'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: Work 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.

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 consists 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. The final changes to the Bylaws must await completion of the university’s SACS accreditation reaffirmation process.
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: Create, review and finalize 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 and MSc/CIS programs.

Composition: The committee shall consist of one faculty member from each department and the director of each school-based program (i.e., MPH and MSc/CIS).

Curriculum Committee

Charge: Oversee all curricula in the school and recommend additions and changes to the Faculty Forum.

Composition: Associate dean responsible for academic affairs (chair), chair of each department or chair of the department's curriculum committee, the MPH Program Director, the MSc/CIS Director, and two faculty members appointed by the dean. Non-voting: recording secretary, department curriculum coordinators, manager of student services.

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: Advise and assist Community and Professional Service in promoting and advancing service by the school to the community and the public health professions, including selection of annual service awards to faculty, staff and students. For purposes of the committee, service is defined as “contributions of professional expertise to the public, including professional practice” (from CEPH Criterion VII). An activity may or may not generate revenue and still be considered as service.

Composition: This committee consists of one person (faculty or staff) selected (elected or appointed) by each department and the center, up to four persons (faculty or staff) appointed by the Dean’s Office, two
MPH students, one first year and one second year, selected (elected or appointed) by the School’s KPHA Student Chapter and the Director of Community and Professional Service (ex officio).

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
- EPH, Department of Epidemiology and Population Health
- EOHS, Department of Environmental and Occupational Health Sciences
- HPBS, Department of Health Promotion and Behavioral Sciences
- HMSS, Department of Health Management and Systems Sciences

Standing SPHIS Committees

Committee on Performance Criteria and Economic Welfare
Roster: Chair W. Paul McKinney, MD (HPBS); Kathy Baumgartner, PhD (EPH); Susmita Datta, PhD (BB); Carlton Hornung, PhD (EPH)

Faculty Forum
Roster: Chair Richard D. Clover, MD (HPBS); Vice Chair Muriel J. Harris, MPH, PhD (HPBS); Secretary Peter L. Walton, MD (HPBS); Kathy Baumgartner, PhD (EPH); L. Jane Goldsmith, PhD (BB); Robert Jacobs, PhD (EOHS); Robert P. Steiner, MD, MPH, PhD (HMSS); Caryn Thompson, PhD (BB) Faculty Senate Liaison; Christopher Barnes (student representative); James Koller (student representative)

Promotion Appointment and Tenure Committee
Roster: Chair W. Paul McKinney, MD (HPBS); Rudolph S. Parrish, PhD (BB); David J. Tollerud, MD, MPH (EOHS); Richard Baumgartner, PhD (EPH); Somnath Datta, PhD (BB); Carlton Hornung, PhD (EPH); Robert Jacobs, PhD (EOHS); Robert Steiner, MD (HMSS)

Rules, Policies and Credentials Committee
Roster: Chair Ruth Carrico, PhD (HPBS); Susan B. Muldoon, MPH, PhD (BB); Robert Esterhay, MD (HMSS); Barry Wainscott, MD (HMSS)

Council of Chairs and Deans
Roster: Chair Richard Clover, MD; Paul McKinney, MD-Vice Chair; Richard Baumgartner, PhD (EPH); Robert Esterhay, MD (HMSS); Rudolph Parrish, PhD (BB); Irma Ramos, MD (EOHS); David Tollerud, MD (EOHS); Adewale Troutman, MD (HMSS); Peter Walton, MD Associate Dean; Richard Wilson, DHSc (HPBS); Ping Xu (student representative)

Selected Ad Hoc Committees

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

Admissions Committee
Roster: Chair Susan B. Muldoon, PhD, MPH (EPH); Raymond E. Austin, PhD (HMSS); Guy Brock, PhD (BB); Robert Jacobs, PhD (EOHS); A. Scott LaJoie, PhD, MSPH (HPBS); 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 (HPBS); Rachel E. Cummins (BB); Robert J. Esterhay, MD (HMSS); Robert Jacobs, PhD (EOHS); W. Paul McKinney, MD (HPBS); Rudolph S. Parrish, PhD (BB); David J.
Diversity Committee

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

Research Committee

Roster: Chair W. Paul McKinney, MD (HPBS); Richard Baumgartner, PhD (EPH); 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 (HPBS); Richard L. Wilson, DHSc (HPBS)

Service Committee

Roster: Chair Robert J. Esterhay, MD (HMSS); Ruth Carrico, RN, PhD (HPBS), ex officio;

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 (HPBS)

Biosafety Task Force

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

Continuing Health Sciences Education (CHSE) Committee

SPHIS Member: W. Paul McKinney, MD (HPBS)

Council of Academic Officers

SPHIS Member: Richard D. Clover, MD (HPBS)

Distinguished Faculty Award - Outstanding Scholarship, Research, Creative Activity (2005)

SPHIS Members: Carlton A. Hornung, PhD, MPH (EPH); 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 Members: Robert Jacobs, PhD (EOHS); David J. Tollerud, MD, MPH (EOHS)

Diversity Committee

SPHIS Member: Muriel J. Harris, MPH, PhD (HPBS)

Faculty Grievance Committee

SPHIS Members: Carlton A. Hornung, PhD, MPH (EPH); Rudolph S. Parrish, PhD (BB)

Faculty Senate

SPHIS Member: Carlton A. Hornung, PhD, MPH (EPH)

Graduate Council

SPHIS Member: Carlton A. Hornung, PhD, MPH (EPH)

Honorary Degree Committee 2004

SPHIS Member: Carlton A. Hornung, PhD, MPH (EPH)

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

This criterion is fully 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. All standing committees have been formed, with members appointed or elected.
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 (BB) and Epidemiology and Population Health (EPH), respectively, who joined our faculty in July 2005. Additional funds promised in the next few fiscal years will allow us to build up the other academic programs and departments in the school.

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 $10,165,392 for Fiscal Year 2007. The following table illustrates the income and expenses for the school from Fiscal Years 2002-03 through 2006-07. SPHIS income and expenses for FY 2006-07 are estimated.

Table IV-1: Sources of Funds and Expenditures by Major Category

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees</td>
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<td>0</td>
<td>8,500</td>
<td>82,283</td>
<td>117,250</td>
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<td>State Appropriation</td>
<td>2,385,871</td>
<td>2,597,273</td>
<td>3,191,102</td>
<td>4,444,099</td>
<td>4,537,014</td>
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<tr>
<td>University Funds</td>
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<td>0</td>
<td>78,091</td>
<td>177,636</td>
<td>183,268</td>
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<tr>
<td>Grants/Contracts</td>
<td>1,610,713</td>
<td>2,789,342</td>
<td>2,991,922</td>
<td>2,937,157</td>
<td>2,753,400</td>
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<tr>
<td>Indirect Cost Recovery</td>
<td>440,763</td>
<td>606,270</td>
<td>486,168</td>
<td>447,994</td>
<td>330,187</td>
</tr>
<tr>
<td>Endowment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>517</td>
<td>600</td>
</tr>
<tr>
<td>Gifts</td>
<td>0</td>
<td>150</td>
<td>683</td>
<td>2,468</td>
<td>2,500</td>
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<tr>
<td>Travel Clinic</td>
<td>371,813</td>
<td>538,194</td>
<td>496,976</td>
<td>435,568</td>
<td>435,000</td>
</tr>
<tr>
<td>Other</td>
<td>163,540</td>
<td>266,802</td>
<td>307,804</td>
<td>210,565</td>
<td>291,915</td>
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<tr>
<td>Central Administration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,514,258</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,972,700</td>
<td>6,798,031</td>
<td>7,561,246</td>
<td>8,738,287</td>
<td>10,165,392</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries &amp; Benefits</td>
<td>1,740,375</td>
<td>2,630,241</td>
<td>3,420,139</td>
<td>4,974,907</td>
<td>5,454,892</td>
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<tr>
<td>Staff Salaries &amp; Benefits</td>
<td>789,037</td>
<td>1,090,004</td>
<td>1,473,080</td>
<td>1,541,810</td>
<td>1,669,842</td>
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<tr>
<td>Operations</td>
<td>1,492,001</td>
<td>1,980,078</td>
<td>2,075,464</td>
<td>1,735,838</td>
<td>1,999,462</td>
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<tr>
<td>Travel</td>
<td>116,866</td>
<td>187,802</td>
<td>241,330</td>
<td>228,214</td>
<td>250,000</td>
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<tr>
<td>Student Support</td>
<td>371,371</td>
<td>305,038</td>
<td>277,440</td>
<td>480,210</td>
<td>461,009</td>
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<td>University Tax</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>F&amp;A</td>
<td>440,763</td>
<td>606,270</td>
<td>486,168</td>
<td>447,994</td>
<td>330,187</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,950,413</td>
<td>6,799,433</td>
<td>7,973,621</td>
<td>9,408,973</td>
<td>10,165,392</td>
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</tbody>
</table>
Notes on this Table IV-1 include the following.

- Tuition and fees includes distance education classes and technology fee. Regular tuition revenue is retained centrally by the U of L administration.
- State appropriations include state general funds, and U of L Executive Vice President for Health Affairs (EVPHA) funds.
- University funds include scholar funds (covers faculty salary and fringe benefits).
- Indirect cost recovery is retained by central administration, with approximately 10% going to the department(s) and 10% to the project co-director(s).
- Endowment funds represent amount available to the school (i.e. interest on the total donation).
- Other represents funds received from practice plan, royalties, Statistical Consulting Center, etc., excludes intra-university transfers.
- Central Administration includes funds provided by the university to support SPHIS.
- Operations include non-salary expenses, equipment, and grant sub-contracts (e.g. University of Kentucky Research Foundation, University of Cincinnati).
- Travel includes registration, in-state and out-of-state travel for employees, recruitment expenses, and non-employee travel, including hotel and out of pocket expenses.
- Student support includes stipends, fringe benefits, and tuition payments.

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 Health Hazards Preparedness (CHHP).

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 underway 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.)

Quantitative data on faculty, students and student/faculty ratios by department or specialty are included as Table IV-2. Faculty and student FTE were calculated as 1.00 * full-time headcount + 0.3 part-time headcount. Faculty were grouped according to program of primary appointment.
Table IV-2: Faculty, Students and Student/Faculty Ratios by Department or Specialty Area\(^1\)

<table>
<thead>
<tr>
<th>Program</th>
<th>HC Core Fac.</th>
<th>FTEF Core</th>
<th>HC Other Fac.</th>
<th>FTEF Other</th>
<th>Total Fac. HC</th>
<th>Total FTEF</th>
<th>HC Stud. (^2)</th>
<th>FTE Stud.</th>
<th>SFR by Core FTEF</th>
<th>SFR by Total FTEF</th>
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<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MSPH/BDS</td>
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<td>6</td>
<td>1</td>
<td>0.3</td>
<td>7</td>
<td>6.3</td>
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<td>1.00</td>
<td>0.95</td>
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<tr>
<td>MSc(^3)</td>
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<td>0.3</td>
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<td>6.3</td>
<td>32</td>
<td></td>
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<td>0</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>5.3</td>
<td>1.06</td>
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<td>Fall 2003</td>
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<tr>
<td>MSPH/BDS</td>
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<td>0</td>
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<td>7</td>
<td>10</td>
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<tr>
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<td>4</td>
<td>8</td>
<td></td>
<td>6.6</td>
<td>1.65</td>
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<tr>
<td>PhD/ECIS</td>
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<td>68</td>
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<tr>
<td>MSPH/BDS</td>
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<td>0.3</td>
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<td>6.3</td>
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<td>4.3</td>
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<td></td>
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<tr>
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<td>0</td>
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<td>1.19</td>
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<td>43</td>
<td>39.5</td>
<td>100</td>
<td>66</td>
<td>66.4</td>
<td>9.25</td>
</tr>
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</table>

Official data for Fall 2006 will be released later in the year and will be included in the final version of this document.

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 and the Center for Health Hazards Preparedness. Information Technology oversight for the school is performed centrally at the unit level, in cooperation with university-wide information technology resources. Three professional research staffers are employed centrally as support for the Center for Health Hazards Preparedness and its grant activities.

Table IV-3 shows the distribution of FTE staff by gender and race, as of the fall semester 2006. All numbers are based upon internal data.

---

1 Key: HC, Head Count; Core, full-time faculty who support the teaching programs; FTE, Full-time-equivalent; FTEF, Full-time-equivalent faculty; Other, adjunct, part-time and secondary faculty; Total, Core + Other; SFR, Student/Faculty Ratio
2 Does not include students enrolled in Certificate programs and/or enrolled as visiting or non-degree.
3 Includes MS/MSc.
### Table IV-3: Summary Demographic Data – FTE Staff, August 2006

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<tr>
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<th>Full-time Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Number</td>
<td>Percentage</td>
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<tr>
<td><strong>Male</strong></td>
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<td></td>
</tr>
<tr>
<td>African American</td>
<td>8.0</td>
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</tr>
<tr>
<td>Caucasian</td>
<td>8.0</td>
<td>24%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0.0</td>
<td>0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.0</td>
<td>0%</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
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</tr>
<tr>
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<tr>
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<tr>
<td><strong>Female</strong></td>
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<tr>
<td>African American</td>
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<tr>
<td>Caucasian</td>
<td>21.6</td>
<td>64%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
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<td>0%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1.0</td>
<td>3%</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
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<td>0%</td>
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<tr>
<td>International</td>
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<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>33.6</td>
<td>100%</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 23,377 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 public health preparedness activities of the Louisville Metro Health Department (LMHD) 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. The renovation of this building is expected to be complete by January 2008. The selection of architects for the renovation is has now been completed.

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.

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4 U of L recognizes employees with .80 or greater FTE as full-time employees.
5. A concise statement or floor plan concerning laboratory space, including kind, quantity and special features or special equipment.

Currently, two EPH 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. 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 five laptops, three video projectors, two digital cameras and one video camera for short-term loan to faculty, students and staff. There is also a portable Polycom (video conferencing) system\(^5\) and an Audience Response System (ARS)\(^6\) available for use.

The school provides, through the Microsoft Campus Agreement, Windows 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 Novell 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 30 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 EpilInfo. 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 on the third floor of the K Wing. The Computing Center is equipped with 28 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; Kornhauser Health Sciences Library; Law School Library; Dwight Anderson Memorial Music Library and the University Archives and Records Center. The five academic libraries contain more than two million volumes and more than 24,000 serials.

\(^5\) The Polycom video conferencing unit, attached to a 50” plasma screen, is used to set up a point to point or bridged video conference over the internet.

\(^6\) The ARS is an audience response system used in conjunction with PowerPoint. The system consists of a laptop, 150 handheld input devices and the base unit. The system allows the user to input questions into a PowerPoint presentation and have the audience choose answers.
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 167 print subscriptions and more than 190 electronically accessible titles of journals specifically on public health topics. 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 makes research using databases and online indexes easier -- Findit@UofL. Clicking on the button from online databases accessed through the library portal displays 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.

MPH

The following sites have been chosen as practicum sites by our first class of MPH students:

- American Diabetes Association, Louisville-Lexington Chapter
- American Red Cross, Louisville, KY Chapter
- Community Farm Alliance (paperwork in progress)
- Division of Water, Department for Environmental Protection (paperwork in progress)
- Environmental Safety Technologies, Inc.
- Gilda’s Club of Louisville
- Louisville Metro Health Department
- U.S. Army Training and Doctrine Command (TRADOC) System, Abrams Tank Systems
- University of Louisville, School of Medicine
- University of Louisville, School of Medicine, James Graham Brown Cancer Center

Not all MPH students have finalized their selection of practicum sites. These data will be added in the final version of the self-study document.

Other Programs

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 the school moves to its new location (across the street from LMHD), certain health
department offices will join SPHIS there. An informal working group was 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).

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

**Field Placement**

A formal contract exists 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.

Students in the MPH degree program may 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.

The school maintains affiliation agreements with the following practicum sites:

- **Louisville Metro Government (Metro Departments):**
  - Air Pollution Control District
  - Animal Services
  - Bike Louisville
  - Brightside
  - Community Action Partnership
  - Community Relations and Events
  - Coroner
  - County Attorney
  - Criminal Justice Commission
  - Emergency Management
  - Downtown Development
  - EMS
  - Ethics Commission
  - External Agency Fund
  - Finance
  - Health Department
  - General Services Administration
  - Housing and Community Development
  - Human Relations
  - Human Resources
  - Human Services
  - Inspections, Permits and Licenses
  - Internal Audit
  - International
  - Louisville Fire
  - Mayor’s Office
  - Metro Council
  - Metro Development Authority
  - Metro Parks
  - Metro Police
  - MetroCall Online
  - MetroSafe
  - MetroTV
  - Neighborhood Place Home
  - Neighborhoods
  - Office of Youth Development
o Office for Women
o Parking Authority of River City
o Planning and Design
o Public Works
o Revenue Commission
o Solid Waste
o Technology
o Youth Detention Services

• Jefferson County Public Schools
• Fort Knox US Armor Center, TSM Abrams
• Gilda’s Club Louisville
• Environmental Safety Technologies, Inc.
• University of Louisville School of Medicine, Department of Family and Geriatric Medicine
• University of Louisville, Department of Pharmacology
• American Diabetes Association, Louisville-Lexington Area Chapter
• American Red Cross

In addition, potential practicum sites include the following.
• University of Louisville School of Dentistry
• Louisville Metro Sewer District
• Louisville Water Company
• Air Quality Control Board
• Partnership for a Green City
• Local Health Departments (outside Louisville Metro and Southern Indiana)
• Kentucky Department for Public Health
• University of Louisville Hospital
• Jewish Hospital
• Norton Hospital
• Baptist Hospital East
• Planned Parenthood, Louisville Clinic
• Family Health Centers
• Visiting Nurses Association
• Anthem/Blue Cross Blue Shield, Inc.
• Humana, Inc.
• Kentucky Department of Environmental Management
• Catholic Charities
• Jewish Charities
• Americana

Please see Section V.B.3 for additional information regarding field placement sites.

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.

Please see Section IV.2 for requested data on student-to-faculty ratios.

The school uses the SPHIS Unit Scorecard (Appendix I-1) and the following outcome measures to judge the adequacy of its resources.
**Table IV-4: Mandatory Outcome Measures**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional expenditures per FTE student</td>
<td>$148,661</td>
<td>$184,266</td>
<td>$198,843</td>
<td>$141,701</td>
<td>$16,000</td>
</tr>
<tr>
<td>Research dollars per FTE faculty</td>
<td>$151,954</td>
<td>$230,524</td>
<td>$175,274</td>
<td>$94,931</td>
<td>$100,000</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-2). Research dollars per full-time equivalent faculty was calculated by dividing the grants and contracts income (Table IV-1) by FTE faculty. Goals for 2008 were established based on data from schools of public health at the following university benchmark institutions: University of Illinois at Chicago, University of South Carolina, University of South Florida, University of Alabama at Birmingham and University of Pittsburgh. Expenditures per FTE students during the first four years of operation appear higher than goal because of high initial startup costs and relatively small initial class size.

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-5 shows the amount of technology expenditures per fiscal year (July 1, 2002 through June 30, 2006), 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 IV-5: Technology Expenditures per FTE Employee (July 1, 2002 through June 30, 2006)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Employees</td>
<td>31.60</td>
<td>35.10</td>
<td>43.07</td>
<td>61.94</td>
<td></td>
</tr>
<tr>
<td>Technology Expenditures</td>
<td>$201,267</td>
<td>$280,163</td>
<td>$416,652</td>
<td>$267,641</td>
<td></td>
</tr>
<tr>
<td>Technology Expenditures per FTE Employee</td>
<td>$6,369</td>
<td>$7,982</td>
<td>$9,674</td>
<td>$4,321</td>
<td>$7,000</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 have been developed for MPH students. Community resources are deemed sufficient and outcome measures for adequacy of resources are in place.

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7 The significant decrease in research dollars per faculty between 2004-05 and 2005-06 was expected during the startup phase of the school, resulting from the dean’s charge to the faculty to focus on curricular enhancement, establishment of the MPH program and new PhD concentrations, student recruitment, and other educational issues.

8 FTE faculty numbers used to calculate these numbers do not match Table IV-2, as Table IV-2 shows faculty by department or specialty area, and some faculty teach in more than one specialty area.

9 Employee FTE data are as of August 1 of each year.
### 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 Population Health</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 promotion, behavior and cognition</td>
<td>Health Promotion and Behavioral 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.
- **Epidemiology** addresses 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 promotion and education** are essential interventions in public health. The traditional emphasis is on influencing health-related behavior as well as the economic, environmental, and organizational, and policy supports necessary for long-term health improvement. In addition there is increasing interest in new concepts of cognitive science, informatics, and decision analysis.

The school offers six degree programs, two of which also offer joint degrees. The degree programs are:
• MPH, with concentrations in each of the five core disciplines
• MS in Biostatistics-Decision Science (and a joint MS and PhD in Applied Mathematics), with concentrations in Biostatistics and Decision Science
• MS in Epidemiology
• MSc in Clinical Investigation Sciences (and a joint MSc and MD)
• PhD in Biostatistics-Decision Science, with concentrations in Biostatistics and Decision Science
• PhD in Public Health Sciences, with concentrations in Translational Research and Health Management

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
• EPH, Department of Epidemiology and Population Health
• EOHS, Department of Environmental and Occupational Health Sciences
• HMSS, Department of Health Management and Systems Sciences
• HPBS, Department of Health Promotion and Behavioral 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 six 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.

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1 A concentration in Epidemiology is currently undergoing final university review; approval is expected by October 10, 2006, with enrollment of students to follow. Additionally, a concentration in Environmental Health is under development.
### 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 Concentrations in: Biostatistics, Epidemiology, Environmental and Occupational Health, Health Behavior and Cognition, Health Management</td>
<td>45</td>
<td>SPHIS</td>
<td>Prof.</td>
<td>MPH</td>
</tr>
<tr>
<td>MS in Biostatistics-Decision Science Concentrations in: Biostatistics, Decision Science</td>
<td>36</td>
<td>BB</td>
<td>Acad.</td>
<td>MS/BDS</td>
</tr>
<tr>
<td>Joint MS in Biostatistics-Decision Science and PhD in Applied Mathematics</td>
<td>36</td>
<td>BB and Math</td>
<td>Acad.</td>
<td>MS/Epi</td>
</tr>
<tr>
<td>MS in Epidemiology&lt;sup&gt;2&lt;/sup&gt;</td>
<td>36</td>
<td>EPH</td>
<td>Acad.</td>
<td>MS/Epi</td>
</tr>
<tr>
<td>MSc in Clinical Investigation Sciences</td>
<td>30</td>
<td>SPHIS</td>
<td>Acad.</td>
<td>MSc/CIS</td>
</tr>
<tr>
<td>Joint MSc in Clinical Investigation Sciences and MD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD in Biostatistics-Decision Science Concentrations in: Biostatistics, Decision Science</td>
<td>48</td>
<td>BB</td>
<td>Acad.</td>
<td>PhD/BDS</td>
</tr>
<tr>
<td>PhD in Public Health Sciences Concentrations in: Translational Research, Health Management</td>
<td>48</td>
<td>SPHIS</td>
<td>Acad.</td>
<td>PhD/PHS</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 for 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.

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<sup>2</sup> The MS/Epi program was approved for Fall 2006. As of September 2006, there are no students enrolled in the MS/Epi program.
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 includes 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 summary course during the student’s final semester aimed at integrating all aspects of the student’s academic and practicum experiences.

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. In addition to courses in the five basic areas, all MPH students are required to take three additional courses: Biostatistics II (Statistical Computing and Data Management for Public Health, PHST 610), a course that expands on the information presented in the core biostatistics course and introduces students to database management and statistical packages; ‘Issues in Public Health’, a course designed to provide students with an historical overview of public health and address cultural and ethical issues in public health; and, ‘Critical Thinking and Program Evaluation’ a course designed to involve students in public health program design, implementation, and evaluations. After completion of the above MPH core courses, students select an area of concentration and are required to take five advanced courses that build on the core public health courses. Additionally, all students must complete a community based practicum and a culminating course designed to integrate both their academic training and community based experience. Beyond the classroom and field experiences, students are encouraged to attend public health grand rounds,3 offered once each month by faculty members and focusing on core areas of the discipline, in order to participate in an active process of information interchange vital to development of essential skills of the profession.

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 listing of MPH courses can be found in Appendix V-1.

Table V-3: Full-Time MPH Curriculum

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester One (hrs)</strong></td>
<td><strong>Semester Two (hrs)</strong></td>
</tr>
<tr>
<td>Epidemiology (3)</td>
<td>Environmental Health (3)</td>
</tr>
<tr>
<td>Biostatistics I (3)</td>
<td>Biostatistics II (3)</td>
</tr>
<tr>
<td>Health Management (3)</td>
<td>Health Behavior (3)</td>
</tr>
<tr>
<td>Issues in Public Health (2)</td>
<td>Critical Thinking and Program Evaluation (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester One (hrs)</strong></td>
</tr>
<tr>
<td>Concentration course (3)</td>
</tr>
<tr>
<td>Concentration course (3)</td>
</tr>
<tr>
<td>Concentration Course (3)</td>
</tr>
<tr>
<td>Practicum (3)</td>
</tr>
<tr>
<td><strong>Semester Two (hrs)</strong></td>
</tr>
<tr>
<td>Concentration course (3)</td>
</tr>
<tr>
<td>Concentration course (3)</td>
</tr>
<tr>
<td>Practicum (3)</td>
</tr>
<tr>
<td>Integration (1)</td>
</tr>
</tbody>
</table>

3 A listing of Public Health Grand Rounds is available as Table VII-3.
### Table V-4: Part-Time MPH Curriculum

<table>
<thead>
<tr>
<th>Year One</th>
<th>Semester One (hrs)</th>
<th>Semester Two (hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biostatistics I (3)</td>
<td>Biostatistics II (3)</td>
</tr>
<tr>
<td></td>
<td>Issues in Public Health (2)</td>
<td>Critical Thinking and Program Evaluation (3)</td>
</tr>
<tr>
<td>Year Two</td>
<td>Semester One (hrs)</td>
<td>Semester Two (hrs)</td>
</tr>
<tr>
<td></td>
<td>Epidemiology (3)</td>
<td>Environmental Health (3)</td>
</tr>
<tr>
<td></td>
<td>Health Management (3)</td>
<td>Health Behavior (3)</td>
</tr>
<tr>
<td>Year Three</td>
<td>Semester One (hrs)</td>
<td>Semester Two (hrs)</td>
</tr>
<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>Year Four</td>
<td>Semester One (hrs)</td>
<td>Semester Two (hrs)</td>
</tr>
<tr>
<td></td>
<td>Concentration course (3)</td>
<td>Integration (1)</td>
</tr>
<tr>
<td></td>
<td>Either: Concentration course (3)</td>
<td>Either: Concentration course (3)</td>
</tr>
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<td></td>
<td>OR</td>
<td>Practicum (3)</td>
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<td>OR</td>
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<tr>
<td></td>
<td></td>
<td>Practicum (6)</td>
</tr>
</tbody>
</table>

### Core Curriculum

All students must complete a core curriculum of 15 credit hours that includes courses within the five areas of basic public health knowledge: biostatistics, epidemiology, environmental and occupational health, health management and health behavior. A complete listing of MPH courses is given in Appendix V-1, and course descriptions are available in the school catalog, Appendix II-3.

In addition to the core curriculum, all students must also complete Issues in Public Health, Biostatistics II and Critical Thinking and Program Evaluations.

**Issues in Public Health**

"Issues" 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 cultural competency and public health ethics. These topics are covered through theoretical presentation and practical application. This course's syllabus, as well as all others, can be found in the Resource File.

**Statistical Computing and Data Management for Public Health** (PHST 610, Biostatistics II)

In keeping with the School's focus 'information sciences' this course is designed to introduce MPH students to data processing, data management and the statistical computing tools utilized most often in the field of public health. Students gain skill in preparing and analyzing public health research data through the use of software packages such as Excel, EPI DATA, and SPSS.

**Critical Thinking and Program Evaluation**

This course is designed to give students basic skills in the evaluation of health and human service programs in community settings. Students will learn critical thinking regarding the purpose, procedures and findings of evaluations, evaluation terminology, ways to conceptualize evaluation tasks, specific evaluation techniques, and guidelines regarding the application and dissemination of evaluation results. Students will also participate with selected team projects at the Louisville Metro Health Department.

Prior to beginning the concentration portion of the curriculum, students must successfully pass all core courses, the Issues in Public Health, Statistical Computing and Data Management for Public Health, and the Critical Thinking and Evaluation courses. After successful completion of the core, students select a
concentration in one of the five departments. For students considering a concentration in epidemiology or biostatistics, each department will review the student’s performance in their respective core course, and for the Department of Bioinformatics and Biostatistics, the student’s quantitative GRE scores prior to admitting a student to those concentrations.

Concentration Curriculum

The concentration portion of the curriculum 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 MPH courses is given in Appendix V-1, and course descriptions are available in the school catalog, Appendix II-3.

Experiential Learning

The Practicum

The practicum is designed to bridge the gap between academia and public health practice by providing the students a field experience during their formal education. To achieve this goal, MPH students are required to synthesize conceptual information presented in their core courses and specialty track, and utilize this information in writing the Learning Contract, in conducting the work specified in the Learning Contract, and in evaluating the completed work. The practicum is designed to be completed over the span of two semesters (six credit hours).

Integrating Learning and Experience in Public Health

The Integrating Learning and Experience in Public Health (“Integration”) course is a requirement all students must complete. The Integration course serves as the culminating link between the student’s academic training and community-based experience through the presentation of their practicum experience and opportunities to interact with public health practitioners. During the first half of the course students are presented with local and regional interdisciplinary scenarios that focus on current public health issues developed and presented by local public health practitioners. Each scenario includes a series of questions about the issue and selected background readings. After the students review the scenario and readings, they are engaged through role playing and general discussion with the practitioner that developed the scenario. During the second half of the course, students will prepare oral, written, and poster presentations covering all or significant parts of the student’s practicum experience. The oral presentation will be evaluated by their peers, the faculty and the practicum site mentor. The Integration course is taken during the last semester of the curriculum, typically concurrently with the last semester of the practicum.

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, the program coordinator, department concentration coordinators and department academic mentors. 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. A practicum handbook is available as Appendix V-2 and contains 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.

Identification of the Student’s Practicum Advisory Committee: After selection of their area of concentration, MPH students are assigned an academic mentor from that department. The academic mentor also serves as the student’s practicum coordinator. The academic mentor has the responsibility to meet with the student at least once each semester to: (1) assess the progress of the student toward achieving the learning objectives of the MPH program; (2) assess the individual academic and
professional goals of the student; (3) discuss options for field placements and special projects as needed; and, (4) address any apparent or emerging problems identified by the student or other faculty members.

Once students have identified their practicum sites, they form practicum advisory committees. The committee is composed of: (1) the student; (2) the community preceptor; (3) the academic mentor; and, (4) other stakeholders deemed appropriate for the successful completion of the practicum. Students are requested to meet with the members of their advisory committee on a quarterly basis.

Selection of a practicum site and community preceptor: Selection of a practicum site involves not just finding a site but identifying a community preceptor, obtaining the organization’s agreement to both serve as the site and to sponsor the project, working with the MPH Coordinator to ensure the affiliation agreement is in place, and identifying the deliverables specified by the Learning Contract. The practicum site and community preceptor must be approved by the student’s Academic Mentor and department chair prior to developing the Practicum Proposal and Learning Contract. Approval of the community preceptor is based in part on: previous, similar experience with students; years of experience and responsibility within the organization; and ability to assist the student to complete deliverables. The practicum site must also have a signed and fully executed Affiliation Agreement with the SPHIS.

Once the community site and advisory committee are identified, students must complete a Community Site Profile (see Practicum Manual) and submit it to their Academic Mentors. This profile is designed to provide an overview of the site’s mission, activities, governance and operations.

Learning Contract and Project Proposal Approval: The student’s Academic Mentor works with the student to identify a project and develop a project proposal and Learning Contract. An approved Learning Contract must be signed by the members of the student’s Advisory Committee prior to initiating the proposed work at the practicum site.

Journal Assignment: While at the practicum site students are required to keep a written journal, making entries for each week at the practicum site. Entries may include: (1) a brief synopsis of activities for that week; (2) specific accomplishments or activities completed; (3) problems that occurred, and how they were resolved; and, (4) a description of experiences that provided for learning and professional growth. The journal is submitted to the student’s academic mentor as a complete package at the end of the site work of the practicum.

Mid-Point Review: Students are required to meet with their Community Preceptor and complete a Mid-point Review halfway through the practicum. The goal of the Midpoint Review is to help ensure that the practicum is on track and that students are meeting their obligations to the practicum sites.

Completion of the Project: On completion of the practicum students must prepare an oral presentation, a poster, and a written report describing their practicum experience. The oral report and poster will be presented during the Integrated Learning and Experience in Public Health course. The student’s Academic Mentor and Community preceptor will provide guidance in the preparation and review of the written report and oral and poster presentations.
3. Identification of agencies and preceptors used for formal practice placement experiences for students, by program area, over the last three years.

Table V-5: Practica Sites Selected by Entering MPH Class of 2005

<table>
<thead>
<tr>
<th>Community Site</th>
<th>Community Preceptor</th>
<th>Concentration</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Diabetes Association</td>
<td>Beth Clingaman</td>
<td>HMSS</td>
</tr>
<tr>
<td>Louisville-Lexington Chapter</td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td>American Red Cross</td>
<td>Read Harris</td>
<td>HMSS</td>
</tr>
<tr>
<td>Louisville, KY Chapter</td>
<td>Director of Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volunteer and Youth Services</td>
<td></td>
</tr>
<tr>
<td>Community Farm Alliance</td>
<td>Dr. Lisa Markowitz</td>
<td>EOHS</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department of Anthropology</td>
<td></td>
</tr>
<tr>
<td>Division of Water</td>
<td>Tom VanArsdall</td>
<td>EOHS</td>
</tr>
<tr>
<td>Department for Environmental Protection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Safety Technologies, Inc.</td>
<td>Shauna Weis</td>
<td>HPBS</td>
</tr>
<tr>
<td></td>
<td>President</td>
<td></td>
</tr>
<tr>
<td>Gilda’s Club Louisville</td>
<td>Wendy Ward</td>
<td>HMSS</td>
</tr>
<tr>
<td></td>
<td>Executive Director</td>
<td></td>
</tr>
<tr>
<td>Louisville Metro Health Department</td>
<td>Dr. Matt Zahn</td>
<td>EPH</td>
</tr>
<tr>
<td></td>
<td>Medical Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Infectious Disease</td>
<td></td>
</tr>
<tr>
<td>Louisville Metro Health Department</td>
<td>Dr. Sarojini Kantora</td>
<td>EPH</td>
</tr>
<tr>
<td></td>
<td>MCH Epidemiologist</td>
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<tr>
<td></td>
<td>Health Start Program Evaluator</td>
<td></td>
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<tr>
<td>U.S. Army TRADOC System Abrams Tank Systems</td>
<td>Gregory M. Skaff</td>
<td>EOHS</td>
</tr>
<tr>
<td></td>
<td>Deputy, TSM Abrams</td>
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</tr>
<tr>
<td>University of Louisville School of Medicine</td>
<td>Dr. Toni P. Miles</td>
<td>EPH</td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical Geriatric Research</td>
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<tr>
<td></td>
<td>Department of Family and Geriatric Medicine</td>
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<tr>
<td>University of Louisville School of Medicine</td>
<td>Dr. LaCries R. Kidd</td>
<td>BB</td>
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<tr>
<td></td>
<td>Assistant Professor</td>
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<td></td>
<td>Pharmacology and Toxicology</td>
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<td></td>
<td>Cancer Prevention and Control</td>
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</table>

4 Italicized items are currently in progress.

4 Italicized items are currently in progress.

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 following components (discussed in V.B.1). Each component builds on the preceding phase of the culminating experience.

- pass Issues in Public Health (V.B.1);
- pass Critical Thinking and Program Evaluation;
- successfully complete the practicum (V.B.2);
- pass Integrating Learning and Experience in Public Health course;
  - participate in the evaluation and discussion of practitioner developed public health scenarios
  - write and submit a paper discussing the practicum;
  - construct and submit a poster in the American Public Health Association format showcasing the work done for the organization in the practicum; and
  - make an oral presentation of the practicum, its results and other pertinent information..
The following graphic illustrates the sequence and timing of the components of the culminating experience.

<table>
<thead>
<tr>
<th>Culminating Experience</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
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</thead>
<tbody>
<tr>
<td>Issues in Public Health</td>
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<tr>
<td>Critical Thinking and</td>
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<tr>
<td>Program Evaluation</td>
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<tr>
<td>Practicum</td>
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<tr>
<td>Integration Course</td>
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<tr>
<td>Scenarios</td>
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<td>Paper</td>
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<tr>
<td>Poster</td>
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<tr>
<td>Presentation</td>
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</table>

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

This criterion is fully met. Through a comprehensive core curriculum and public health practice experience in the form of a community-based practicum, the MPH students acquire skills and experience in the application of basic public health concepts and of specialty knowledge in the five core areas in the solution of public health problems.

- The program has developed a practicum manual that details:
  - Policies and procedures regarding the practicum;
  - Methods for assessment of preceptor sites and mentors by students;
  - Methods for assessing student performance by site mentors and faculty advisors.
- Formal agreements are in place for practicum sites and data summarizing the locations and preceptors involved are provided;
- The integration course provides a culminating experience focused on demonstrating the integration of knowledge through interactive presentations by public health practitioners and oral and written presentations of the students’ practicum experiences.
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 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. Each department has reviewed the core and concentration-specific learning objectives and mapped each of the objectives to courses in the curriculum in the matrix shown in Appendix V-1. Additionally, the faculty have reviewed the competencies proposed by the Associated Schools of Public Health (ASPH) and have matched the ASPH competencies in the core areas of public health to courses in the curriculum. The courses offered by the MPH program address both the core and concentration learning objectives identified by the SPHIS and the learning objectives identified by the ASPH.

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.
MS in Biostatistics – Decision Sciences (MS/BDS)

MS/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.

MS/BDS — concentration-specific learning objectives: Decision Science

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

• Read and critically evaluate decision 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.

MS in Epidemiology (MS/Epi)

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

• Read, appropriately interpret and evaluate epidemiologic research literature with regard to issues of error, bias and criteria for causality.
• Demonstrate understanding of:
  o Natural histories and impacts of major chronic, infectious and degenerative diseases.
  o Data needs and analytic methods for determining standard and advanced epidemiologic measures.
  o Sources of bias in epidemiologic investigations.
  o Major determinants of incidence, transmission, prevalence, progression and distribution of common diseases.
  o Knowledge of the socioeconomic and geographic distribution, risk factors, and etiology of major acute, infectious and chronic morbidity and mortality.
• Design a sound epidemiologic research study with respect to:
  o The merits and limitations of cross-sectional, retrospective and prospective designs.
  o Methods of disease surveillance and case ascertainment.
  o Methods of population-based sampling.
  o Sample size and statistical power calculation.
  o Issues in the measurement of exposure and disease transmission.
  o Identification and correct interpretation of potential biases in study design.

MSc in Clinical Investigational Sciences (MSc/CIS)

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 MS 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 MS 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 Public Health Sciences (PhD/PHS)

PhD/PHS — concentration-specific learning objectives: Health Management

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/PHS — 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.

PhD/PHS – concentration-specific learning objectives: Epidemiology

As for students receiving the MS in Epidemiology, plus:
• Demonstrate understanding the history, philosophy, and theory of epidemiology
• Demonstrate mastery of experimental and observational study designs and the ability to identify optimal designs for specific hypotheses
• Design and operationalize a sound epidemiologic research study including:
  o Formation and leadership of multidisciplinary teams

5 The concentration in Epidemiology is currently undergoing final university review; approval is expected by October 10, 2006, with enrollment of students to follow.
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, recommendations from the Community Advisory Board 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’s 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 up-to-date information in their coursework.

Every two years, the Curriculum Committee, with input from all faculty through department chairs, reviews in detail each degree program in the school, with special attention to its learning objectives and how they are mapped to the courses. Departmental reviews of discipline-specific materials will provide additional input to this process by sending recommendations for revisions to the Curriculum Committee. 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. Beginning in 2007, an annual survey of potential employers and of our graduates will be formulated, submitted and analyzed in order to provide additional input for this process.

Changing needs of public health practice are also obtained from close working relationships with the local and state health departments and recommendations from the school’s Community Advisory Board and the following less formal sources:
- students engaged at the field practicum sites;
- community site preceptors;
- community, non-profit and for-profit organizations; 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 fully met. We have clear learning objectives established for each degree program. The process of evaluation described has been fully formulated and will begin at the end of the 2006-07 academic year.
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 through the successful completion of course work, the practicum, and a process of academic mentoring designed to assess progress towards achieving the learning objectives of the MPH program and the academic and professional goals of the student. 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 presentations that vary slightly from academic program to academic program.

**MPH**

The monitoring and evaluation of student progress in meeting stated learning objectives is a responsibility shared by the individual course instructors, the student’s academic mentor, and the MPH Program Director and Program Coordinator. All learning objectives are mapped to specific courses in the MPH curriculum as shown in Appendix V-1. Both SPHIS-developed and ASPH learning objectives are presented; the Curriculum Committee will assess the merits of each and consider future modifications of or additions to these as necessary.

All classes in the MPH program, whether didactic courses, independent studies or the practicum are evaluated and assigned a letter grade. Course grades are based on the performance of the student as required by the particular course and include such items as the quality of written assignments; the proportion and quality of participation in class; the proportion of correct answers on written or oral tests; and oral in-class presentations. The syllabus for each MPH course is built around the program’s learning objectives; therefore performance in each course is an indication that students are meeting the stated learning objectives. For the practicum, student performance is graded by their site mentors, and their written, oral, and poster reports are graded by their academic mentors. Additionally, student practicum site mentors provide an assessment of their performance and skills as a public health professional.

During the first year of the MPH Program, the Director serves as the academic mentor for all MPH students. In the second year of the program, students are assigned a faculty academic mentor from their concentration department. The academic mentor will also serve as the student’s practicum coordinator. It is the responsibility of the academic mentor to meet with the student to: (1) assess the progress of the student toward achieving the learning objectives of the MPH program; (2) assess the individual academic and professional goals of the student; (3) discuss options for field placements and special projects as needed; and (4) address any apparent or emerging problems identified by the student or other faculty members.

During each semester in which a student registers, the MPH program office maintains steady contact with program faculty in reviewing the student’s performance and progress.

- At the beginning of each semester, the MPH Program will distribute to each academic mentor transcripts for each of their advisees.
- At the mid-point of each semester, the MPH Program Director will request that each course director identify any students that are at risk of failing their course.
- At the end of each semester, the MPH Program Director will review each student’s grades to determine if any student is to be placed on academic probation.
- For those students identified at academic risk, the Program Director, in consultation with the student’s academic mentor and specific Course Director will discuss their academic performance and, if necessary, develop a remediation plan.

It is the responsibility of the student, together with their academic advisor, to monitor progress toward the requirements of the program, the learning objectives of the program and the individual educational goals of the student.
**Remediation Plan**

The remediation plan may require any of the following: (1) additional course work; (2) special studies or projects focused on addressing the areas of academic or non-academic skills; or (3) other activities or actions deemed necessary to enable the student to perform at an acceptable level. Remediation for specific courses must be approved by the instructor for each course. The Program Director will place a copy of the remediation plan in the students file.

Remediation must be accompanied by the student's active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of resources available. Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances, review of the academic record, and consultation with the student's academic mentor, course director, and the MPH Program Director.

In addition to the student's interaction with their academic advisor, the Program Director reviews student grades at the end of each semester. If a student's overall grade point average falls below 3.0 (A = 4.0), the student is placed on probation. The Program Director also meets with the student and their academic advisor to discuss their academic performance and, if necessary, develop a remediation plan. If students fails to raise their GPAs to 3.0 after being placed on academic probation, they are dismissed from the program.

**MS/BDS**

The learning objectives for the MS 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 MS/BDS program are required to write a thesis and make an oral presentation of the thesis. Working with his or her faculty course advisor, the student selects a thesis topic that will meet the student's interests and demonstrate achievement of learning objectives.

**MS/Epi**

The learning objectives for the MS in Epidemiology are embedded in the objectives for coursework, thesis and oral presentation. Achievement of these objectives is demonstrated by successfully meeting the requirements for the degree which culminate in a written thesis that may take the form of an original, professional quality, publishable paper in the field of epidemiology. The monitoring and evaluation of student progress in meeting the stated learning objectives is a responsibility shared by the student, the individual course instructors, the student's academic advisor, and the Chair of the Department of Epidemiology and Population Health.

**MSc/CIS**

The learning objectives for the MSc in 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/PHS**

The learning objectives for both the PhD in Biostatistics-Decision Science and the PhD in Public Health 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.**

**Table V-6: Cumulative Student Status by Program Fall 2003 through Spring 2006**

<table>
<thead>
<tr>
<th>Group</th>
<th>MPH</th>
<th>MS/BDS</th>
<th>MS/Epi</th>
<th>MSc/CIS</th>
<th>PhD/BDS</th>
<th>PhD/PHS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Active students</td>
<td>52</td>
<td>41</td>
<td>0</td>
<td>131</td>
<td>31</td>
<td>70</td>
<td>325</td>
</tr>
<tr>
<td>Inactive students</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>22</td>
<td>1</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td>No longer in program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

**MPH**

The Graduate Program in Public Health uses a variety of measures to assess the performance of students. To receive the MPH degree, students must satisfactorily complete all required academic courses with a minimum overall grade point average of 3.0. Satisfactory progression through the Program is indicated by student achievement of the course requirements. Each academic term, student performance is assessed through a review of individual grade point averages by the student's academic advisor and Program Director.

Outcome measures used to evaluate student achievement and program performance to date include:

- Percent of matriculated students receiving less than a B grade in each core course: please see Table V-6
- Number of matriculated students having an overall GPA below 3.0 each semester: 1 out of 25.
- Number of students receiving unsatisfactory evaluations in Internship or Practicum: not applicable.
- Percentage of students completing all degree requirements within 4 years: not applicable.
- Number of students that are terminated annually from the Program for academic reasons: 0 out of 25.
- Number of students that withdraw annually from the Program: 4 out of 25.

**Table V-7: Number of matriculated students receiving less than a B grade in each core course**

<table>
<thead>
<tr>
<th>Year</th>
<th>PHST 600</th>
<th>PHST 610</th>
<th>PHEP 601</th>
<th>PHMS 601</th>
<th>PHKC 696</th>
<th>PHKC 601</th>
<th>PHEH 600</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Future criteria will include the following.

- 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

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6 Students may be counted more than once if enrolled in multiple semesters.
7 Students were dismissed from program.
to achieve this goal while earning their degrees and at least 20% of graduates during a three-year period after graduation.

- Certified Health Education Specialists (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.
- Public Health Practitioner Certification exam success rate – Our goal is for at least 90% of those who take this exam to pass it on the first attempt after it is first offered in 2008.

**MS/BDS**

*Last Year’s Plans for Improvement*

- Students will acquire training necessary for their career choice
- Students will acquire mastery of subject matter in the program
- Students will acquire the skills necessary to collaborate on a research project with a clinical investigator.

**Major Student Learning Outcomes**

1. Read, interpret, and evaluate for optimality the biostatistics content of scientific and biomedical journal articles.
2. Analyze moderately complex research data using statistical methods involving common linear statistical models (Biostatistics only)
3. Assist researchers in planning research studies, proposing and evaluating statistical methods and computing power analyses.
4. Write statistical methods section for grant proposals, clinical trial protocols, and journal articles.
5. Manage data using spreadsheet and database software.
6. Use standard statistical and graphics computer packages including SAS and Microsoft Excel, and
7. Keep abreast of statistical methods literature to evaluate and utilize new statistical methods.
8. Read and critically evaluate decisions analyses published in the literature.
9. Provide consultation with researchers and decision makers about decision analysis methods, problems, and results.
10. Perform decision analysis using the most appropriate of several techniques to solve problems, including the understanding and application of decision analysis software packages.
11. Understand current theories of decision making and their application.
12. Understand and apply the concepts of public health and information sciences to clinical decision making and decision analysis.
13. 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.

**Assessment Strategies/Measures/Criteria**

Learning of outcomes is assessed in Practicum course (PHST 603) which is required for all MSPH students in either the Decision Science or Biostatistics concentration. Projects required to complete practicum course require use of all aforementioned learning outcomes.

**Specific Learning Outcomes Achieved**

All students enrolled in PHST 603 have successfully completed research utilizing aforementioned skills

**Plans for Improvement**

This goal was met.

**MS/Epi**

To receive the MS degree in Epidemiology, students must satisfactorily complete all required academic courses with a minimum overall grade point average of 3.0 and a written thesis with an oral presentation/defense. Satisfactory progression through the program is assessed through review of each student’s grade point average and narrative evaluations by the student’s instructors and academic advisor to be submitted to the department Chairman at the end of each semester.
Outcome criteria for student and program performance will include:
- Number of matriculated students receiving less than a 3.0 in any required course
- Number of matriculated students with a grade point average less than 3.0 in any semester
- Number of students who are terminated annually from the program for any reason
- Number of students who withdraw from the program
- Percent of students completing all graduation requirements within three years
- Number of students who advance from the MS to the PhD concentration in Epidemiology
- Publication of thesis or other scholarly work
- Post-graduate membership in epidemiologic professional societies

MSc/CIS

Last Year’s Plans for Improvement
None.

Major Student Learning Outcomes
1. Students will possess the skills to evaluate the scientific literature.
2. Students will develop relative communication skills including oral and written presentation of research findings, report writing, and grant preparation.
3. Students will gain significant experience and expertise in undertaking an appropriate research problem/topic, its planned investigation and execution, and biostatistical analyses.

Assessment Strategies/Measures/Criteria
1. Assessment takes place via examination of students’ literature reviews/critical evaluations of the literature.
2. Students will publish a total of no less than 20 articles, manuscripts, book chapters, etc. each year. Students will make a total of no less than 24 local, state, or national presentations each year. Finally, spoken and written communication skills will be assessed through evaluation of many learning activities such as oral and written presentations, class logs and journals, formal written papers, paper and pencil tests, and presentation of individual and group projects.
3. See #2 above.

Specific Learning Outcomes Achieved
1. 100% of students have a GPA of 3.5 or higher in the course, “Evaluating the Medical Literature.”
2. This information has yet to be compiled for the ’05-’06 academic year.
3. This information has yet to be compiled for the ’05-’06 academic year.

Plans for Improvement
1. 100% of students will demonstrate competency as determined by a grade no lower than “B.”. We will also examine students’ self-assessed strengths and weaknesses on their evaluation of the literature.
2. Offer discipline-specific writing workshops to students. Sponsor students in submitting their work to “Research!Louisville.” Students will be encouraged to present aspects of their thesis at national and international scientific meetings. Funds will be identified to provide additional opportunities and attempts will be made to provide students with awareness of funding opportunities (e.g., the University of Louisville student travel fund). A weekly session (“Publication Support Group”) will be initiated, where MSc/CIS students meet along with a faculty advisor to the group, and discuss each other’s papers. The intent of the group is to improve their work to make it suitable for publication. Guidebooks and information on publishing will be made available to all students.
3. The MSC/CIS curriculum has recently been revised, transitioning from a MSPH degree to a MSc degree. Thus, courses that may only be tangential to the skills needed for patient-oriented research are no longer required. Courses much more relevant to the competencies required for clinical research were added.
4. Other plans include the encouragement and support of mentors in their establishment and maintenance of contact with students. We will establish or enhance systems for generating feedback from students, faculty, and staff about the status of the climate of the training program and utilize survey information in formulating future strategies. Practices or policies that may have negative
impacts or create barriers to graduation for particular populations will be identified; coordinated strategies for addressing any issues will be identified. We will identify and/or develop faculty workshops on assisting students to complete their studies in a timely way.

**PhD/BDS**

*Last Year’s Plans for Improvement*

- Students will acquire training necessary for their career choice
- Students will acquire mastery of subject matter in the program
- Students will acquire the skills necessary to collaborate on a research project with a clinical investigator.

**Major Student Learning Outcomes**

1. Read, interpret, and evaluate for optimality the biostatistics content of scientific and biomedical journal articles.
2. Analyze moderately complex research data using statistical methods involving common linear statistical models (Biostatistics only)
3. Assist researchers in planning research studies, proposing and evaluating statistical methods and computing power analyses.
4. Write statistical methods section for grant proposals, clinical trial protocols, and journal articles.
5. Manage data using spreadsheet and database software.
6. Use standard statistical and graphics computer packages including SAS and Microsoft Excel, and SPSS.
7. Keep abreast of statistical methods literature to evaluate and utilize new statistical methods.
8. Thoroughly understand the broad discipline of biostatistics, including its theoretic underpinnings, its history of development, current applications, and areas of active inquiry.
9. Demonstrate understanding of advanced biostatistical operations.
10. Demonstrate ability to conduct independent research.
11. Advance the field of biostatistics through original research.
12. Read and critically evaluate decisions analyses published in the literature.
13. Provide consultation with researchers and decision makers about decision analysis methods, problems, and results.
14. Perform decision analysis using the most appropriate of several techniques to solve problems, including the understanding and application of decision analysis software packages.
15. Understand current theories of decision making and their application.
16. Understand and apply the concepts of public health and information sciences to clinical decision making and decision analysis.
17. 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.
18. Thoroughly understand the broad discipline of decision science including its theoretic underpinnings, its history of development, current applications, and areas of active inquiry.
19. Advance the field of decision science through original research.

**Assessment Strategies/Measures/Criteria**

Learning of outcomes is assessed through completion of dissertation, required for the PhD in either concentration.

**Specific Learning Outcomes Achieved**

All students who have completed PhD degree have successfully completed and defended dissertation.

**Plans for Improvement**

This goal was met.
PhD/PHS

Last Year’s Plans for Improvement
None.

Major Student Learning Outcomes
1. Students will acquire skills in the following six knowledge domains deemed necessary for professional practice in epidemiology and clinical research:
   - Outcomes and Measurement
   - Clinical Trial Design and Analysis
     - Quantitative Analysis
     - Ethics (e.g. Good Clinical Practices)
   - Critical Literature Review
   - Basic Epidemiology
2. Students will acquire knowledge and skills necessary for preparation and submission of an NIH-format research grant
3. Students will acquire appropriate professional behavior and demonstrate readiness for professional practice

Assessment Strategies/Measures/Criteria
1. > 90% students will complete required and elective coursework each semester. The required courses include:
   - PHCI 603 Program Evaluation and PHCI 604 Quality Assessment for training in outcomes and measurement;
   - PHCI 671 and 672 Preventive Medicine for quantitative analysis and clinical trial design
   - HADM 620 Intro to Health Care for good clinical practice;
   - PHCI 605 Survey Research Methods and PHCI electives for basic epidemiology and critical literature review.
2. > 90% of students taking the doctoral qualifying exam will have a grade of 3.5 (A or Pass) in the skills assessment component, demonstrating competency in all 6 knowledge domains.
3. > 90% of students will have a grade of 3.5 (A or Pass) in the professional practice component of the doctoral qualifying exam demonstrating the ability to work independently in the development of a professional quality research proposal.
4. Students will complete a doctoral dissertation demonstrating ability to conduct independent research.

Specific Learning Outcomes Achieved
- 90% students have completed all required and elective coursework each semester
- 100% of students have a GPA of 3.5 or higher
- 100% of students taking the skills assessment component of the doctoral qualifying exam received a grade of 3.5 or higher (A or Pass)
- 90% of the students taking the professional practice component of the doctoral qualifying exam received a grade of 3.5 or higher (A or Pass)
- One student completed doctoral dissertations during 2005

Plans for Improvement

Newly admitted students will be required to submit a Program of Study that documents their goals and objectives and tracks these in relation to completed coursework, qualifying exam, and dissertation.

Students will complete annual reviews with their advisors that will review and adjust their Program of Study and evaluate their performance in coursework, interaction with fellow students and faculty, and professional behavior.

In the future, students will be evaluated using direct and indirect assessments with regard to quality of knowledge and performance for specific learning outcomes relevant to the discipline of Epidemiology that will include:
- History and philosophy of epidemiology
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.

Table V-8: Number of Graduates by Program, Fall 2002 through Spring 2006

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS/BDS</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>MS/Epi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc/CIS</td>
<td>10</td>
<td>11</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>PhD/BDS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>PhD/PHS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>14</td>
<td>6</td>
<td>21</td>
</tr>
</tbody>
</table>

Institutional Research and Planning will not calculate graduation rate. The university allows six years for completion of graduate degrees. Only three degree programs, the MS/BDS, MSc/CIS and PhD/BDS, have been in existence for the required period for calculation of these rates. The graduation rate of the cohort of students entering the MSc/CIS program in Fall 1999 was 100% (3/3), and the rate of the cohort entering in Fall 2000 was 64% (9/14). The graduation rate of the cohort of students entering the MS/BDS program in Fall 2000 was 100% (3/3), and the rate of the cohort entering the PhD/BDS program at the same time was 50% (1/2). However, one student is still enrolled in the PhD/BDS program after being approved for a one-year leave of absence the Dean of the Graduate School.

The cumulative MS/BDS and PhD/BDS job placement rates are 100% for the class entering in Fall 2000. Job placement data for the MSc/CIS program are not applicable, as virtually all are full-time clinicians.

As we are in our second year of the MPH program, we have no data on either graduation or job placement rates.

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

This criterion is partially met. A comprehensive process for monitoring and evaluating student progress in meeting learning objectives has been established. Official six-year graduation rates are available only for MS/BDS, MSc/CIS and PhD/BDS programs. Given that our MPH students have not completed the full two-year cycle of the curriculum, we do not have degree completion or job placement rates for these students at this time.
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:
   - MS in Biostatistics-Decision Science
   - MS in Epidemiology
   - MSc in Clinical Investigation Sciences
   - PhD in Biostatistics-Decision Science
   - PhD in Public Health 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-oriented concepts presented throughout their respective curricula. Students are encouraged to take additional public health courses as electives.

Moreover, all of our students have equal access to and are encouraged to participate in school-wide activities. Participation in public health grand rounds, 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.

**MS/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.

**MS/Epi**

Students will be required to make oral presentations in department seminars and journal clubs, poster presentations at professional meetings, and to complete a thesis that may take the form of a publishable paper.

**MSc/CIS**

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/PHS

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 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 school offers a PhD program in Public Health Sciences with concentrations in translational research and in health management. The Department of Bioinformatics and Biostatistics offers a PhD program with concentrations in decision science and in biostatistics.

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

This criterion is fully met. Additional PhD concentrations are being planned for implementation within the next year. A concentration in Epidemiology is currently undergoing final university review; approval is expected by October 10, 2006, with enrollment of students to follow. Additionally, a concentration in Environmental Health is under development.
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 public health degree (MPH) 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 non-traditional format at this 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 as necessary 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/res-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 Infrastructure 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
Researchers: The University of Louisville Policy and Procedures for Responding to Allegations of Research Misconduct, is available at 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.

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%20203-25-04.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.

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.

Research!Louisville is an annual celebration of health-related research sponsored by Jewish Hospital & St. Mary’s Foundation, Norton Healthcare, U of L Health Care and the University of Louisville. The goals of Research!Louisville are to: (1) promote excellence in health sciences research; (2) promote public awareness of health sciences research; (3) promote the Louisville Medical Center; and, (4) generate additional funding for health sciences research. SPHIS faculty and students participate actively in this event by submitting papers and posters and by judging scientific merit of the submissions.
SPHIS

The SPHIS Research Committee, chaired by the Associate Dean for Public Health, consists of the five department chairs, the associate deans, the director of administration and the research grants coordinator. The committee has created school-specific policies and procedures to address our evolving needs. Processes 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.

An office to support the preparation, review and submission of research proposals and the conduct of research activities has been established. 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.

To support 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.

SPHIS encourages collaboration with the research 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 the response to Criterion 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 Infrastructure 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 $100,000.

• 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 the West Jefferson County Community Task Force, an 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 the following.

- a pending NIEHS P30 grant to develop a Center for Environmental Genomics and Integrative Biology (CEGIB) for the support of basic and translational investigations into the etiologies of environmental diseases and new approaches to their management. SPHIS faculty will contribute through a Community Outreach and Education Core to translate scientific information into knowledge and reduce health disparities of the local Hispanic population. A total of ten SPHIS faculty will be supported by this grant;
- a NIOSH-funded mortality study entitled “Health Effects of Occupational Exposures in Paducah Gaseous Diffusion Plant Workers” has been ongoing since 2002 in collaboration with local labor unions and community organizations.
- a P20 proposal is being prepared for submission to the Center for Minority Health and Health Disparities with input from SPHIS faculty to provide community-based research and education in support of health equity.
- 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 Community 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.
- a Fund for the Improvement of Postsecondary Education (FIPSE) proposal to establish an eight-week Summer Science Academy for underprivileged high school students to enhance their science and math skills and expose them to University researchers. Rising Juniors would attend Academy I, comprised of coursework, laboratory exercises and field trips. After working with University researchers to develop a Science Fair Project during their junior year, students would attend Academy II, joining a University research team as a junior researcher. During their senior year, they would be provided with support for college admissions and financial aid applications and would be tracked through their college years.
- an EPA Superfund proposal to create a multidimensional, multidisciplinary research program to understand mechanisms underlying the fetal basis for adult disease and translate that knowledge into information useful to other researchers, the public and policy makers. Dr. David Tollerud was proposed as director of the Research Translation Core, which focused on translating research knowledge into policy-relevant information and transmit that information to appropriate offices and organizations at the local, state and federal level.
- a Robert Wood Johnson Foundation proposal to establish a Personal Asthma Management System (PAMS) team to design and prototype an electronic health record linked to both a personal and clinical health record capability for public-school students in Louisville. The team’s vision is to
contribute a prototype that can measurably improve quality of care and reduce costs of care for asthma patients.

The university additionally is involved with the Partnerships for a Green City, 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. JCPS already has initiated school-based education and audit programs to identify potential triggers of asthma. The asthma initiative, one goal of which is to reduce absenteeism, 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; and,
- improved coordination among schools, health care providers, insurers, community-based agencies, local health departments, parents and caregivers.

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.

Tables VI-1 through VI-3 show those grants and contracts awarded to the university between July 1, 2003 and June 30, 2006 for which an SPHIS faculty or staff member served as principal investigator or project director. Table VI-4 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-4, as other units served as the primary recipient of the awards.
### Table VI-1: Research Activity of Core Faculty, 2003-04

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Principal Investigator</th>
<th>Funding Source</th>
<th>Funding Period</th>
<th>Amount Total Award</th>
<th>Amount Current Year</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>09/20/00-09/19/05</td>
<td>$448,282</td>
<td>$67,549</td>
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<tr>
<td>Clinical Research, Epidemiology and Statistics Training</td>
<td>Hornung CA</td>
<td>National Heart, Lung and Blood Institute (NHLBI)</td>
<td>09/30/00-08/31/05</td>
<td>$999,167</td>
<td>$200,000</td>
</tr>
<tr>
<td>Health Effects of Occupational Exposures in PGDP Workers</td>
<td>Tollerud DJ</td>
<td>NIOSH</td>
<td>07/15/02-07/14/05</td>
<td>$1,382,957</td>
<td>$755,191</td>
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<tr>
<td>From Bench to Bedside: Introduction to Clinical Research</td>
<td>Hornung CA</td>
<td>National Heart, Lung and Blood Institute (NHLBI)</td>
<td>06/30/03-05/30/08</td>
<td>$221,100</td>
<td>$44,220</td>
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<td>Use and Support of a Smallpox Vaccination Registry</td>
<td>Esterhay RJ</td>
<td>Cabinet for Health and Family Services (CHFS)</td>
<td>07/01/03-06/30/04</td>
<td>$203,000</td>
<td>$203,000</td>
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<tr>
<td>Lung Cancer in Kentucky - Environmental/Occupational Factor</td>
<td>Aldrich TE</td>
<td>Kentucky Lung Cancer Research Board</td>
<td>07/01/03-06/30/05</td>
<td>$198,907</td>
<td>$98,986</td>
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<tr>
<td>Center for Deterrence of Biowarfare and Bioterrorism</td>
<td>Atlas RM</td>
<td>Centers for Disease Control and Prevention (CDC)</td>
<td>08/01/03-07/31/04</td>
<td>$1,144,655</td>
<td>$1,144,655</td>
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<tr>
<td>Preparing Health Professions to Respond to Bioterrorism</td>
<td>McKinney WP</td>
<td>Health Resources and Services Administration (HRSA)</td>
<td>09/30/03-08/30/05</td>
<td>$2,237,161</td>
<td>$1,365,523</td>
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<tr>
<td>Prescription Drug Monitoring Pilot</td>
<td>Morse JH</td>
<td>Kentucky Governor's Office for Technology</td>
<td>10/01/03-06/30/04</td>
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<tr>
<td>Evaluation of Public Health System Bioterrorism Preparedness</td>
<td>McKinney WP</td>
<td>UKRF/KDPH</td>
<td>10/01/03-08/30/04</td>
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<td>Health Care Access for the Low-Income Uninsured (Health Providers)</td>
<td>Esterhay RJ</td>
<td>CHFS</td>
<td>01/01/04-06/30/04</td>
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<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 (KSEF)</td>
<td>06/01/04-05/31/06</td>
<td>$98,945</td>
<td>$48,945</td>
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### Table VI-2: Research Activity of Core Faculty, 2004-05

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Principal Investigator</th>
<th>Funding Source</th>
<th>Funding Period</th>
<th>Amount Total Award</th>
<th>Amount Current Year</th>
</tr>
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<tbody>
<tr>
<td>Clinical Research, Epidemiology and Statistics Training</td>
<td>Hornung CA</td>
<td>NHLBI</td>
<td>09/30/00-08/31/05</td>
<td>$999,167</td>
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<tr>
<td>From Bench to Bedside: Introduction to Clinical Research</td>
<td>Hornung CA</td>
<td>NHLBI</td>
<td>06/30/03-05/30/08</td>
<td>$221,100</td>
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<tr>
<td>Lung Cancer in Kentucky - Environmental/Occupational Factor</td>
<td>Aldrich TE</td>
<td>Kentucky Lung Cancer Research Board</td>
<td>07/01/03-06/30/05</td>
<td>$198,907</td>
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<tr>
<td>Preparing Health Professions to Respond to Bioterrorism</td>
<td>McKinney WP</td>
<td>HRSA</td>
<td>09/30/03-08/30/05</td>
<td>$2,237,161</td>
<td>$1,109,114</td>
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<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>KSEF</td>
<td>06/01/04-05/31/06</td>
<td>$98,945</td>
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<td>Data Linkage Study for Kentucky MCH Program</td>
<td>Esterhay RJ</td>
<td>CHFS</td>
<td>07/01/04-06/30/05</td>
<td>$87,000</td>
<td>$87,000</td>
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<tr>
<td>Health Care Access for the Low-Income Uninsured</td>
<td>Esterhay RJ</td>
<td>CHFS</td>
<td>07/01/04-06/30/05</td>
<td>$95,000</td>
<td>$95,000</td>
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<tr>
<td>Center for Deterrence of Biowarfare and Bioterrorism</td>
<td>Atlas RM</td>
<td>CDC</td>
<td>08/01/04-07/31/05</td>
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<tr>
<td>UHC Medicare Advantage Operational Feasibility Assessment</td>
<td>Morse JH</td>
<td>University Health Care</td>
<td>09/01/04-06/30/05</td>
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<td>Home HF Care Comparing Patient Driven Technology Models</td>
<td>Hornung CA</td>
<td>Agency for Healthcare Research and Quality (AHRQ)</td>
<td>10/01/04-09/30/07</td>
<td>$276,299</td>
<td>$93,487</td>
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<tr>
<td>M-05077712: DPH/U of L/Consultations</td>
<td>Esterhay RJ</td>
<td>CHFS</td>
<td>03/01/05-06/30/05</td>
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<td>Louisville Metro Electronic Health Surveillance Project</td>
<td>Walton PL</td>
<td>Kentucky Hospital Research &amp; Education Foundation (KHREF)</td>
<td>03/01/05-02/28/08</td>
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<td>Kentucky Bioterrorism Assessment Project</td>
<td>Esterhay RJ</td>
<td>KHREF</td>
<td>04/01/05-10/30/05</td>
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<td>M-05094171: Public Health - Univ. of Louisville</td>
<td>Clover RD</td>
<td>Kentucky Council on Postsecondary Education</td>
<td>04/01/05-06/30/06</td>
<td>$25,000</td>
<td>$25,000</td>
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Table VI-3: Research Activity of Primary and Secondary Faculty, 2005-06

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Principal Investigator</th>
<th>Funding Source</th>
<th>Funding Period</th>
<th>Amount Total Award</th>
<th>Amount Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>From Bench to Bedside: Introduction to Clinical Research</td>
<td>Hornung CA</td>
<td>NHLBI</td>
<td>06/30/03-05/30/08</td>
<td>$221,100</td>
<td>$45,671</td>
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<tr>
<td>Home HF Care Comparing Patient Driven Technology Models</td>
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<td>AHRQ</td>
<td>10/01/04-09/30/07</td>
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<td>$81,189</td>
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<td>Data Linkage Study for Kentucky MCH Program</td>
<td>Esterhay RJ</td>
<td>KY Cabinet for Health and Human Services</td>
<td>07/01/05-06/30/06</td>
<td>$60,808</td>
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<td>Endothelial generation of reactive oxygen species in lung exposure to ultra fine particles</td>
<td>Zhang Q</td>
<td>American Lung Association</td>
<td>07/01/05-06/30/06</td>
<td>$35,000</td>
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<td>Health Care Access for the Low-income Uninsured</td>
<td>Esterhay RJ</td>
<td>KY Cabinet for Health and Human Services</td>
<td>07/01/05-06/30/06</td>
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<td>Health Effects of Occupational Exposures in PGDP Workers</td>
<td>Tollerud DJ</td>
<td>NIOSH</td>
<td>07/01/05-06/30/08</td>
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<td>M-0521034: CHFS/DPH 06 UL Consult</td>
<td>Esterhay RJ</td>
<td>KY Cabinet for Health and Family Services</td>
<td>07/01/05-06/30/06</td>
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<td>4-Corners Women’s Health Study</td>
<td>Baumgartner KB</td>
<td>NCI</td>
<td>07/01/05-07/31/06</td>
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<td>Nonparametric Inference in Censored Data Problems</td>
<td>Datta So</td>
<td>NSA</td>
<td>07/01/05-12/31/06</td>
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<td>Ethnicity, Breast Cancer Recurrence and Long-Term QOL</td>
<td>Baumgartner KB</td>
<td>NCI</td>
<td>07/01/05-06/30/10</td>
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<td>Confronting the Spectrum of Public Health Hazards</td>
<td>McKinney WP</td>
<td>HRSA</td>
<td>09/01/05-08/31/06</td>
<td>$3,224,205</td>
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<td>SDK5 (Jul 05- Aug 05) Bio Preparedness [Online Communication Tool]</td>
<td>Esterhay RJ</td>
<td>KY Cabinet for Health and Family Services</td>
<td>09/01/05-12/31/06</td>
<td>$69,400</td>
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<td>Health, Eating, Activity and Lifestyle (HEAL) SEER Special Study 2005</td>
<td>Baumgartner RN</td>
<td>UNM/NCI</td>
<td>09/30/05-09/29/06</td>
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<td>Adaptive Nuclear, Biological and Chemical Multimedia Collaboratory</td>
<td>Esterhay RJ</td>
<td>Accella Learning, LLC/DoD</td>
<td>04/01/06-09/30/06</td>
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<td>Prescription Drug Monitoring Pilot</td>
<td>Esterhay RJ</td>
<td>Commonwealth Office of Technology</td>
<td>06/01/06-12/31/06</td>
<td>$42,893</td>
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### Table VI-4: Grants and Contracts with SPHIS Collaboration, Active Between July 1, 2003 and June 30, 2006 (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>
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<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</td>
<td>Weinrich S</td>
<td>American Cancer Society (ACS)</td>
<td>01/01/01</td>
<td>12/31/03</td>
</tr>
<tr>
<td>and Underserved Men</td>
<td></td>
<td></td>
<td></td>
<td></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>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 Prehabilitation 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>Podocytes and Oxidative Stress in Diabetic Kidney</td>
<td>Epstein PN</td>
<td>NIDDK</td>
<td>03/01/05</td>
<td>07/31/10</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>Cancer as a Chronic Disease Program</td>
<td>Pfeifer MP</td>
<td>CDC</td>
<td>06/01/05</td>
<td>05/31/06</td>
</tr>
<tr>
<td>Outcomes of Teacher Training on Autism</td>
<td>Ruble L</td>
<td>NIH</td>
<td>08/01/05</td>
<td>07/30/08</td>
</tr>
<tr>
<td>Foundation for a Healthy Kentucky: Access to Health Care Initiative, Phase II</td>
<td>Palmer LI</td>
<td>LMHD/Foundation for a Healthy Kentucky</td>
<td>09/09/05</td>
<td>12/31/06</td>
</tr>
<tr>
<td>Telehealth Symptom Management in Head and Neck Cancer</td>
<td>Pfeifer MP</td>
<td>NIH</td>
<td>09/23/05</td>
<td>08/31/07</td>
</tr>
<tr>
<td>Medicaid Palliative Care Management Project</td>
<td>Pfeifer MP</td>
<td>Foundation for a Healthy Kentucky</td>
<td>09/30/05</td>
<td>09/30/06</td>
</tr>
<tr>
<td>Pediatric Clinical Proteomics Center</td>
<td>Klein JB</td>
<td>Department of Energy</td>
<td>12/01/05</td>
<td>06/29/08</td>
</tr>
<tr>
<td>Kentucky Lung Cancer</td>
<td>Studts J</td>
<td>Kentucky Lung Cancer Research Program</td>
<td>10/01/06</td>
<td>06/30/06</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-5 and VI-6 show annual 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.

**Table VI-5: Research Measures by Fiscal Year**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></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>15</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>$3,414,530</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>
<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>2</td>
<td>3</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.

Since July 1, 2002, U of L has recovered $2,311,382 in facilities and administrative (indirect) costs from extramural grants and contracts awarded to SPHIS researchers. Of this amount, $340,320 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 MSc/CIS degree program in 1999, trainees have been very active in research. Since that time, trainees have been a part of 80 publications, 70 published abstracts, 11 books/book chapters and over 100 professional presentations. They have served as principal investigators of approximately 30 grants totaling over $2.5 million in funding. Inclusive of funding as co-principal

1 Data are not available.
2 Data are not available.
investigators, trainees have received a total of approximately $3 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 28 students have served as GRAs. Data regarding the number of students and amounts of support by program are included in Table VI-7.

<table>
<thead>
<tr>
<th></th>
<th>MSc/CIS</th>
<th>MS and PhD/BDS</th>
<th>MPH</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td>Funding</td>
<td>Students</td>
<td>Funding</td>
<td>Students</td>
</tr>
<tr>
<td>2002-03</td>
<td>1.0</td>
<td>32,759</td>
<td>10.7</td>
<td>321,334</td>
<td>0.0</td>
</tr>
<tr>
<td>2003-04</td>
<td>2.0</td>
<td>51,228</td>
<td>7.0</td>
<td>233,480</td>
<td>0.0</td>
</tr>
<tr>
<td>2004-05</td>
<td>1.0</td>
<td>30,419</td>
<td>6.2</td>
<td>234,749</td>
<td>0.0</td>
</tr>
<tr>
<td>2005-06</td>
<td>2.0</td>
<td>58,005</td>
<td>8.5</td>
<td>354,356</td>
<td>0.0</td>
</tr>
<tr>
<td>2006-07</td>
<td>1.9</td>
<td>70,485</td>
<td>7.9</td>
<td>360,599</td>
<td>1.0</td>
</tr>
</tbody>
</table>

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, including:

- The Department of Epidemiology and Population Health (EPH) 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 MSc/CIS Program, SPHIS 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, “Biostatistics - Decision Science Seminar,” a weekly seminar series concentrating in Biostatistics and Decision Science. The seminar 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. Doctoral students are required to present at least two seminars in PHST 602 in order to complete their degree. Master’s level students are encouraged by advisors to present their thesis work as part of the seminar series as well.

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

This criterion is fully met. The school has evolved from an institute that focused on research 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.

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3 Funding includes stipend, fringe benefits and tuition.
4 "Other" represents tuition expenses for students who did not receive stipends.
5 estimated
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 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. The school is dedicated to transdisciplinary, collaborative partnerships with Louisville Metro, the Commonwealth of Kentucky and their environs, and the national network of public health professionals, in full accordance with its previously stated mission, goals and objectives. Faculty, students and staff are committed to working on recognized problems that result in tangible benefits to the population. The school sees itself as truly bridging academia, community government, and the profession through service-related work.

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.

Service-related activities occurring within SPHIS are designated in and governed by the document establishing the role of Community and Professional Service and the charge to the Service Committee. The first document, available as Appendix VII-1, outlines the mission, goals, activities and organization of Community and Professional Service, including the responsibilities of the Director, Dr. Ruth Carrico, her support staff and the Service Committee. The charge to the Service Committee, available as Appendix VII-2, includes its charge, organization and composition, support, term and rules.

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 is a significant part of the school’s MPH degree program, 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 range of community experiences in the practice of public health available to our students. 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. Relationships 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 Partnership for a Green City as outlined in VI.2. The Department of Health Management and Systems Sciences (HMSS) provided service support during 2003 in leading the
adoption of an online database system under the national campaign for smallpox vaccination of first responders across the state.

Three employees have formal, signed agreements for unique collaborative arrangements for service. Adewale Troutman, MD, MPH, whose service work assignment as a percent of his total work level of effort is 90%, is 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 MPH Practicum Coordinator, Ms. LaTonia Peters, MPH, splits her full-time appointment between SPHIS and LMHD in support of identification and maintenance of field placement sites for students within the program. 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 effort is divided between teaching, research and service in the Department of Health Promotion and Behavioral Sciences (HPBS).

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 to health researchers at the university, but are also used by members of the 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 provides initial project feasibility consultations at no charge, but also 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. Given the extensive number and range of the services they provide, the StCC activities are listed separately in Appendix VII-3.

The Center for Health Hazards Preparedness (CHHP) is a Centers for Disease Control and Prevention (CDC)-designated Center for Public Health Preparedness within the school. The CHHP 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 not only biological but also chemical and radiation-related terrorism as well as the full range of natural disasters.

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, as well as the Division for Air Quality and the Division of Water within the Kentucky Environmental and Public Protection Cabinet. The Department of Epidemiology and Population Health (EPH) 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. Table VII-1 summarizes selected service activities by category as reported by the school faculty over the past three years. Please see Appendix VII-4 for a complete listing of the school’s service activities.

Table VII-1: Selected Service Activities (July 1, 2003 through June 30, 2006)

<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 and Non-Profit Organizations</td>
<td>104</td>
</tr>
<tr>
<td>Journals - Editorial Board Members</td>
<td>26</td>
</tr>
<tr>
<td>Journals - Manuscript Reviewers</td>
<td>85</td>
</tr>
<tr>
<td>Grants - Review Grant Proposals</td>
<td>17</td>
</tr>
<tr>
<td>National, State and Local Advisory Boards and Committees</td>
<td>85</td>
</tr>
<tr>
<td>Volunteers at Local Service or Educational Organizations</td>
<td>18</td>
</tr>
<tr>
<td>Consulting</td>
<td>55</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 striving 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.

In situations where CHSE is unable to provide discipline-specific CE credits for certain groups of practitioners, the SPHIS has partnerships with other organizations in order to provide it. For example, allied health-specific CE may be provided by local hospitals, including Baptist East, University of Louisville Hospital or Norton Hospital. In addition, because the University of Louisville has no colleges of pharmacy and agriculture, CE credits for pharmacists and veterinarians may be provided through a partnership with the University of Kentucky.

Access to Public Health Grand Rounds is being extended across the Commonwealth through the use of the Kentucky Telehealth Network (KTHN), 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 distance learning technologies employing electronic media, especially under the HRSA-funded continuing education program. Examples include “Recognition and Initial Management of Chemical Casualties” and “Medical Management of Chemical Incidents for Health Professionals.” 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 CHHP faculty. These videotaped presentations, with PowerPoint handouts, are available at http://www.chse.louisville.edu/disasterprepcourses.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 CE offerings include:
- Population Health Protection and Information Infrastructure
- Avian Influenza & The Coming Pandemic
- Emergency Medical Management of Radiological/Nuclear Incidents
- Neuroterrorism: Chemical Threats to Human Health
- Pandemic Flu: Will It Occur & Are We Prepared?
- Kentucky's Preparedness Plans
- 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 CHHP 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.

Beginning in early 2006, SPHIS began providing the HIV/AIDS education required by the Kentucky Cabinet for Health and Family Services for all licensed healthcare personnel. This web-based training enables healthcare personnel new to Kentucky as well as existing Kentucky providers with the opportunity to quickly and conveniently access this required training. During 2006, over fifty healthcare personnel took advantage of this opportunity.

During 2006, SPHIS initiated a shared venture with the Kentucky Department for Public Health (KDPH) involving web-based training for healthcare personnel interested in prevention of healthcare associated infections. Eight courses that provide nursing continuing education credit at no cost are currently under development. SPHIS faculty have provided course content and KDPH staff are using the content to develop easily accessible web-based training for public health personnel as well as personnel working in
healthcare organizations. Using the Kentucky TrainingFinder Real-time Affiliate Integrated Network (TRAIN) platform, all eight modules will be available at no cost to the participant. A focus of this project is to strengthen the relationships between public health and healthcare organization-based staff through shared learning and shared knowledge.

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 summarized in Table VII-2. A comprehensive listing of continuing education activities by department is available as Appendix VII-5.

**Table VII-2: CE Programs Offered by SPHIS (July 1, 2003 through June 30, 2006)**

<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>HPBS</td>
<td>18</td>
<td>68</td>
<td>1,578</td>
</tr>
<tr>
<td>EOHS</td>
<td>56</td>
<td>80</td>
<td>3,850</td>
</tr>
<tr>
<td>EPH</td>
<td>7</td>
<td>8</td>
<td>530</td>
</tr>
<tr>
<td>BB</td>
<td>29</td>
<td>106</td>
<td>3,378</td>
</tr>
<tr>
<td>HMSS</td>
<td>30</td>
<td>42</td>
<td>2,860</td>
</tr>
<tr>
<td>Associate, Adjunct and Gratis Faculty</td>
<td>22</td>
<td>150</td>
<td>1,949</td>
</tr>
<tr>
<td>CHHP</td>
<td>127</td>
<td>392</td>
<td>11,089</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>289</strong></td>
<td><strong>846</strong></td>
<td><strong>25,234</strong></td>
</tr>
</tbody>
</table>

**School-Sponsored Public Health Grand Rounds**

Beginning in 2001, the Institute for Public Health Research, later SPHIS, collaborated with the University of Kentucky, Eastern Kentucky University and Western Kentucky University to provide Public Health Grand Rounds (PHGR) via the statewide KTLN. 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.

Starting in August 2005, the school began a new contribution to the field of public health by coordinating its own monthly presentation called University of Louisville – Public Health Grand Rounds (U of L – PHGR). This series of grand rounds is under the leadership of Dr. Susan Muldoon, a faculty member from EPH, who has been directed by the dean to develop this initiative. School faculty, staff and students, as well as employees from the Louisville Metro Health Department, are invited to attend. These presentations are also scheduled to appear on KTHN in hopes of reaching the broadest possible audience of public health workers, physicians, nurses, dentists, agriculture, education and social workers throughout the Commonwealth.
Table VII-3: University of Louisville – Public Health Grand Rounds Presentations, 2005-06

<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/26/05</td>
<td>Richard Clover, MD</td>
<td>Dean and Professor, SPHIS</td>
<td>New Vaccines: On the Edge of Effective Prevention</td>
</tr>
<tr>
<td>09/23/05</td>
<td>Adewale Troutman, MD, MPH</td>
<td>Director, Louisville Metro Health Department</td>
<td>Health Equity and Social Justice</td>
</tr>
<tr>
<td>10/28/05</td>
<td>David Hein, PhD</td>
<td>Chair and Professor, Pharmacology Director, Cancer Prevention and Control, James Graham Brown Cancer Center</td>
<td>Pharmacogenetics of N-acetyltransferases and Their Role in Genetic Predisposition to Cancer</td>
</tr>
<tr>
<td>12/16/05</td>
<td>Steve McCabe, MD, MSc</td>
<td>Assistant Professor, BB</td>
<td>Utility, the Other Quality of Life</td>
</tr>
<tr>
<td>01/27/06</td>
<td>Mark Pfeifer, MD</td>
<td>Associate Vice President, School of Medicine</td>
<td>After Hope for Cure But Before Hospice: Research in the Realm of Advanced Chronic Illness</td>
</tr>
<tr>
<td>02/24/06</td>
<td>Aruni Bhatnagar, PhD</td>
<td>Professor of Medicine, University Scholar, Division of Cardiology</td>
<td>Environment and Cancer</td>
</tr>
<tr>
<td>03/24/06</td>
<td>Larry Palmer, LLB</td>
<td>Endowed Chair in Urban Health Policy and Professor, Family and Geriatric Medicine</td>
<td>Systems Sciences, Health Policy Development and Data</td>
</tr>
<tr>
<td>05/26/05</td>
<td>Janice Sullivan, MD and Mary Jayne Kennedy, PharmD</td>
<td>Associate Professors, Pediatric Clinical Pharmacology</td>
<td>U of L / Kosair Children’s Hospital Pediatric Pharmacology Research Network</td>
</tr>
</tbody>
</table>

The school has partnered with the CHSE so that all professionals who attend these programs can receive continuing education credit.

In September 2003, the CHHP, under HRSA support, created a consortium of public health hazards and education experts to initiate a broad-based continuing education program for health professionals in Kentucky and the surrounding region. Program attendance by category of health professional is found in Table VII-4. This project addresses the reality that it would take a vast network of responders to stabilize a community in case of a major public health disaster.
Table VII-4: HRSA Program Attendance (September 2003 through July 2006)

<table>
<thead>
<tr>
<th>Providers</th>
<th>Project Year One</th>
<th>PY Two</th>
<th>PY Three</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td>312</td>
<td>436</td>
<td>833</td>
<td>1,581</td>
</tr>
<tr>
<td>Allied Health</td>
<td>28</td>
<td>294</td>
<td>204</td>
<td>526</td>
</tr>
<tr>
<td>Dentist</td>
<td>770</td>
<td>271</td>
<td>409</td>
<td>1,450</td>
</tr>
<tr>
<td>Dental Hygienist/ Dental Assistant</td>
<td>369</td>
<td>348</td>
<td>381</td>
<td>1,098</td>
</tr>
<tr>
<td>EMS</td>
<td>204</td>
<td>20</td>
<td>7</td>
<td>231</td>
</tr>
<tr>
<td>Healthcare Administration</td>
<td>292</td>
<td>347</td>
<td>272</td>
<td>911</td>
</tr>
<tr>
<td>Mental Health</td>
<td>512</td>
<td>445</td>
<td>1,029</td>
<td>1,986</td>
</tr>
<tr>
<td>Nurse</td>
<td>1,692</td>
<td>865</td>
<td>2,824</td>
<td>5,381</td>
</tr>
<tr>
<td>Nurse Practitioner</td>
<td>10</td>
<td>26</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>406</td>
<td>201</td>
<td>92</td>
<td>699</td>
</tr>
<tr>
<td>Physician</td>
<td>676</td>
<td>108</td>
<td>480</td>
<td>1,264</td>
</tr>
<tr>
<td>Public Health</td>
<td>2,069</td>
<td>375</td>
<td>1,028</td>
<td>3,472</td>
</tr>
<tr>
<td>Veterinarian</td>
<td>42</td>
<td>25</td>
<td>33</td>
<td>100</td>
</tr>
<tr>
<td>Other</td>
<td>817</td>
<td>471</td>
<td>1,494</td>
<td>2,782</td>
</tr>
<tr>
<td>Totals</td>
<td>8,199</td>
<td>4,232</td>
<td>9,122</td>
<td>21,533</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 KTHN.

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 (KTHN), Lexington, KY
- U of L Healthcare, Louisville, KY

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.
Table VII-5: Service Measures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing the number of community partnerships that support local metropolitan area government agencies, metropolitan area businesses, community-based organizations and health care organizations to 25 in 2008.*</td>
<td>24</td>
<td>24</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Increasing the number of partnerships with state, regional and federal agencies to 10 in 2008.</td>
<td>8</td>
<td>9</td>
<td>10</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>0</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Additional measures include the following.

- 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 November 2006. SPHIS has now completed this objective.

7. A description of student involvement in service.

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 uninsured patients in the Louisville community. See the response to Criteria V.B.2 for additional information regarding the MPH practica. 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. In preparation for National Public Health Week, the Student Association and MPH students are working with the LMHD to put on a public health awareness program. Additionally, students are invited to participate in the activities of the Center for Health Hazards Preparedness.

The concepts of service learning are incorporated into the MPH program beginning in the first semester. Students work with specific programmatic aspects of the LMHD in collaboration with LMHD staff and SPHIS faculty. Student involvement in projects is described below.

- Healthy Start seeks to reduce child mortality in targeted areas of West Louisville, an area that suffers infant mortality rates up to two times higher than the national average. The program has a variety of components that are operated through three Neighborhood Place locations. The program is also administered in partnership with the Community Councils of these Neighborhood Places and is a part of the LMHD and Neighborhood Place integrated services system. Students worked with local hospitals, healthcare organizations, and Healthy Start in organizing an educational conference focusing on grief and its impact on parents, healthcare workers, and the community.
- The Mayor’s Healthy Hometown Movement is a multifaceted program designed to improve the overall health of the Louisville community by changing the culture of the city in a way that supports healthy living. The program aims to support citizens in developing healthier eating habits and in increasing their physical activity levels in order to reduce the number of obese and overweight individuals in Louisville by 10% throughout the course of the three-phased Movement. Students have worked to develop an educational display that can be used at community and faith-based health fairs in an effort to promote the program and its objectives.
- Mobilizing for Action through Planning and Partnerships (MAPP) is a process for community health and strategic planning used in Louisville for about a year. Students performed interview and assessments throughout the community in an effort to assess what the community feels are the most important health issues they face. This survey served as a basis for LMHD strategic planning for 2007.
- The LMHD and the city are taking a coordinated, multi-agency approach to planning and development in regards to emergency preparedness, because they realize that no individual agency has the expertise or resources to single-handedly respond to an emergency or a disaster. Students
have worked with the LMHD’s Public Health and Emergency Preparedness department to develop, coordinate, and implement the pandemic influenza summits held in Kentucky.

Many MS/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 maternal and child 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.

MSc/CIS 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.

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

This criterion is fully met. In order to enhance the visibility and operational efficiency of activities under the service rubric, three new activities have also been initiated. First, discussions are underway with the university’s IT services to create a web-based application to enable faculty, staff and students to self-report services to a tracking database. Second, there will be feedback and assessment by all faculty, staff, students and alumni, including input from the Community Advisory Board, to maintain alignment of the service program with the school’s mission, goals and objectives through the annual review process (described in Section X.A.2). Third, annual distinguished service awards will be presented at graduation beginning in May 2007 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.
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 45 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, 2006, the school has 31 full-time faculty in its five academic departments. This number is projected to grow by five full-time faculty members over the next year, to a minimum of 36 full-time faculty by the beginning of academic year 2007. (The school has 14 open faculty recruitments as of September 2006.) Since August 1, 2004, the school has hired 15 full-time faculty. At present, there are three part-time faculty.

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

SPHIS also counts 27 individuals as associate, adjunct or gratis faculty. The roles of these volunteer faculty usually includes the teaching and mentoring of students.

Tables VIII-1 through VIII-5 provide faculty details regarding: name; title or rank; tenure status; FTE; gender race or ethnicity; graduate degrees earned, institution and discipline, teaching area; research interest; and current/past public health activities of our core faculty, which we define as all faculty who maintain an FTE appointment with the school. Table VIII-6 provides faculty details regarding name; title or rank; department; title and current employer; FTE; gender; race or ethnicity; highest degree earned; discipline; and teaching areas.

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.

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1 U of L recognizes employees with .80 or greater FTE as full-time employees.
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 with another 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: Faculty who Support Degree Offerings of the School or Program: Department of Bioinformatics and Biostatistics

<table>
<thead>
<tr>
<th>Name</th>
<th>Title or Rank</th>
<th>Tenure Status</th>
<th>FTE</th>
<th>Gender</th>
<th>Race or Ethnicity</th>
<th>Institution</th>
<th>Discipline</th>
<th>Teaching Area(s), Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brock, Guy</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>Univ New Mexico</td>
<td>Statistics</td>
<td>Statistics; Statistical genetics, micro array analysis, fuzzy logic, linkage analysis, missing values, regular networks</td>
</tr>
<tr>
<td>Datta, Somnath</td>
<td>Professor</td>
<td>Tenured</td>
<td>1.00</td>
<td>M</td>
<td>A</td>
<td>Michigan State Univ</td>
<td>Statistics</td>
<td>Biostatistics, Bioinformatics, Bootstrap Methods, Compound Decision Theory, Empirical Bayes, Genetics, Nonparametric Function Estimation, Survival Analysis, Time Series</td>
</tr>
<tr>
<td>Datta, Susmita</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>1.00</td>
<td>F</td>
<td>A</td>
<td>Univ Georgia</td>
<td>Statistics</td>
<td>Bioinformatics (Microarray and proteomic data analysis), Biostatistics (Survival analysis), Statistical Genetics</td>
</tr>
<tr>
<td>Goldsmith, Jane</td>
<td>Associate Professor</td>
<td>Term</td>
<td>1.00</td>
<td>F</td>
<td>W</td>
<td>Case Western Reserve</td>
<td>Mathematical Statistics</td>
<td>Linear models; Design Clinical Trials; Biostatistics Methods</td>
</tr>
<tr>
<td>Kong, Maiying</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>1.00</td>
<td>F</td>
<td>A</td>
<td>Jiatong Univ, Indiana Univ</td>
<td>Computational Math, Statistics</td>
<td>Biostatistical Methodology</td>
</tr>
<tr>
<td>McCabe, Steven</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>0.50</td>
<td>M</td>
<td>W</td>
<td>Univ Toronto, McMaster Univ</td>
<td>Surgery, Clin. Epidemiology</td>
<td>Medical Decision Analysis; Utility Theory and Assessment; Care Control Cohort Studies; Decision Analysis; Clinical Research Methods; Diagnostic Test Measurement; Decision Analysis; Hand Surgery; Carpel Tunnel Syndrome; Outcome Measures</td>
</tr>
<tr>
<td>Myers, John</td>
<td>Visiting Scholar</td>
<td></td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>U of L</td>
<td>Biostatistics, Decision Science</td>
<td>Biostats Seminar Series; Economic Evaluation of Health Care</td>
</tr>
<tr>
<td>Parrish, Rudolph</td>
<td>Chair and Professor</td>
<td>Tenured</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>Appalachian State, Univ Georgia</td>
<td>Mathematics, Statistics</td>
<td>Statistical Computing; statistical computing; clinical research; bioinformatics</td>
</tr>
<tr>
<td>Thompson, Caryn</td>
<td>Associate Professor</td>
<td>Tenure Track</td>
<td>1.00</td>
<td>F</td>
<td>W</td>
<td>Univ Guelph, Oregon State Univ</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>
</tr>
<tr>
<td>Yoo, Jae</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>1.00</td>
<td>M</td>
<td>A</td>
<td>Univ, Minnesota</td>
<td>Statistics</td>
<td>Biostatistical Methods; Sufficient dimension reduction; Generalized linear model; non-linear regression; survival analysis, bioinformatics, multivariate analysis</td>
</tr>
<tr>
<td>Name</td>
<td>Title or Rank</td>
<td>Tenure Status</td>
<td>Tenure Status</td>
<td>FT</td>
<td>Gender</td>
<td>Race or Ethnicity</td>
<td>Tenure Status</td>
<td>Institution</td>
</tr>
<tr>
<td>------------------</td>
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<td>--------</td>
<td>------------------</td>
<td>---------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Jacobs, Robert</td>
<td>Professor</td>
<td>Term</td>
<td>M</td>
<td>1.00</td>
<td>W</td>
<td>M</td>
<td>W</td>
<td>Baylor Univ, Univ N. Carolina</td>
</tr>
<tr>
<td>Ramos, Irma</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>M</td>
<td>1.00</td>
<td>F</td>
<td>H</td>
<td>H</td>
<td>Univ Puerto Rico, Nordestana Univ</td>
</tr>
<tr>
<td>Tollerud, David</td>
<td>Chair and Professor</td>
<td>Tenured</td>
<td>M</td>
<td>1.00</td>
<td>W</td>
<td>MD, MPH</td>
<td>MD, MPH</td>
<td>Mayo Medical, Harvard</td>
</tr>
<tr>
<td>Zhang, Qunwei</td>
<td>Assistant Professor</td>
<td>Tenure Track</td>
<td>M</td>
<td>1.00</td>
<td>A</td>
<td>MD, MPH, PhD</td>
<td>MD, MPH</td>
<td>Fujian Medical Univ, Zhejiang Med Univ, Fukui Medical Univ</td>
</tr>
</tbody>
</table>
### Table VIII-3: Faculty who Support Degree Offerings of the School or Program: Department of Epidemiology and Population Health

<table>
<thead>
<tr>
<th>Name</th>
<th>Title or Rank</th>
<th>Tenure Status</th>
<th>FTE</th>
<th>Gender</th>
<th>Race or Ethnicity</th>
<th>MA, MS, PhD</th>
<th>Institution</th>
<th>Discipline</th>
<th>Teaching Area(s), Fall 2006</th>
<th>Research Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baumgartner, Kathy</td>
<td>Associate Professor</td>
<td>Tenured</td>
<td>1.00</td>
<td>F</td>
<td>W</td>
<td>MA, MS, PhD</td>
<td>S. Illinois</td>
<td>Archaeology/Anthropology, Epidemiology</td>
<td>No teaching responsibilities currently</td>
<td>Breast cancer; women’s health</td>
</tr>
<tr>
<td>Baumgartner, Richard</td>
<td>Chair and Professor</td>
<td>Tenured</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>MA, PhD</td>
<td>Univ New Mexico</td>
<td>Biological Anthropology, Community Health Sc.</td>
<td>Epidemiological Methods</td>
<td>Body composition, obesity, muscle loss, chronic diseases, aging, nutritional epidemiology</td>
</tr>
<tr>
<td>Groves, Frank</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>MD, MPH</td>
<td>Louisiana State Univ</td>
<td>Medicine, Epidemiology</td>
<td>Intro to Epi, Disease Surveillance, Clinical Epidemiology</td>
<td>Epidemiology of cancer</td>
</tr>
<tr>
<td>Hornung, Carlton</td>
<td>Professor</td>
<td>Tenured</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>MA, PhD, MPH</td>
<td>Syracuse Univ, Johns Hopkins</td>
<td>Sociology, Epidemiology</td>
<td>Clinical Trials II</td>
<td>Clinical research training; cardiovascular disease epidemiology; evidence based medicine</td>
</tr>
<tr>
<td>Muldoon, Susan</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>0.82</td>
<td>F</td>
<td>W</td>
<td>MPH, PhD</td>
<td>Univ Illinois Chicago, Univ Pittsburgh</td>
<td>Health Resources Management, Epidemiology</td>
<td>Clinical Epidemiology;</td>
<td>Complex adaptive networks in health</td>
</tr>
<tr>
<td>Wang, Chenxi</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>1.00</td>
<td>M</td>
<td>A</td>
<td>MD, MS, PhD</td>
<td>Tianjin Univ, Beijing Medical Univ, Univ Alabama, Birmingham</td>
<td>Clinical Medicine, Medical Sciences, Nutrition Sciences</td>
<td>Nutrition Epidemiology</td>
<td>Nutrition; Obesity; Genetic epidemiology</td>
</tr>
</tbody>
</table>
Table VIII-4: Faculty who Support Degree Offerings of the School or Program: Department of Health Management and Systems Sciences

<table>
<thead>
<tr>
<th>Name</th>
<th>Title or Rank</th>
<th>Tenure Status</th>
<th>FTES</th>
<th>Gender</th>
<th>Race or Ethnicity</th>
<th>Graduate Degrees Earned</th>
<th>Institution</th>
<th>Discipline</th>
<th>Teaching Area(s), Fall 2006</th>
<th>Research Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin, Raymond</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>MA, PhD</td>
<td>West Virginia Univ, Virginia Tech</td>
<td>Sociology, Public Administration</td>
<td>PHA Health Policy</td>
<td>Health Information; Health policy; Health Administration; Electronic data exchange</td>
</tr>
<tr>
<td>Esterhay, Robert</td>
<td>Chair and Associate Professor</td>
<td>Term Rolling</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>MD</td>
<td>Case Western Reserve</td>
<td>Medicine</td>
<td>Health Systems</td>
<td>Health information infrastructure for personal health; health care services; public health</td>
</tr>
<tr>
<td>Gall, Stanley</td>
<td>Professor</td>
<td>Tenured</td>
<td>0.50</td>
<td>M</td>
<td>W</td>
<td>MD</td>
<td>Univ Minnesota</td>
<td>OB/GYN</td>
<td>No teaching responsibilities currently</td>
<td>Immunology; Infectious Disease; Vaccines; Antibiotics; Clinical Trials</td>
</tr>
<tr>
<td>Steiner, Prasaad</td>
<td>Professor</td>
<td>Term</td>
<td>0.82</td>
<td>M</td>
<td>W</td>
<td>MD, MPH, PhD</td>
<td>U of L, Univ North Carolina</td>
<td>Family Medicine, Epidemiology</td>
<td>No teaching responsibilities currently</td>
<td>Quality of Life Assessment; Community Health Status Assessment; Strategies for Quality Improvement; Screening for Depression</td>
</tr>
<tr>
<td>Troutman, Adewale</td>
<td>Associate Professor</td>
<td>Term</td>
<td>1.00</td>
<td>M</td>
<td>AA</td>
<td>MA, MD, MPH</td>
<td>SUNY. Univ Med &amp; Dent NJ, Columbia Univ</td>
<td>Black Studies, Medicine, Public Health Admin</td>
<td>Community Health Education</td>
<td>Social Determinates of Outcomes; Stress &amp; Disease; Sexual Addiction; Global Health; Creating Health Equities through Social Justice</td>
</tr>
<tr>
<td>Wainscott, Barry</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>MD, MPH</td>
<td>U of L, Univ California Berkeley</td>
<td>Medicine, Epidemiology</td>
<td>PHA Health Policy</td>
<td>Communicable disease control, health policy, disease prevention</td>
</tr>
</tbody>
</table>
**Table VIII-5: Faculty who Support Degree Offerings of the School or Program: Department of Health Promotion and Behavioral Sciences**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title or Rank</th>
<th>Tenure Status</th>
<th>FTE</th>
<th>Gender</th>
<th>Race or Ethnicity</th>
<th>Institution</th>
<th>Discipline</th>
<th>Teaching Area(s), Fall 2006</th>
<th>Research Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlas, Ronald</td>
<td>Professor</td>
<td>Tenured</td>
<td>0.30</td>
<td>M</td>
<td>W</td>
<td>Rutgers Univ</td>
<td>Microbiology</td>
<td>Microbiology</td>
<td>Molecular Detection of Pathogens; Evolution of Antibiotic Resistance; Steps for Preventing Misuse of Science</td>
</tr>
<tr>
<td>Carrico, Ruth</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>1.00</td>
<td>F</td>
<td>W</td>
<td>Webster Univ, California Coast Univ</td>
<td>Health Services Management, Management</td>
<td>Social and Behavioral Science in Healthcare</td>
<td>Immunizations, health care associated with infectious diseases, novel approach to training and education</td>
</tr>
<tr>
<td>Clover, Richard</td>
<td>Dean and Professor</td>
<td>Tenured</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>Univ Oklahoma</td>
<td>Family Medicine</td>
<td>Immunization Update</td>
<td>Infectious Disease Epidemiology</td>
</tr>
<tr>
<td>Harris, Muriel</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>1.00</td>
<td>F</td>
<td>AA</td>
<td>Univ South Carolina</td>
<td>Public Health</td>
<td>No teaching responsibilities currently</td>
<td>Socio-cultural factors influencing health; health disparities; program evaluation</td>
</tr>
<tr>
<td>LaJoie, A. Scott</td>
<td>Assistant Professor</td>
<td>Term</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>Western Kentucky Univ, U of L</td>
<td>Experimental Psychology, Decision Science, Experimental Psychology</td>
<td>Health Decision and Risk Analysis</td>
<td>Network science applications in health</td>
</tr>
<tr>
<td>McKinney, Paul</td>
<td>Associate Dean and Professor</td>
<td>Tenured</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>Univ Texas</td>
<td>Internal Medicine</td>
<td>Evaluation of Health Care Literature</td>
<td>Bioterrorism; epidemiology of infectious diseases</td>
</tr>
<tr>
<td>Walton, Peter</td>
<td>Associate Dean and Assistant Professor</td>
<td>Tenured</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>Univ Pennsylvania</td>
<td>Medicine</td>
<td>No teaching responsibilities currently</td>
<td>Health decision making; health informatics; public health surveillance</td>
</tr>
<tr>
<td>Wilson, Richard</td>
<td>Acting Chair and Professor</td>
<td>Term Rolling</td>
<td>1.00</td>
<td>M</td>
<td>W</td>
<td>Loma Linda Univ</td>
<td>Public Health Education, Health Science</td>
<td>Issues in Public Health</td>
<td>Prevention of alcohol, tobacco and other drug abuse</td>
</tr>
</tbody>
</table>
## Table VIII-6: Other Faculty Used to Support Teaching Programs (associate, adjunct or gratis)

<table>
<thead>
<tr>
<th>Name</th>
<th>Appt.</th>
<th>Dept.</th>
<th>Rank</th>
<th>Gender</th>
<th>Race or Ethnicity</th>
<th>Highest Degree Earned</th>
<th>Discipline</th>
<th>Teaching Area(s), Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aldrich, Timothy</td>
<td>Adjunct</td>
<td></td>
<td>Associate Professor</td>
<td>0.00</td>
<td>M W</td>
<td>PhD</td>
<td>Epidemiology</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Altpeter, Terry</td>
<td>Gratis</td>
<td></td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>F W</td>
<td>PhD</td>
<td>Health Administration</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Andersen, Shelia</td>
<td>Gratis</td>
<td></td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>F W</td>
<td>JD</td>
<td>Law</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Furr, LeRoy</td>
<td>Associate</td>
<td>EPH</td>
<td>Associate Professor</td>
<td>0.00</td>
<td>M W</td>
<td>PhD</td>
<td>Sociology</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Gregg, Jennifer</td>
<td>Associate</td>
<td>EPH</td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>F W</td>
<td>PhD</td>
<td>Mass media/telecom.</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Hanchette, Carol</td>
<td>Associate</td>
<td>EPH</td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>F W</td>
<td>PhD</td>
<td>Geography</td>
<td>Medical Geography; GIS &amp; Public Health; Disease, Ecology, Environmental Management in Africa; The Global Environment</td>
</tr>
<tr>
<td>Hart, Joy</td>
<td>Associate</td>
<td>EPH</td>
<td>Professor</td>
<td>0.00</td>
<td>M W</td>
<td>PhD</td>
<td>Communication</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Heinbockel, John</td>
<td>Gratis</td>
<td></td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>M W</td>
<td>PhD</td>
<td>Oceanography</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Humbaugh, Kraig</td>
<td>Gratis</td>
<td></td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>M W</td>
<td>MD</td>
<td>Medicine</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Kelly, Susan</td>
<td>Associate</td>
<td>EPH</td>
<td>Associate Professor</td>
<td>0.00</td>
<td>F W</td>
<td>PhD</td>
<td>Medical sociology</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Laber, Damian</td>
<td>Associate</td>
<td>EPH</td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>M W</td>
<td>MD</td>
<td>Medicine</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Lewis, Larry</td>
<td>Adjunct</td>
<td></td>
<td>Associate Professor</td>
<td>0.00</td>
<td>M W</td>
<td>PhD</td>
<td>Mathematics</td>
<td>Probability</td>
</tr>
<tr>
<td>Palmer, Larry</td>
<td>Associate</td>
<td>HMSS</td>
<td>Professor</td>
<td>0.00</td>
<td>M AA</td>
<td>LLB</td>
<td>Law</td>
<td>Legal and Bioethical Aspects of Public Health</td>
</tr>
<tr>
<td>Potash, David</td>
<td>Gratis</td>
<td></td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>M W</td>
<td>MD</td>
<td>Medicine</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Potash, P Jeffrey</td>
<td>Gratis</td>
<td></td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>M W</td>
<td>PhD</td>
<td>History Social Science</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Rising, William</td>
<td>Adjunct</td>
<td></td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>M W</td>
<td>PhD</td>
<td>Mathematics</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Rothstein, Mark</td>
<td>Associate</td>
<td>EPH</td>
<td>Professor</td>
<td>0.00</td>
<td>M W</td>
<td>JD</td>
<td>Law</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Slaton, Robert</td>
<td>Gratis</td>
<td></td>
<td>Associate Professor</td>
<td>0.00</td>
<td>M W</td>
<td>EdD</td>
<td>Educational Social Work</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Stone, Howard</td>
<td>Associate</td>
<td>EPH</td>
<td>Associate Professor</td>
<td>0.00</td>
<td>M W</td>
<td>PhD</td>
<td>Clinical Psychology</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Studts, Jamie</td>
<td>Associate</td>
<td>EPH</td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>M W</td>
<td>LLM</td>
<td>Health Law</td>
<td>Health Services and Outcomes Research</td>
</tr>
<tr>
<td>Swank, Ann</td>
<td>Associate</td>
<td>EPH</td>
<td>Professor</td>
<td>0.00</td>
<td>F W</td>
<td>PhD</td>
<td>Exercise Physiology</td>
<td>Exercise Training</td>
</tr>
<tr>
<td>Taylor, James</td>
<td>Gratis</td>
<td></td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>M W</td>
<td>Dman</td>
<td>Organizational Change</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Whalen, Cathy</td>
<td>Gratis</td>
<td></td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>F W</td>
<td>PharmD</td>
<td>Pharmacy</td>
<td>Drug and Device Development and FDA Regulations</td>
</tr>
<tr>
<td>Wiggins, Osborne</td>
<td>Associate</td>
<td>EPH</td>
<td>Professor</td>
<td>0.00</td>
<td>M W</td>
<td>PhD</td>
<td>The New School for Social Research</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Wulff, Judith</td>
<td>Associate</td>
<td>HPBS</td>
<td>Professor</td>
<td>0.00</td>
<td>F W</td>
<td>MS</td>
<td>Library Service</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Yasnoff, William</td>
<td>Gratis</td>
<td></td>
<td>Professor</td>
<td>0.00</td>
<td>M W</td>
<td>PhD</td>
<td>Computer Science</td>
<td>No teaching responsibilities currently</td>
</tr>
<tr>
<td>Zahn, Matthew</td>
<td>Associate</td>
<td>HMSS</td>
<td>Assistant Professor</td>
<td>0.00</td>
<td>M W</td>
<td>MD</td>
<td>Medicine</td>
<td>No teaching responsibilities currently</td>
</tr>
</tbody>
</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.

The current core faculty bring a wealth of experience from public health activities. In addition to the core faculty, associate, 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.

- Kathy Baumgartner, PhD, has interacted for over 15 years with the cancer registry system funded through the National Cancer Institute’s Surveillance Epidemiology and End Results Program (SEER). She continues to direct population-based epidemiologic studies, both case-control and cohort, based on collaboration with the tumor registry in New Mexico. Collaboration with the cancer registry in Kentucky is being developed.

- Richard N. Baumgartner, PhD, served as the Associate Director for Science in the Institute of Public Health at the University of New Mexico and interacted with members of the New Mexico State Department of Health in the development of public health research. He also interacts regularly with the NCI SEER cancer surveillance program.

- Ruth Carrico, PhD, RN, CIC, works collaboratively with the Jefferson County Public School system, the 28th largest school district in the US, regarding a variety of health initiatives including immunization, health services education for school faculty and staff, and emergency preparedness. This school system consists of 150 schools and learning sites and serves over 97,000 students. Dr. Carrico is also nationally recognized for her work with hospitals and healthcare organizations in the realm of healthcare-associated infection and healthcare worker immunization. Dr. Carrico served as editor for the APIC Text of infection control and epidemiology, the primary textbook used worldwide by infection control professionals, published by Association for Professionals in Infection Control and Epidemiology, Inc. Dr. Carrico continues to work with healthcare organizations across the state and region as they work to address infection related performance improvement challenges. Past efforts have included collaboration with the Joint Commission on Accreditation of Healthcare Organizations in research projects that have impacted performance measurement and practice outcomes.

- Richard Clover, MD, has served as a voting and liaison member of the CDC’s Advisory Committee on Immunization Practices.

- Somnath Datta, PhD, has had several IPA contracts with CDC over the years. He has worked with CDC statisticians and scientists to estimate HIV incidence among repeat blood donors. He has also collaborated with CDC scientists in developing classification rules of bacterial specimens based on mass spectrometry. This research had direct implications in determining a potential bioterrorism threat.

- Robert Esterhay, MD, has had a number of ties to state agencies in Kentucky dealing with public health. He is a member of the Kentucky Bioterrorism Advisory Committee and the Kentucky TeleHealth Board as well as Chair of the eHealth Workgroup. He helped write the Kentucky eHealth Bill for the Kentucky Legislative Research Commission that was signed into law on March 8, 2005. He served as Co-Chair of the Kentucky eHealth Board and is Co-chair of the Kentucky Healthcare Infrastructure Authority. He is currently a member of the Advisory Group for the Kentucky eHealth Board. He served as project coordinator for the Kentucky Pre-event Vaccination System for delivery of smallpox vaccine for first responders across the state at 10 regional vaccination centers. He helped create the Louisville Health Information Exchange, a Regional Health Information Organization. He served as Vice Chair of the Information Management Committee of getCare, a Robert Wood Johnson Foundation-funded program to provide health care for uninsured persons in Louisville Metro. Dr. Esterhay previously served as a commissioned officer in the US Public Health Service (USPHS) Immunization Practices.
• Stan Gall, MD, formally served as the Chair of the Department of Obstetrics and Gynecology at the University of Louisville. He is a Liaison Member of the Advisory Committee on Immunization Practices, representing the American College of Obstetrics and Gynecology. He has an active interest in the public health application of innovative vaccine products, especially Human Papillomavirus Vaccine (HPV). He brings this background to his many presentations to public health professionals on behalf of CHHP.

• Muriel Harris, MPH, PhD, has worked nationally and in three countries internationally, with nearly 20 years of experience in program development, health education, health promotion and health program evaluation. Her work has included working in community based organizations and providing consultation in program planning and program evaluation. Dr Harris collaborates with the Center for Health Equity, LMHD, and the Kentucky TB Program. In her research she continues to understand the impact of sociocultural factors on health and well-being and their impact of health disparities.

• Robert Jacobs, PhD, formerly directed the Graduate Program in Public Health at the Eastern Virginia Medical School and Old Dominion University. Dr. Jacobs has worked for a private not-for-profit organization where he directed a research program in occupational health and safety. He is past Chair of the Committee on Organic Dust of the International Commission for Occupational Health (ICOH) of the International Labor Organization (ILO) and collaborated on international health projects in Sweden and Moldova. He has also served as a public health advisor to Physicians for Peace, an NGO focused on improving the delivery of international health. In additional to his interest in environmental and occupational health, Dr. Jacobs has been involved in a diverse array of public health programs ranging from the development of vector control programs in developing countries (Surinam and Guyana), to programs to enhance the training of the public health workforce (Virginia Department of Public Health).

• 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 Prevention Teaching and Research (APTR) 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 that complement her teaching and research activities. 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. More recently, she has participated in the training of community health workers in the area of breast cancer screening and prevention. Her grant support has included funding from NIH, 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 Environmental Protection Agency 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 Jefferson County Community Taskforce.

• 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.

• Barry Wainscott, MD, MPH, served as manager and chief physician with the Communicable Disease Branch of the Kentucky Department for Public Health from 2000 through 2005. His prior public health experiences include deputy director, medical director, and primary care director for the Jefferson County Health Department in Louisville; director of preventive medical services for the Santa Barbara County health agency in California; and physician health officer developing a district health
department with regional programs serving a number of counties in north central Kentucky. His community health experience also includes the role of physician in preventive medicine with University of Louisville Student Health Services. His interests include communicable disease control, disease prevention and management, and health system efficiency and effectiveness.

- Richard Wilson, DHSc, has many years of experience with community efforts in the prevention and control of alcohol, tobacco and other drug abuse. This has included leadership on state and local coalitions, serving as an officer in Kentucky ACTION, a statewide tobacco policy advocacy group, serving as a consultant to the National Campaign for Tobacco-free Kids, and serving on Kentucky’s Expert Panel for Substance Abuse Policy.

- Faculty members of HMSS and HPBS 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.

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, an RWJF-funded healthcare delivery project for the uninsured;
- Kentucky Pre-Event Vaccination Task Force;
- Kentucky Bioterrorism Advisory Board;
- Kentucky Public Health Leadership Institute (KPHLI);
- Wet Weather Team (Louisville and Jefferson County Metro Sewer District); AND,
- Strategic Toxic Air Reduction (STAR) Regulation 5.30 Stakeholder Group (Metro Louisville Air Pollution Control District).

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 2007, these data will be collected prospectively using the aforementioned Web-based system for data entry.

a. Leadership on national boards, study sections, editorial boards and advisory committees. Over the past three years, faculty have had representation on a number of important groups, including 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 for Clinical Research Training (ACRT, formerly Association of Clinical Research Training Program (K30) Directors): 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;
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. All evaluations, unless otherwise noted, are based on a five-point Likert scale with five being the highest score.

   - MPH - Evaluations are available for all courses presented in Academic Year 2005-06. The mean instructor rating was 4.55, and the range was 3.46 to 5.00.
   - MS/BDS and PhD/BDS - Evaluations are available for all courses presented during the last three years, as follows: 2003-04, 4.84; 2004-05, 4.76; and, 2005-06, 4.75.
   - MS/Epi – No data are available, as there are no students enrolled in this program at this time.
   - MSc/CIS and PhD/PHS - Evaluations are available for Spring semesters of 2004, 2005 and 2006. The mean responses to overall satisfaction with instructors were as follows: Spring 2004, 6.5 (on a nine-point scale with nine being the highest); Spring 2005, 4.3 (on a five-point Likert scale with five being the highest); and, Spring 2006, 4.6.

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; and,
   - Kentucky Virtual University (KYVU) Online Excellence 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.

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2 Copies of completed evaluations will be available in the Resource File.
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 also 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. These include the Center for Medicare and Medicaid Services (CMS) and the Agency for Healthcare Research and Quality (AHRQ) database workshops, covering Medicare claims data and the Medical Expenditure Panel Survey (MEPS), respectively.

The University Provost sponsors an annual development series for part-time faculty, including a stipend of $300 for those who attend at least five out of six core presentations.

The university sponsors an annual Celebration of Teaching and Learning, dedicating one full day to the enhancement and recognition of teaching excellence among its faculty.

Finally, opportunities for junior faculty to demonstrate and further their research presentation skills are provided through U of L Public Health 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 regarding their instructors and specific aspects of each course. Sample 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 2007 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 are 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 to provide an opportunity for students to give 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.

Please see the response to Criterion VIII.A.3 for data regarding course evaluations.

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 has been named in 2006 to support this process. 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 for hiring 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. A demographic profile of faculty is found in Table VIII-7 below.

   **Table VIII-7: Summary Demographic Data – Faculty, August 2006**

<table>
<thead>
<tr>
<th></th>
<th>Core Faculty</th>
<th>Other Faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td>1</td>
<td>3%</td>
<td>1</td>
</tr>
<tr>
<td>Caucasian</td>
<td>20</td>
<td>59%</td>
<td>17</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>4</td>
<td>12%</td>
<td>0</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td>1</td>
<td>3%</td>
<td>0</td>
</tr>
<tr>
<td>Caucasian</td>
<td>5</td>
<td>15%</td>
<td>9</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>1</td>
<td>3%</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2</td>
<td>6%</td>
<td>0</td>
</tr>
<tr>
<td>Native American/Alaska Native</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Unknown/Other</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>International</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100%</td>
<td>27</td>
</tr>
</tbody>
</table>

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, 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;
   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.

In full compliance with university policy, 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 has developed a formal school diversity plan, available as Appendix VIII-3, which was submitted to and was accepted by the Office of the Vice Provost for Diversity and Equal Opportunity in 2005. It has also created a set of policies and procedures, in accordance with University of Louisville directives, for establishing and revising current guidelines and monitoring whether the goals established have been fully achieved; this document, “Ensuring Diversity in Faculty, Staff and Students,” is available as Appendix VIII-4. The committee has and will continue to 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-8).

**Table VIII-8: Outcome Measures**

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</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>2</td>
<td>4</td>
</tr>
<tr>
<td>African American endowed chairs and professors</td>
<td>0</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>9</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>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-9). Data for Kentucky and Jefferson County in Table VIII-9 are based on the 2000 Census.

**Table VIII-9: Outcome Measures by Race/Ethnicity and Gender**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Core Faculty</td>
<td>Students</td>
<td>Core Faculty</td>
<td>Students</td>
</tr>
<tr>
<td>African-American</td>
<td>7.3%</td>
<td>18.9%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>0.7%</td>
<td>1.4%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1.5%</td>
<td>1.8%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Females</td>
<td>51.1%</td>
<td>52.2%</td>
<td>24%</td>
<td>57%</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 51% female and a faculty that is 26% female. There is generally a greater degree of diversity among the students than the faculty. The faculty have a greater percentage of Hispanics and Asian/Pacific Islanders, approximately the same percentage of African Americans and a lower percentage of females than the Commonwealth of Kentucky.

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

This criterion is met. The goal of achieving diversity in all of its forms is still being addressed, and African Americans and women are under-represented among full time and part-time/adjunct/associate faculty in all ranks. However, the school has well defined policies, procedures and outcome measures as well as a Diversity Committee to help achieve these goals. A formal school diversity plan was submitted to and was accepted by the Office of the Vice Provost for Diversity and Equal Opportunity in 2005. Once additional faculty are recruited through continued efforts to improve race and gender diversity, SPHIS will support their retention and development.
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 formal policies for student recruitment. Recruiting of students is managed by the individual programs with administrative support provided by Student Services. The policies/procedures followed by each program are discussed below.

All 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, which is available as Appendix IX-1. 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). 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.

**MS/BDS and PhD/BDS**

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

**MS/Epi**

Brochures and announcements have been created and will be circulated in printed and electronic form throughout U of L and to other universities in the region. Areas of focus being promoted include cancer, aging, body composition, cardiovascular disease, nutritional and molecular epidemiology, and chronic disease. A departmental recruitment committee is being formed to develop program-specific policies and procedures for recruitment.

**MSc/CIS**

Candidates for this program are largely recruited from the junior faculty of the Schools of Medicine and Dentistry and from the residents and fellows of local teaching hospitals.

**PhD/PHS**

Brochures and announcements have been created and will be circulated in printed and electronic form throughout U of L and to other universities in the region. Additionally, notices about this program will be posted at national meetings and placed in major national publications.
2. Statement of admissions policies and procedures.

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).

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. The school-wide Admissions Committee reviews applications for the MPH and MSc programs. Other program applications are reviewed departmentally. In addition, the school’s Admissions Committee is responsible for reviewing and approving admission policies for all programs. Once approved, policy changes are reviewed and approved by the Faculty Forum.

The Admissions Committee, which is composed of one representative from each of the five departments and one senior-level representative from the MPH and MSc/CIS programs, is tasked with recommending student applicants for admission into or denial from school-wide programs. Each application is reviewed, summarized and graded by a pair of reviewers; the results are recorded on the Application Summary Sheet and Applicant Score Sheet. (Copies of these documents are available as Appendix IX-2.) The review process involves abstracting the application into a standardized format and computing a score for it. The score is compared against a decision-making algorithm to determine whether to accept fully without full committee review, accept provisionally (pending full committee review), or reject the candidate (without full committee review). The reviewer also indicates his/her recommendation for admission. If both reviewers are in agreement and the algorithm offers specific guidance, the recommendations of the reviewers are forwarded to the director of the relevant program (MPH and MSc/CIS). If there is disagreement, all committee members review and discuss the application and then make a consensus recommendation. Brief explanations are recorded in the minutes as justification for the committee’s decision. The director of the program to which the candidate has applied reviews the recommendations of the committee and can either accept the recommendation or request additional information and consideration. The program director then forwards a final 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.

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), Medical School Admissions test (LSAT) or the Dental Admissions Test (DAT); and,
- if applicable, TOEFL (Test of English as a Foreign Language) scores.

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; and,
• if applicable, TOEFL score of at least 250 on the computer-based version or 600 on the paper-based version.

We currently evaluate applications as they are completed. Successful applications are offered a position and are required to submit a letter of acceptance with a deposit that is applied to their first semester’s tuition to hold their place. If students do not return their acceptances and deposits within one month, they are contacted to determine if they are still interested in attending. If they no longer plan to attend their positions are made available to the next available successful applicant. If they still plan to attend, they are again requested to submit their acceptances and deposits within a month, after which they are no longer eligible for admission.

Application guidelines for international students may be found in Appendix IX-3.

**MS/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;
• statement of goals: 750 words or less describing student’s interest in Biostatistics or Decision Science and why the applicant would be an asset to the BB department and University of Louisville;
• 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/students/grad-rec.pdf;
• official, original academic records (transcripts or mark sheets) from each institution attended beyond secondary level;
• GRE test scores; and,
• if applicable, TOEFL scores.

**MS/Epi**

A prior BA/BS or one advanced degree, in an appropriate field of study, from a regionally accredited university or college is required for entry in the MS Program in Epidemiology. Previous coursework in statistics and biological or health sciences (for example, biology, biochemistry, anatomy, physiology, microbiology) is strongly preferred.

**Basic Admission Requirements**

Applicants must complete all forms for admission to the University of Louisville Graduate School and must meet the Graduate School’s requirements for admission. The minimum required documentation for full admission must include:

- For applicant with degree from accredited US institution:
  - Official transcripts
  - Official GRE score
  - Two letters of recommendation
- For applicant with degree not from accredited US institution:
  - Official TOEFL score
  - Two (2) letters of recommendation
  - Official transcripts
  - Official GRE score
  - Foreign credential evaluation

**Additional Admission Requirements**

In addition to the above graduate school requirements, all applicants to the MS degree program in Epidemiology are required to submit the following items with their application:

- resume/CV;

---

1 Program may substitute other recognized test(s) in place of the GRE (e.g., MCAT, LSAT, etc.)
• a personal statement describing the applicant’s qualifications, including prior experience, proposed (general) area of research, and career plans;
• two letters of reference from individuals knowledgeable about the applicant’s qualifications, abilities, and potential for a successful career in Epidemiology & academic medicine;
• GPA > 3.0 on a 4.0 scale;
• GRE scores taken within the past five years (official from ETS); scores > 50th percentiles on both the Quantitative and Verbal sections are recommended.; and
• TOEFL > 60th percentile.

MSc
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;
• two letters of recommendation; and,
• curriculum vitae or resume.

PhD/PHS
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; and,
• 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.

The SPHIS Catalog is included as Appendix II-3.

For examples of recruitment materials and other publications and advertising, please see Appendix IX-4 and our website at [http://www.sphis.louisville.edu/academics.cfm](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.

Quantitative information on applicants, acceptances and enrollments, by specialty area, for the last four years are displayed in Table IX-1.
### Table IX-1: Quantitative Information on Applicants, Acceptances, and Enrollments, by Specialty Area for the Last Four Years

<table>
<thead>
<tr>
<th>Specialty Area</th>
<th>Applied</th>
<th>Accepted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td>67</td>
<td>41</td>
<td>25</td>
</tr>
<tr>
<td>MS/BDS</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>MS/Epi</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MSc</td>
<td>8</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>MD/MSc</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PhD/BDS</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>PhD/PHS</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>NonDegree/</td>
<td>37</td>
<td>37</td>
<td>22</td>
</tr>
<tr>
<td>Certificates</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>47</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialty Area</th>
<th>Applied</th>
<th>Accepted</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS/BDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS/Epi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MD/MSc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD/BDS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD/PHS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NonDegree/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 This table assumes that all those who applied are considered new applicants. Transfers were required to fill out a new program application.

3 Fall 2006 data are unofficial, as of 09/21/06.
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.**

Quantitative headcount data on full-time and part-time students enrolled in each degree program (area of specialization) identified in the instructional matrix, by semester, for each of the last four years are displayed in Table IX-2. For comprehensive data on program enrollment by full-time equivalent conversion, please see table IV-2.

**Table IX-2: Students Enrolled in Each Degree Program (Area of Specialization) Identified in Instructional Matrix for Each of the Last Four Years**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>8</td>
<td>11</td>
<td>9</td>
<td>3</td>
<td>7</td>
<td>111</td>
</tr>
<tr>
<td>MS/BDS</td>
<td>23</td>
<td>32</td>
<td>25</td>
<td>18</td>
<td>31</td>
<td>27</td>
<td>10</td>
<td>30</td>
<td>33</td>
<td>21</td>
<td>36</td>
<td>34</td>
<td>18</td>
<td>22</td>
<td>360</td>
</tr>
<tr>
<td>MS/EPI</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>94</td>
</tr>
<tr>
<td>MSc/CIS</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>MD/MSc</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>94</td>
</tr>
<tr>
<td>PhD/BDS</td>
<td>8</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>19</td>
<td>18</td>
<td>11</td>
<td>19</td>
<td>16</td>
<td>6</td>
<td>9</td>
<td>183</td>
</tr>
<tr>
<td>PhD/PHS</td>
<td>8</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>16</td>
<td>16</td>
<td>16</td>
<td>19</td>
<td>18</td>
<td>11</td>
<td>19</td>
<td>16</td>
<td>6</td>
<td>9</td>
<td>183</td>
</tr>
<tr>
<td>NonDegree</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>56</td>
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<td>Certificate</td>
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<td>12</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>95</td>
</tr>
</tbody>
</table>

4 Headcounts include second majors.
5 Fall 2006 data are unofficial, as of 09/25/06.
6 Includes non-degree and visiting students.
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
  - Pre-admission GPA – average of 3.0 or higher: At this time, the university does not collect this information in a format that is easily accessible. We are in the process of developing a system with the Office of Institutional Research and Planning to collect the data.
  - Pre-admission standardized test scores – average of 70th percentile or higher: Please see Table IX-3 below.
- Admission rate – 70% or less (number of admissions / number of applications): Please see Table IX-4 below.
- Enrollment rate – 70% or more (number of enrollees / number of acceptances) Please see Table IX-5 below.
- Student assessment – 80% or more agree they are able to do the work (questionnaire at end of each year): In a baseline survey done in the spring of 2006, 87% of currently enrolled SPHIS students feel they have the skills to serve as an effective professional. This survey will be conducted annually of continuing and graduating SPHIS students.
- Student GPA – average of 3.3 or higher (at end of each year): Please see Table IX-6 below.
- Graduation rate – 80% or more (see Criterion V.D.3)
- Student scholarly papers, presentations, posters or grants will be submitted by or awarded to 10% or more of enrolled, full-time students each year: Please see Table IX-7 below.

Table IX-3: Pre-admission Standardized Test (GRE) Scores for Each of the Last Four Years

<table>
<thead>
<tr>
<th>Component</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>456</td>
<td>453</td>
<td>432</td>
<td>453</td>
</tr>
<tr>
<td>Quantitative</td>
<td>619</td>
<td>626</td>
<td>616</td>
<td>575</td>
</tr>
<tr>
<td>Analytical Writing</td>
<td>4.75</td>
<td>4.40</td>
<td>3.98</td>
<td>3.95</td>
</tr>
</tbody>
</table>

Table IX-4: Admission Rate by Program for Each of the Last Four Years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td>100%</td>
<td>86%</td>
<td>100%</td>
<td>72%</td>
</tr>
<tr>
<td>MS/BDS</td>
<td>100%</td>
<td>64%</td>
<td>75%</td>
<td>68%</td>
</tr>
<tr>
<td>MS/Epi</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>MSc/CIS</td>
<td>100%</td>
<td>92%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>PhD/BDS</td>
<td>100%</td>
<td>93%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>PhD/EPI/PHS</td>
<td>80%</td>
<td>73%</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>Average</td>
<td>100%</td>
<td>86%</td>
<td>86%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Table IX-5: Enrollment Rate by Program for Each of the Last Four Years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td>100%</td>
<td>58%</td>
<td>38%</td>
<td>76%</td>
</tr>
<tr>
<td>MS/BDS</td>
<td>100%</td>
<td>93%</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>MS/Epi</td>
<td>100%</td>
<td>18%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>MSc/CIS</td>
<td>100%</td>
<td>73%</td>
<td>67%</td>
<td>100%</td>
</tr>
<tr>
<td>PhD/BDS</td>
<td>80%</td>
<td>95%</td>
<td>75%</td>
<td>95%</td>
</tr>
<tr>
<td>PhD/EPI/PHS</td>
<td>95%</td>
<td>61%</td>
<td>75%</td>
<td>95%</td>
</tr>
</tbody>
</table>

7 Fall 2006 enrollment is preliminary.
8 Student enrollment is based on fall numbers.
Table IX-6: Student GPA by Program for Each of the Last Four Years

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Spring 2003</th>
<th>Spring 2004</th>
<th>Spring 2005</th>
<th>Spring 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td></td>
<td></td>
<td></td>
<td>3.39</td>
</tr>
<tr>
<td>BDS/PhD/MS</td>
<td>3.71</td>
<td>3.67</td>
<td>3.61</td>
<td>3.66</td>
</tr>
<tr>
<td>MS/Epi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS/PhD/MSc</td>
<td>3.67</td>
<td>3.58</td>
<td>3.63</td>
<td>3.66</td>
</tr>
<tr>
<td>Undecided</td>
<td>4.00</td>
<td>3.96</td>
<td>3.91</td>
<td>3.27</td>
</tr>
<tr>
<td>Average</td>
<td>3.79</td>
<td>3.73</td>
<td>3.72</td>
<td>3.50</td>
</tr>
</tbody>
</table>

Table IX-7: Number of Full-Time Students/Percentage Involved in Scholarly Work by Program for Each of the Last Four Years

<table>
<thead>
<tr>
<th>Degree Program</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH</td>
<td></td>
<td></td>
<td></td>
<td>22/5%</td>
</tr>
<tr>
<td>MS/BDS</td>
<td>11/25%</td>
<td>6/25%</td>
<td>7/20%</td>
<td>8/30%</td>
</tr>
<tr>
<td>MS/Epi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc/CIS</td>
<td>10/25%</td>
<td>7/20%</td>
<td>8/20%</td>
<td>6/15%</td>
</tr>
<tr>
<td>PhD/BDS</td>
<td>0/0%</td>
<td>6/10%</td>
<td>6/10%</td>
<td>8/15%</td>
</tr>
<tr>
<td>PhD/EPI/PHS</td>
<td>3/20%</td>
<td>5/20%</td>
<td>8/10%</td>
<td>8/15%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
<td>24</td>
<td>29</td>
<td>52</td>
</tr>
</tbody>
</table>

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

This criterion is met. Admissions policies and procedures have been formulated. Measures of success in enrolling a qualified student body have been adopted and are being tracked actively.
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 striving 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.)

As further evidence of its commitment to achieving a student body demographically representative of the surrounding population, SPHIS has created a Diversity Committee. This committee has developed a formal school diversity plan, available as Appendix VIII-3, which was submitted to and was accepted by the Office of the Vice Provost for Diversity and Equal Opportunity in 2005. It has also created a set of policies and procedures, in accordance with U of L directives, for establishing and revising current guidelines and monitoring whether the goals established have been fully achieved; this document, “Ensuring Diversity in Faculty, Staff and Students,” is available as Appendix VIII-4. The committee has and will continue to work closely with the University Office of the Vice Provost for Diversity as a resource in this effort.

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 on applicants, acceptances and enrollments, by specialty area, for the last four years are displayed in Table IX-8.

Table IX-8: Quantitative Demographic Information on Applicants, Acceptances, and Enrollments for the Last Four Years

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
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<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>2</td>
<td>0</td>
<td>0</td>
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<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Accepted</td>
<td>0</td>
<td>4</td>
<td>0</td>
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</tbody>
</table>

* Assumes that all those who applied are considered new applicants. Transfers were required to fill out a new program application.

*10 Fall 2006 Enrollment is unofficial as of 9/28/06
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, together with SPHIS student data, are found in Table IX-9.
- Demographic data for the Commonwealth of Kentucky and for the area surrounding Louisville (based on the 2000 Census), together with SPHIS student data, are found in Table IX-10.

Table IX-9: SPHIS Scorecard Goal and Data for 2002-2006

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>2008 Goal</th>
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<tbody>
<tr>
<td>African-American enrollment</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>15</td>
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</table>

Table IX-10: Outcome measures by race/ethnicity and gender with data over the last five years

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Kentucky</th>
<th>Jefferson County</th>
<th>SPHIS</th>
</tr>
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<tr>
<td></td>
<td>Fall 2002</td>
<td>Fall 2003</td>
<td>Fall 2004</td>
</tr>
<tr>
<td>African-American/Blacks</td>
<td>7.3%</td>
<td>18.9%</td>
<td>8%</td>
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<td></td>
<td>0.7%</td>
<td>1.4%</td>
<td>7%</td>
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<tr>
<td>Hispanics</td>
<td>1.5%</td>
<td>1.8%</td>
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<tr>
<td></td>
<td>51.1%</td>
<td>52.2%</td>
<td>53%</td>
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</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.

11 Fall 2006 data are unofficial, as of 09/25/06.
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/). Services offered by the center have recently been expanded to include:

- 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
- 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-5.

The SPHIS Catalog is available as Appendix II-3.

MPH

Student advising in the SPHIS MPH Program is divided into three distinct functions – administrative advising, academic advising and career counseling. Administrative advising is provided by Student Services, academic advising by MPH program and concentration department personnel, and career counseling by the staff of the U of L Career Development Center. The three advising functions are described below.

Administrative Advising (performed by 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)

During the first year of the MPH Program, the director serves as the academic mentor (advisor) for all MPH students. In the second year of the program, students are assigned a faculty academic mentor (advisor) from their concentration department. It is the responsibility of the academic mentor to meet with the student to: (1) assess the progress of the student toward achieving the learning objectives of the MPH program; (2) assess the individual academic and professional goals of the student; (3) discuss options for field placements and special projects as needed; and, (4) address any apparent or emerging problems identified by the student or other faculty members.

During each semester a student registers in the MPH program, the program office maintains steady contact with faculty in reviewing the student’s performance and progress.

- At the beginning of each semester, the MPH Program will distribute to each academic mentor transcripts for each of their advisees.
- At the mid-point of each semester, the MPH Program Director will request that all course directors identify any students who are at risk of failing a course.
- At the end of each semester, the MPH Program Director will review each student’s grades to determine if any student is to be placed on academic probation.
- For those students identified at academic risk, the Program Director, in consultation with the students’ academic mentors and specific Course Directors, will discuss their academic performance and, if necessary, develop a remediation plan.

It is the responsibility of all students, together with their academic advisors, to monitor progress toward the requirements of the program, the learning objectives of the program and their individual educational goals.

Career Counseling

To facilitate the delivery of services offered by the university, the MPH program will schedule seminars for future student town hall meetings that focus on resume development, job application and search strategies, interview preparation and other career development activities. These meetings will be led by Leslye Erickson, the new Director of the U of L Career Development Center and will be scheduled beginning in Spring 2007.

MS/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 by the Department Chair 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 and BB Catalog, which outlines requirements for each concentration. A departmental staff member as also available to arrange appointments during the advising period for students and their respective advisors.

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 and choice of a dissertation director. A student’s choice of dissertation director (and therefore primary course advisor) becomes official when the “Thesis/Dissertation Advisory Committee” form is completed with names and signatures of committee members and is approved by the department chair and Graduate School Dean. 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 utilizing electives to help students pursue their individual interests. Available university electives are considered each semester in order to utilize course offerings in other SPHIS departments and across the University. 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.

**MS/Epi**

Each student is assigned an academic advisor by the Department Chair upon admission to any of the programs in the Department of Epidemiology and Public Health. Additionally, the program coordinator will provide advice to all enrollees regarding administrative matters.

**MSc/CIS**

Students in the MSc/CIS program are advised by the Program Coordinator. Additional, less formal academic and career advising is available to students in this program through professional paper advisors. However, since many of the MSc/CIS students are junior faculty or house staff, the requests for career or placement advising are handled through their clinical departments.

**PhD/PHS**

Students in the PhD/PHS program are assigned an academic advisor from among the graduate faculty in SPHIS. 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 PhD/PHS 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.

### 2. Information about student satisfaction with advising and counseling services.

Based on a Spring 2006 survey, 69% of current students are satisfied with the helpfulness of their advisors. Modifications of the advising process are being explored in order to improve student satisfaction with this activity.

The school will be assessing student satisfaction with advising through the ongoing and graduating student surveys administered annually. Please see Appendix IX-6 for examples of these surveys. Career counseling is scheduled to begin in Fall 2006. Results will be available by Fall 2007.

### 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 career counseling and placement 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 (BDS) or with most graduates in professional careers prior to beginning the program (MSc/CIS and PhD/PHS). 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 late 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 Hall Meetings. The dean meets twice a year with the assembled students of SPHIS to hear directly any issues with how the school and its programs are being conducted. The first meeting was held in the spring of 2006.

- In addition, Student Town Hall Meetings are offered to MPH students two to four times each semester. These meetings provide students a forum for discussing issues pertaining to the MPH program and faculty and contributed to specific modifications of the MPH curriculum, including an increase in the number of credit hours within a concentration and the requirement that all MPH students take a course in Critical Thinking and Program Evaluation. The first meeting was 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.

- Students are voting members of the Faculty Forum and the Council of Chairs and Deans. The Faculty Forum reviews and approves all changes to admission policies, bylaws, and curriculum, including course and curriculum revisions and new courses and curricula.

- Students are voting members of the Service and Diversity Committees.

- The Curriculum Committee has resolved that its chair communicate to the President of the Student Association actions of the Committee in a timely manner.

- The faculty advisor of the Student Association is the Associate Dean for Health Information Sciences.

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

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 SPHIS Student Association was formed in the fall of 2005, following ratification of its bylaws, which are available in Appendix IX-7. Elections were held soon thereafter, electing officers and other positions specified in the bylaws. Since then, the student government has been self-directed and has accomplished the following, among others:

- recognition as a registered student organization;

- membership in the Graduate Student Council, which is the recognized student council for all graduate
programs;
• formation of the local student chapter of the Kentucky Public Health Association; and,
• elections in the spring and fall of 2006.

The student association is very active in promoting social functions of the student body and in working for and achieving student benefits, including printing and copying privileges and the provision of handheld PDA devices upon enrollment.

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

This criterion is fully met. Students are actively involved in the processes of evaluation, policy-setting and decision-making.
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 and the SPHIS vision and mission. Once the goals were established, the self-study team added specific objectives, core learning objectives (Criterion V.C), measurable outcomes, a timeline and targets for success (Tables X-1 through X-5). 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 evolve 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 mid-2007.
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 of Chairs and Deans, 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, which also contain data regarding the school's performance with respect to these measures. Performance data are not available for very recently established measures at this time, but will be reported as soon as they become available.
### Table X-1: Goal 1, provide educational and academic excellence

<table>
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<tr>
<th>Objective</th>
<th>Outcome Measurement</th>
<th>Timeline for Completion</th>
<th>Source of Data</th>
<th>Frequency of Collection</th>
<th>Target for Success</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1.1</strong> Expand faculty and staff support for program growth as measured by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.a Increasing the number of full-time faculty to a goal of 45 by 2009.</td>
<td>2009</td>
<td>Personnel records</td>
<td>Annually</td>
<td>45</td>
<td>11</td>
<td>16</td>
<td>30</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
<td>1:2</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 1.2</strong> Develop quality curricula/programs as measured by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.a Reviewing educational competencies for MPH, MS, MSc and PhD for appropriateness and measurability annually.</td>
<td></td>
<td>Annually</td>
<td>Curriculum Committee documents</td>
<td>Annually</td>
<td>Competencies approved</td>
<td></td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>1.2.b 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>
<td></td>
<td></td>
<td></td>
<td>ongoing</td>
</tr>
<tr>
<td><strong>Objective 1.3</strong> Improve student success and satisfaction as measured by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.b Increasing the number of doctoral degrees awarded per year to 7 in 2008.</td>
<td>2008</td>
<td>Scorecard (1.4)</td>
<td>Annually</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1.3.c Improving the mean response regarding overall impression of the school on a survey of continuing and graduating students</td>
<td>Annually</td>
<td>Survey data</td>
<td>Annually</td>
<td>Increase in mean scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.d Improving the mean response regarding overall satisfaction with the university on the survey of all students.</td>
<td>Annually</td>
<td>Survey data</td>
<td>Annually</td>
<td>Increase in mean scores</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3.e Achieving an employment rate within the field of study of at least 80% among MPH students, within one year of graduation, as tracked by the survey.</td>
<td>Annually</td>
<td>Survey data</td>
<td>Annually</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 The “2003” column represents calendar year 2003/fiscal year 2003-04, and so on.
2 Full-time faculty headcount is calculated as of August 1 of each year.
**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 for Completion</th>
<th>Source of Data</th>
<th>Frequency of Collection</th>
<th>Target for Success</th>
<th>2003</th>
<th>2004</th>
<th>2005</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.a Increasing the number of grants and contracts awarded to 20 in 2008.</td>
<td>2008</td>
<td>Scorecard (2.4)</td>
<td>Annually</td>
<td>20</td>
<td>11</td>
<td>11</td>
<td>15</td>
<td></td>
</tr>
<tr>
<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 (2.5)</td>
<td>Annually</td>
<td>$5,000,000</td>
<td>$2.8 million</td>
<td>$2.2 million</td>
<td>$3.4 million</td>
<td></td>
</tr>
<tr>
<td>2.1.c Increasing the number of faculty on funded research to 22 in 2008.</td>
<td>2008</td>
<td>Scorecard (2.16)</td>
<td>Annually</td>
<td>22</td>
<td>12</td>
<td>13</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>2.1.d Increasing the number of students on sponsored research to 3 in 2008.</td>
<td>2008</td>
<td>Scorecard (2.17)</td>
<td>Annually</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2.2</strong> &lt;br&gt;Develop internal support for SPHIS research activities as measured by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2.c Increasing the total number of publications in refereed journals to 20 in 2008.</td>
<td>2008</td>
<td>Scorecard (2.18)</td>
<td>Annually</td>
<td>20</td>
<td>3</td>
<td>18</td>
<td>40</td>
<td></td>
</tr>
<tr>
<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 (2.20)</td>
<td>Annually</td>
<td>20</td>
<td>4</td>
<td>17</td>
<td>20</td>
<td></td>
</tr>
<tr>
<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>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

3 Data are not available.  
4 Data are not available.
Table X-3: Goal 3, be a diverse, open and accessible school of public health and information sciences

<table>
<thead>
<tr>
<th>Objective 3.1</th>
<th>Outcome Measurement</th>
<th>Timeline for Completion</th>
<th>Source of Data</th>
<th>Frequency of Collection</th>
<th>Target for Success</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.a</td>
<td>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.</td>
<td>Annually</td>
<td>Admissions Committee documents</td>
<td>Annually</td>
<td>Contacts, mailings and visits as listed</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.b</td>
<td>Increasing the number of full-time women faculty to 12 by 2008.</td>
<td>2008</td>
<td>Scorecard (3.6)</td>
<td>Annually</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.c</td>
<td>Increasing the number of full-time African American faculty to 3 by 2008.</td>
<td>2008</td>
<td>Scorecard (3.7)</td>
<td>Annually</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.d</td>
<td>Achieving the number of African American executive, administrative, or managerial employees of 1 by 2008.</td>
<td>2008</td>
<td>Scorecard (3.10)</td>
<td>Annually</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.e</td>
<td>Achieving the number of African American endowed chairs and professors of 1 by 2008.</td>
<td>2008</td>
<td>Scorecard (3.12)</td>
<td>Annually</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.f</td>
<td>Achieving the number of women endowed chairs and professors of 1 by 2008.</td>
<td>2008</td>
<td>Scorecard (3.13)</td>
<td>Annually</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.g</td>
<td>Achieving the number of African American students receiving doctoral degrees of 2 by 2008.</td>
<td>2008</td>
<td>Scorecard (3.18)</td>
<td>Annually</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.h</td>
<td>Achieving the number of women receiving doctoral degrees of 3 by 2008.</td>
<td>2008</td>
<td>Scorecard (3.19)</td>
<td>Annually</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1.i</td>
<td>Increasing the number of African American students receiving master’s degrees to 15 by 2008.</td>
<td>2008</td>
<td>Scorecard (3.20)</td>
<td>Annually</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objective 3.2 Support diversity and inclusivity initiatives as measured by:

<table>
<thead>
<tr>
<th>Objective 3.2</th>
<th>Outcome Measurement</th>
<th>Timeline for Completion</th>
<th>Source of Data</th>
<th>Frequency of Collection</th>
<th>Target for Success</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.a</td>
<td>Completing and initiating implementation of a diversity plan in concert with university guidelines by October 2005.</td>
<td>October 2005</td>
<td>Diversity Committee minutes</td>
<td>Ongoing</td>
<td>Completed diversity plan</td>
<td>Y</td>
</tr>
<tr>
<td>3.2.b</td>
<td>Holding quarterly, school-wide luncheons of faculty and staff to promote open communication.</td>
<td>Monthly</td>
<td>SPHIS Calendar records</td>
<td>Monthly</td>
<td>At least four meetings per year</td>
<td>Y</td>
</tr>
<tr>
<td>3.2.c</td>
<td>Inviting all students to a plenary school meeting session at least once per year.</td>
<td>Annually</td>
<td>SPHIS Calendar records</td>
<td>Annually</td>
<td>Annual plenary session</td>
<td>Y</td>
</tr>
</tbody>
</table>
Table X-4: Goal 4, promote collaboration and community/state partnerships

<table>
<thead>
<tr>
<th>Objective</th>
<th>Outcome Measurement</th>
<th>Timeline for Completion</th>
<th>Source of Data</th>
<th>Frequency of Collection</th>
<th>Target for Success</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 4.1</strong> Generate input from community partners as measured by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 4.1</td>
<td>4.1 Establishing and maintaining a Community Advisory Board for SPHIS by December 2006.</td>
<td>December 2006</td>
<td>Executive Committee documents</td>
<td>Ongoing</td>
<td>Foundation of Community Advisory Board</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></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>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objective 4.2</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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2.b Developing an electronic clearinghouse for service opportunities with community and government agencies by June 2007.</td>
<td>June 2007</td>
<td>Service Committee minutes and program office documents</td>
<td>Ongoing</td>
<td>Establishment of a service opportunity clearinghouse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2.c Increasing the number of community partnerships that support local metropolitan area government agencies, metropolitan area businesses, community-based organizations and health care organizations to 25 in 2008.</td>
<td>2008</td>
<td>Scorecard Process</td>
<td>Annually</td>
<td>25</td>
<td>24</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>4.2.d Increasing the number of partnerships with state, regional and federal agencies to 10 in 2008.</td>
<td>2008</td>
<td>Scorecard Process</td>
<td>Annually</td>
<td>10</td>
<td>8</td>
<td>9</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 (4.13)</td>
<td>Annually</td>
<td>2</td>
<td>1</td>
<td>0</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 for Completion</th>
<th>Source of Data</th>
<th>Frequency of Collection</th>
<th>Target for Success</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 5</strong>&lt;br&gt;Monitor quality improvement processes and assessment as measured by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.a Receiving CEPH accreditation by Fall 2007.</td>
<td>2007</td>
<td>CEPH documents</td>
<td>Ongoing</td>
<td>Accreditation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.b Improving the mean response regarding overall impression of the school on the comprehensive survey of 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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
<td></td>
<td></td>
<td></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.

Program

Every five years (beginning after the accreditation visit), 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 Community 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 averages, entrance exam scores and other pertinent information will be entered into a database and reviewed periodically.

The SPHIS On-Going Student Opinion Survey 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. 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. In the future, alumni will be asked to serve on the Community Advisory Board. Alumni will be invited to participate in SPHIS events, especially the culminating experiences for MPH students.

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. Partners on the Community 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. The Community Advisory Board will also review programs and provide input regarding preparation for service to the community.

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 school uses multiple forms of assessment to monitor students’ knowledge, skills and attitudes at appropriate transition points. The program directors and department chairs submit annual summaries, interpretations and applications of their assessments to the dean of the SPHIS and to the university. Program directors, department chairs and faculty use these reports and data to evaluate their 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 of the MPH Program and Epidemiology-Biostatistics Core, Eastern Virginia Medical School5

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 2005. Stephen Wyatt, DMD, MPH, Dean of the University of Kentucky College of Public Health reviewed the document for content in August and September 2005.

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 a preliminary draft of the SPHIS self-study document was submitted to CEPH reviewers on October 4, 2005. It was the determination of the reviewers and the CEPH Board that a site visit not occur until one class had graduated from the MPH Program. Consequently, a one-year extension of applicant status was requested and subsequently granted by the CEPH Board. In the interim, a consultative visit was held on April 13 and 14, 2006 with Ms. Laura Rasar King in order to outline the parameters for resubmission of the document. During this visit, Ms. King confirmed that review of the self-study document would occur under the January 2002 Accreditation Criteria.

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5 Dr. Jacobs joined the faculty of SPHIS on August 1, 2005.
The ASC continued to meet on a periodic basis to revise and update the self-study document. The most current version of the document was submitted to Central Administration on September 20, 2006. Final input by the ASC occurred at its meeting of September 27, 2006, and the final version of the preliminary draft is being submitted to CEPH reviewers on October 4.

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

Not applicable.

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 have played a major role in enhancing all aspects of the school’s performance. Research productivity with faculty members as principal and collaborating investigators has continued. Collaboration with the state and local health departments, Louisville Metro government, local businesses, and community agencies has increased significantly. The first and second classes in the MPH degree program were enrolled in the fall of 2005 and 2006, respectively.

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 two 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 fully 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 fully 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 monthly 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 was constituted in September 2006, 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 monthly 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 their required coursework.

**Weaknesses:**

- None

This criterion is fully 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) and the Council of Deans and Chairs (the Executive Committee plus student and faculty representatives). The Community Advisory Board has been constituted and will begin to provide input to the dean by late 2006.
• 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.
• The membership of all committees has been finalized and all committees have met as required.

**Weaknesses:**
• None

**Recommendation:**
• 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 fully met.

**Criterion IV: Resources**

**Strengths:**
• The SPHIS has received fiscal resources needed to achieve its goals and objectives.
• The student to core faculty ratio and institutional expenditures per FTE student were 9.25:1 and $141,701, respectively, in 2005-06.
• 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 30 desktop computers, and the IT computer center with 28 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 over two 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.
• Placement sites have been identified and formal agreements with targeted organizations are in place. A formal contract with the Louisville Metro government for student practica has been signed and additional sites for student field placement have been identified.

**Weaknesses:**
• None

**Recommendations:**
• Continue to identify opportunities to diversify the school’s funding base, including research income, sources of funding for stipends, assistantships and scholarships, and establishing a school endowment program.
• Continue to expand practicum site opportunities and community interaction.

This criterion is fully 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 five academic degrees that include two PhD degrees and three 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 (15 credit hours), and experiential learning (12 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 fully 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 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 government will be actively involved in practicum placements. Additional practicum sites have been identified; formal affiliation agreements have been signed with several of these organizations.
- The program’s culminating experience consists of successful completion of Issues in Public Health, Critical Thinking and Program Evaluation, the practicum and Integrating Learning and Experience in Public Health.
- Two MPH classes have been admitted since August 2005. The third class is currently being recruited. Graduation of the first MPH class is anticipated in May 2007.
- Procedures and mechanisms to evaluate the different components of the MPH curriculum have been developed.
- A student handbook that describes MPH program policies and reiterates Graduate School policies has been created.
- A 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, has been created.

Weaknesses:
- None

This criterion is fully 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.
- Learning objectives have been established for each degree program and methods described for their periodic review.
- All courses in the MPH curricula have been mapped to the learning objectives of the program and of ASPH.

Weaknesses:
- None

Recommendation:
- Create an electronic calendar that establishes timelines for reviewing and updating learning objectives for each academic and professional degree program.

This criterion is fully met.

Criterion V.D: Assessment of Student Progress and Career Readiness

Strengths:
- For the MPH, the successful completion of coursework and experiential learning components 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.
- Procedures and mechanisms to evaluate outcome measures for all professional and academic programs have been established.

Weakness:
- While outcome measures to identify student achievement have been developed, no data on degree completion or job placement rates are yet available for the MPH program, which will graduate its first class in May 2007.

Recommendation:
- Compile data on degree completion and job placement rates for the MPH program after graduation of the first class.

This criterion is partially met.

Criterion V.E: Public Health Content in Academic Degrees

Strengths:
- Departments offering academic degrees or concentrations in SPHIS represent three of the five traditional areas of public health and provide formal coursework in biostatistics, epidemiology and health management 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.

Weaknesses:
- None
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

Strengths:
• The school offers a PhD program in Public Health Sciences with concentrations in translational research and in health management. A concentration in epidemiology is currently undergoing final university review; approval is expected by October 2006, with enrollment of students to follow.
• The Department of Bioinformatics and Biostatistics offers a PhD program with concentrations in decision science and in biostatistics.

Weaknesses:
• None

This criterion is fully met. An additional PhD/PHS concentration in environmental health is being planned for implementation within the next year.

Criterion V.G: Joint Degree Programs

Not applicable. The SPHIS does not currently offer joint degree programs with the MPH.

Recommendation:
• Explore opportunities for joint degree programs with Medicine, Dentistry, Nursing, Psychology and Social Work.

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 appointment of a liaison from the Department of Epidemiology and Population Health 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 22 faculty on sponsored research projects in fiscal year 2005-06.
• Indirect cost recovery of $2.3 million to the university since July 1, 2002, with a return of $340,320 of this amount to SPHIS, supports the school's research infrastructure.
• Students have been extensively involved in research projects, participating in research forums on the local, regional and national level.

Weaknesses:
• None

Recommendation:
• Continue to expand opportunities for student involvement in research.

This criterion is fully met.
Criterion VII: Service

Strengths:
- A formal program has been constituted to coordinate service activities of the school, and a Director of Community and Professional Service has been appointed. A service committee has been created and an administrative assistant named to support the activities of the director.
- SPHIS administration supports and faculty, staff and students engage in a variety of important service activities.
- Three SPHIS employees have signed agreements to support unique collaborative service arrangements.
- The Center for Health Hazards Preparedness, through funding from CDC and HRSA, has provided continuing education for a large number of health professionals throughout the region in the recognition and response to potential acts of terrorism and natural disasters.
- The school offers a public health grand rounds series that is open to faculty from the health science center campus; students, residents and trainees; and public health professionals from state and local health departments.
- Students have been involved in a variety of service activities with Louisville Metro Health Department and other local organizations as well as international projects.

Weaknesses:
- None

Recommendations:
- Develop a new electronic system for entry and tracking of service activities by mid-2007.
- Create new awards for excellence in service by early 2007.
- Continue to expand opportunities for student service with the growth of SPHIS.

This criterion is fully 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 fully met.

Criterion VIII.B: Faculty Policies and Procedures

Strengths:
- 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.
- The university also provides substantial support for development of full- and part-time faculty.

Weaknesses:
- None

This criterion is fully met.

Criterion VIII.C: Diversity of Faculty

Strengths:
- SPHIS has constituted a diversity committee and created a diversity plan, as well as policies and procedures, to help the school's faculty reflect the demographic characteristics of its student body.
and the surrounding region. The diversity plan was submitted to and was accepted by the Office of the Vice Provost for Diversity and Equal Opportunity in 2005.

- 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.

**Recommendations:**
- 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 met.

**Criterion IX.A: Recruitment and Admissions Policies**

**Strengths:**
- The first two classes of professional public health degree students matriculated in August 2005 and 2006, respectively.
- Policies/procedures for recruitment and admissions have been established for all programs.
- Formal metrics for assuring quality of the student body have been adopted, and requested data analyses on the first MPH class have been completed.

**Weaknesses:**
- None

**Recommendations:**
- 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 and joint degrees (e.g. MD-MPH) at U of L.

This criterion is 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.

**Weakness:**
- Men are under-represented in the student body.

**Recommendation:**
- 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 fully met.

**Criterion IX.C: Academic Advising, Career Placement and Advice**

**Strengths:**
- An extensive advising process has been established for all students.
- University-based career development services have been recently expanded to include career counseling, full-time job placement and co-op/internship placement.
- Initial feedback has been received regarding student academic advising and counseling.
Weakness:
- School-based career and placement counseling services need to be expanded.

Recommendations:
- Review the academic advising services each semester and enhance as necessary in response to feedback from students and faculty.
- Create expanded career and placement counseling services by late fall 2006.

This criterion is partially met.

Criterion IX.D: Participatory Roles of Students

Strengths:
- Students’ roles in evaluation and governance of the school and in student organizations have been defined.
- Students have been integrated into evaluation, governance and student organizational roles.

Weaknesses:
- None

This criterion is fully met.

Criterion X.A: Process for Evaluating and Monitoring

Strengths:
- A robust evaluation and planning process has been established.
- The Community Advisory Board has been constituted and will be advisory to the dean in matters of evaluation and planning.

Weaknesses:
- None

Recommendations:
- Complete development of a database and online entry forms for collection of data for evaluation by mid-2007.
- Continue to revise the evaluation and planning process based upon commentary from participants involved in annual retreats.

This criterion is fully met.

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 fully met.
### Table X-6: Summary of Assessments

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<th>Criterion</th>
<th>Extent to Which Criterion Is Met</th>
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<td>B. Internal</td>
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</tr>
</tbody>
</table>

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

This criterion is fully met.