History
The School of Public Health and Information Sciences officially reopened as a UofL unit in September 2002. In December 2008, the school moved to its newly renovated home on East Gray Street across from the Louisville Metro Department of Public Health and Wellness.

The original School of Public Health at UofL was formed in 1919, making it one of the first schools of public health in the United States. Funding for the development of the school came from a $30,000 contribution by the Kentucky State Board of Health. The school was housed on the third floor of the Kentucky Board of Health Building at the corner of 6th and Main Streets. The primary focus of the school was the training of health officers and public health nurses to deal with welfare work in poor communities. The school was deactivated in 1924.

Overview
The School of Public Health and Information Sciences is a distinctive school of public health, positioned to protect the public’s health in the 21st century by identifying emerging health threats and risks, monitoring health factors and status, understanding how people seek and respond to health information and preparing responses to events that can affect the public’s health.

While we embrace the traditional tasks and roles of public health specialists, we recognize that protecting the public’s health today requires much more. It requires a new approach that integrates how information about the public’s health is acquired, evaluated, acted on and disseminated, and how these affect the public and its health. It requires preparing our students for careers in the 21st century by using 21st century knowledge and techniques.

Vision
The vision for the school is to have 80 faculty, 500MPH students, 75 master and doctoral students, and 300 undergraduate. Our research productivity and extramural funding should place the school in the top 25 schools of public health.

The school has five departments and one center. Attached are the strategic plans for each department and the center.
Department of Bioinformatics and Biostatistics

Five-Year Strategic Plan

May 2011

Dr. Robert J. Esterhay, Acting Chair
Department of Bioinformatics and Biostatistics Vision Statement and 2020 Plan

The Department of Bioinformatics and Biostatistics (DBB) at University of Louisville strives to be a top regional and national biostatistics and statistical bioinformatics department excelling in all aspects of methodological and collaborative research. In addition, the DBB wants to be known nationally and internationally for excellence in graduate training.

Faculty Recruitment, Teaching, Publications and Funded Research Activities

The DBB expects to recruit at least five additional tenure-track/tenured faculty members by 2020 to support the anticipated increase in teaching and grant funding activities within the department, school, and university. Ideally, these appointments will be made across ranks - two senior (associate professor or higher) and three junior (assistant professor). This should help SPHIS achieve Item 1.1.c (Decrease student to faculty ratio) in the University of Louisville Strategic Plan Scorecard. We anticipate senior faculty members will bring with them research funding to partially support their salaries. At least one position should be a targeted search in an area of greatest need for the department and the school such as sample survey, high throughput data analysis, etc.

We anticipate a sizable increase in the existing programs, as well as the introduction of new programs (i.e., BS/MPH, MD/MPH, etc.) in which Bioinformatics and Biostatistics (B&B) faculty will participate. Therefore, additional faculty need to be recruited to support this growth. In particular, the exploration of the possibility of creating a five year BS/MS program in Biostatistics jointly with Mathematics and Computer Science would be a good way of tapping into the undergraduate supply and, in turn, may be a pipeline into our doctoral program.

Majority of faculty members of the DBB are fairly active in publishing their research findings. We hope to contribute achieving Item 2.4c (Increase number of faculty peer-reviewed publications) in the University of Louisville Strategic Plan Scorecard through hiring of additional research productive faculty and through merit raise mechanisms.

The DBB faculty is ethnically diverse. Several of our faculty members are attending international conferences. At least two of our faculty are engaged in ongoing international research collaboration. We will also explore the possibility of establishing student exchange programs with our international colleagues. Thus, we feel confident that with the passage of time, such activities will increase and the DBB faculty will contribute towards Items 4.2a and b (Increase faculty/students teaching, studying, and conducting research outside the United States) in the University of Louisville Strategic Plan Scorecard.

Faculty members of the DBB are becoming increasingly successful at obtaining collaborative and PI level research funding. The DBB will encourage faculty members to seek PI level funding by providing matching support (protected time, MS level biostatistics support, graduate research assistants) for their continued success. The DBB will also encourage faculty to serve as collaborators/co-investigators on grants and contracts headed by other PI's internally and externally including getting subcontracts. We anticipate recruiting at least one additional Ph.D.
level and two MS level biostatisticians to support the grant activities of DBB faculty. The DBB Research Committee will obtain and share information regarding new funding opportunities whenever possible. Overall, the DBB will contribute towards achieving Items 2.1 c (Increase total grant and contract awards) in the University of Louisville Strategic Plan Scorecard.

Graduate Programs

We hope to increase the number of master level students to about twenty-five new students by 2020. To reach this number, we plan to increase our pool of students by looking for top students around the world, not limiting ourselves to the local area and Kentucky. To attract top students, we need to demonstrate our program is solid and strong. Our MS graduates are very competitive in the job market or in Ph.D. study. One cost effective means to advertise our graduate programs would be to improve our departmental website and to include more detailed information about our students and alumni. To recruit local students, we will explore visiting local campuses to present our programs. To recruit international students, we need connections internationally. This can be done by faculty attending conferences, giving invited seminars, and handing out DBB program flyers.

Since most statistics or biostatistics programs at other universities do not provide financial support for their MS students, we should be able to compete with them by emphasizing our competitive tuition fees, lower cost of living, friendly environment, and successful programs. We will also strive to get funding to support our second-year MS students and to involve them in research.

In addition, the MS program is a major resource to support our Ph.D. program. We would explore the possibility of using the tuition revenue from the MS students to generate new financial aid for doctoral students. We will attempt to retain our best MS students for the Ph.D. program.

Within the next ten years, we hope to expand enrollment in the doctoral program to five to seven students per year. This will address Item 1.3 (Increase doctorate degrees awarded annually) in the University of Louisville Strategic Plan Scorecard. We will need financial resources to successfully run such a sizable program. To that end, we are anticipating additional GRA support from the University and SPHIS. As our faculty funding increases, we will be able to take advantage of various tuition matching programs from the School of Interdisciplinary and Graduate Studies. We are also anticipating some GTA positions for DBB students as new programs develop within the SPHIS.

We will also seek federal sources to support our doctoral program. In particular, we will submit training grants for biostatistics and bioinformatics training programs with T32 and T15 mechanisms. We could also seek Individual Predoctoral Kirschstein-NRSA Fellowships to Promote Diversity in Health-Related Research (F32 awards).

Last but not least, the DBB will encourage all faculty members to include student support in the form of GRA/scholarships/temporary worker mechanisms within the scope of their collaborative and PI level grants.
Undergraduate Programs

The DBB envisions playing a key role in the development, administration, and oversight of the undergraduate BS in Public Health degree. Specifically, the DBB will help in teaching the lab sections of the core courses listed below along with Public Health 400: Data Management and Analysis Lab:

- Public Health 401: Policies, People, and the Environment (with Lab)
- Public Health 403: Community, Diversity, Equity, and Cultural Competence in Public Health (with Lab)
- Public Health 405: Global Health (with lab)
- Public Health 407: The Practice of Public Health (with lab)

In addition, the DBB will be responsible for teaching the required statistical supporting course (PHST 500), currently available online. To achieve this goal, the DBB will need teaching assistantships for graduate students to aid in the teaching of the lab sections and the multiple sections of PHST 500. Given the current number of students that are currently enrolled in PHST 500, the potential for four or more new GTA’s per year seems reasonable.

Other Teaching Activities

The DBB will explore the use of online courses, especially for basic and core courses valuable to other schools and programs. Online courses are especially suited for graduate programs in which most students work during the day. Another consideration is that basic online courses can fit into numerous program schedules and thus could replace duplicate statistics courses created by departments to fit into program schedules.

We will explore the use of online parts of courses to provide back-up for existing courses. One idea is that a "stand alone" lecture be recorded online. This lecture could be presented at any time a professor is ill or otherwise unavailable. If no classes are missed, the lecture could serve as the final lecture or as a "bonus" provided at the end of term. This lecture could also serve to introduce faculty to the possibilities of creating online courses.

The DBB will continue to encourage faculty to use Blackboard resources for their courses, encouraging use of the system for dissemination of course material such as syllabi, class descriptions, homework, data, handouts, articles, class notes, internet links, and other content. In some cases, it will be a simple step to move to an online course.

The DBB will explore mechanisms to recognize and support faculty who create online courses. In particular, we anticipate the SPHIS providing some GTA support to faculty teaching online courses since enrollment in such courses is generally large.

The DBB will explore the creation of a certificate program in biostatistics. This would be for graduate-level students who wish to obtain advanced statistics knowledge and credentials, but who do not wish for MS or Ph.D. degrees.
The DBB will explore the idea of providing basic statistics lectures for graduate professional programs, such as medical or dental specialty programs.

It is anticipated that these additional teaching efforts will translate into additional revenue for the department and/or creation of a new faculty line for the DBB. In general, an attempt will be made at the level of the school and the university to capture a larger percentage of courses involving statistical and biostatistical training.

Biostatistical Consulting

The DBB will engage in collaborative scientific endeavors with basic, translational, clinical, and population-based investigators from the schools on the Health Sciences Center (HSC) campus as well as other schools and departments on the Belknap campus. Collaborative research is one part of the department's research agenda, along with methodological and theoretical research. Fundamental to achieving our collaborative mission is the scientific support staff of the Statistical Consulting Center (StCC), which forms an essential component of the DBB and is necessary to realize our departmental vision as biostatistics and bioinformatics collaborators, innovators, and educators. The DBB will work jointly with the other departments in the School of Public Health and Information Sciences, as well as other University departments, to promote scientific research in the life sciences. The DBB will accomplish this mission by providing expertise in a wide spectrum of areas of collaborative research support, including:

- Study design
- Hypothesis testing
- Data analysis
- Statistical modeling
- Data mining/exploratory data analysis (hypothesis generating)
- Dissemination of results - including methods and results sections of manuscripts and publication quality figures and tables

Building a professional support staff profile is necessary for the continued growth and success of the collaborative research within the department. Current support staff members are saturated with grant support (Savi Appana - 100%, Doug Lorenz - 100%, Alex Cambon - 60%), leaving little room to accommodate the ever growing number of projects being submitted and funded. To continue the success, additional funding for staff and faculty positions, as well as graduate student support, will be needed. As mentioned above, a rough conservative estimate will be one Ph.D. level and two additional MS level biostatisticians needed.

Collaborative publications involving the DBB have been increasing every year. Those involving the StCC alone have increased from eleven in 2008 to twenty in 2010. Furthermore, collaborative efforts frequently lead to new methodological developments, and many examples are evident currently within the DBB. Criteria to measure the success of the DBB collaborative endeavors include submitted and funded grants, publications, abstracts and presentations, and external projects involving faculty and staff members. Benchmarking goals will be established by the departmental chair and DBB faculty to ensure continued success and growth.
**Brown Cancer Center**

It is anticipated that the Biostatistics Shared Facility will be expanded over the next ten years as the Brown Cancer Center progresses towards achieving the NCI designation. The DBB, through its liaison Dr. Rai, very much hopes to be part of this expansion. We anticipate fostering a better collaborative relationship with the Cancer Center. In particular, we will explore the possibility of additional faculty appointments in the DBB which will be part of the Biostatistics Shared Facility.

In summary, the DBB faculty and staff form an invaluable resource to the greater scientific investigations of the life sciences research community at the University of Louisville.

Note: To reach the above goals, the DBB needs appropriate support from the upper administration(s) in terms of new faculty lines, additional staff positions, tuition revenue, additional GRA and GTA, grant overhead, merit raises and so on.
Department of Environmental and Occupational Health Sciences

Five-Year Strategic Plan

May 2011

Dr. David J. Tollerud, Chair
Mission

The mission of the Department of Environmental and Occupational Health Sciences is to prevent adverse health effects related to environmental and occupational exposures through research, education, and service. All of these activities will be carried out in the context of the School's focus on excellence in education and research. The central theme of departmental activities is prevention, focusing on initiatives that will ultimately decrease in a measurable way the burden of harmful environmental and occupational exposures.

The “environment” is interpreted holistically and includes air, soil, water, social and cultural, economic, “built” environment, and environmental stress. Our focus includes regional, state and global environmental issues affecting our community, the nation and the world. Through community-oriented education and research, faculty members strive to impact, understand and improve the health of the public. As the world changes, emergent themes in environmental health research have created new areas of focus including how to improve the health of susceptible populations.

The Department provides environmental and occupational health education for both Master of Public Health and doctoral students. Environmental justice issues have been incorporated into our curriculum at all levels.

In the research arena, the Department has a unique opportunity to stimulate new initiatives and provide a venue for collaboration in the region. The Department’s research laboratories are exploring health effects of air pollution, manufactured nanoparticles, airborne particulates (including nanoparticles), hazardous chemicals and metals, and second-hand cigarette smoke. The Department also has a strong focus on environmental health education to minority communities, especially to the West Louisville and Shelbyville areas. Our goal is to build environmental and occupational health capabilities and infrastructure both internal and external to the School of Public Health and Information Sciences, and to become recognized as a major provider of education, research, and service throughout the region.

Our Strategic Plan is designed to support our mission and achieve those goals.
1. Educational Excellence

1.1 Goal – Maximize degree opportunities in EOHS
1.2 Goal - Maintain effective student to faculty and staff ratio
1.3 Goal - Secure graduate assistant funding in order to provide opportunities for student involvement in research
1.4 Goal – Improve the understanding of “What is public health?” in the region and the state.
1.5 Goal – Increase student enrollment
1.6 Goal – Improve marketability and job placement for all students
1.7 Goal – Support relevant student/faculty organizations (e.g. Delta Omega, SGA, KPHA)
1.8 Goal – Establish meaningful assessment of teaching and programs

2. Research, Scholarship and Creative Activity

2.1 Goal – Ensure that proposals are in line with the School’s strengths and core values
2.2 Goal – Improve understanding of university and school processes, procedures and resources in research, scholarship and creative activity
2.3 Goal – Increase amount of funding through grants, contracts, etc.
2.4 Goal – Increase publications of scholarly work in high-impact journals

3. Diversity, Opportunity and Social Justice

3.1 Goal - Follow and support unit diversity plan

4. Citizen University/Community Engagement

4.1 Goal – Provide continuing education programs for public health workforce.
4.2 Goal – Foster and develop partnerships that are mutually beneficial through the exchange of knowledge, research and expertise
4.3 Goal – Offer a range of outreach activities to engage the community
4.4 Goal – Increase amount of funding for continuing education and outreach programs

5. Creative and Responsible Stewardship

5.1 Goal – Increase endowment
5.2 Goal – Increase participation in the Alumni Council

6. Governance and Administration

6.1 Goal – Improve EOHS governance
6.2 Goal – Improve the functions of central administration
6.3 Goal – Improve departmental administration
6.4 Goal – Improve academic program administration

7. Collaborative Goals based on University Scorecard
1. Educational Excellence

1.1 Goal – Maximize degree opportunities in EOHS.
   Recommendations / Strategies
   • Review and make recommendations related to degree programs (e.g. MS).
   • Equitably allocate resources for programs.
   • Pursue new graduate degrees (joint MS with School of Engineering)
   • Consider liaison with EKU, WKU, UK and others for BS/MS

1.2 Goal - Maintain effective student to faculty and staff ratios
   Recommendations / Strategies
   • Increase the faculty and staff allocations to support new programs
   • Clarify a faculty to student ratio
   • Clarify program staff to student ratio

1.3 Goal - Secure graduate assistant funding in order to provide opportunities for student involvement in research
   Recommendations / Strategies
   • Identify the department faculty responsibility regarding grant submissions to support graduate students.
   • Identify funding available to support graduate students through UofL and external organizations.
   • Explore how to increase opportunities for student involvement in research and service through funding.

1.4 Goal – Improve the understanding of “What is environmental health?” in the region and the state.
   Recommendations / Strategies
   • Engage other state universities to work with us (i.e. EKU, WKU, UK, and UC).
   • Continue activities with ASPH, APHA and other professional organizations

1.5 Goal – Increase student enrollment
   Recommendations / Strategies
   • Identify goals for recruitment (e.g. number of contacts, inquiries, applications, admissions, etc.)
   • Develop a recruitment plan to meet goals

1.6 Goal – Improve career development for graduate students
   Recommendations / Strategies
   • Improve follow up with graduates and alumni employment
   • Emphasize mentoring of graduate students

1.7 Goal – Support relevant student/faculty organizations (e.g. Delta Omega, SGA, KPHA)
   Recommendations / Strategies
   • Highlight each organization’s accomplishments

1.8 Goal – Establish meaningful assessment of teaching and program
Recommendations/Strategies
• Yearly reviews of programs

2. Research, Scholarship and Creative Activity

2.1 Goal – Ensure that research proposals are in line with the department’s strengths and core values
Recommendations / Strategies
• Identify and agree upon our core values.
• Identify our strengths and areas of emphasis
• Develop an articulated research plan.
• Look at staffing and resources available to support the research plan.

2.2 Goal – Improve understanding of processes, procedures, and resources in research, scholarship and creative activity
Recommendations / Strategies
• Maintain a mentorship program for junior faculty
• Expand support programs of all faculty

2.3 Goal – Increase amount of funding through grants, contracts, etc.
Recommendations / Strategies
• Develop a program for department peer review of draft grant proposals
• Examine departmental expectations for the percentage of funding
• Expand external funding goals
• Identify and apply for funding opportunities available to accredited institutions

2.4 Goal – Increase publications of scholarly work in high-impact journals
Recommendations / Strategies
• Develop program for department peer review of draft manuscripts
• Expand external publication goals
• Identify and apply for publication opportunities available in high-impact journals

3. Diversity, Opportunity and Social Justice

3.1 Goal - Follow and support EOHS diversity plan
Recommendations / Strategies
• Ensure EOHS Diversity Plan is read and recognized by faculty, staff and students
• Integrate diversity, health equity, social justice and cultural competency into curriculum more fully

4. Citizen University/Community Engagement

4.1 Goal – Support continuing education programs for public health workforce.
Recommendations / Strategies
• Continue academic support of Public Health Grand Rounds
4.2 Goal – Foster and develop partnerships that are mutually beneficial through the exchange of knowledge, research and expertise
Recommendations / Strategies
- Clarify service values (e.g. open communication, collaboration and outreach)
- Identify student practicum experiences among Community Advisory Board members
- Support key partnerships (e.g. Green City, JCPS, etc.)

4.3 Goal – Offer a range of outreach activities to engage the community
Recommendations / Strategies
- Support National Public Health Week activities annually.
- Develop outreach activities to improve the public’s understanding of environmental health
- Develop outreach activities to impact environmental health
- Promote internal participation in community outreach activities.
- Support student-driven outreach activities
- Support SPHIS Alumni Council outreach activities
- Support Community Advisory Board outreach activities

4.4 Goal – Increase amount of funding for continuing education and outreach programs
Recommendations / Strategies
- Identify and apply for grants from local and national foundations.
- Highlight accomplishments and outcomes.

5. Creative and Responsible Stewardship

5.1 Goal – Increase endowment
Recommendations / Strategies
- Identify and cultivate donors to support opportunities for EOHS endowment chairs.
- Host events for potential donors.
- Continue working with the university development office
- Continue annual giving solicitation.

5.2 Goal – Increase participation in the Alumni Council
Recommendations / Strategies
- Assist in fundraising development

6. Governance and Administration

6.1 Goal – Improve EOHS governance
Recommendations / Strategies
- Ensure equitable distribution/engagement of faculty and staff

6.2 Goal – Improve the functions of EOHS administration
6.3 **Goal** – Improve EOHS departmental administration
   Recommendations / Strategies
   • Document policies and procedures
   • Complete department-based strategic (3–5 year) plan to complement unit document
   • Communicate with central administration

6.4 **Goal** – Improve academic program administration
   Recommendations / Strategies
   • Document policies and procedures
   • Complete academic-based strategic (3–5 year) plan to complement unit document
   • Communicate with central administration

7. **Collaborative Goals based on Univ. Scorecard**
   Recommendations / Strategies
   • Increase graduate degree programs in selected areas
1. Research Laboratory Space
   • Expanded and Contiguous
   • Support for core equipment (purchase, operational personnel, and maintenance)
   • Common use rooms
   • Cold room
   • Cell culture room
   • Small animal surgery room
   • Freezer space
   • Configured for fume hoods
   • Support for Population Health Research Center (PHRC)

2. Junior faculty start-up and seed money for new research directions and projects

3. Increased GRA and graduate student scholarship support
   • Include funds for student research projects

4. Support and space for community outreach and education, community-based participatory research, and translational research activities (could be integrated into PHRC)

5. Expand central administrative support for grants and contracts as needed

6. Additional support to recruit new faculty in strategic research areas (4 new faculty over 10 years)
   • Next 2 years – 1 new faculty
   • Following 3 years – 1 additional faculty
   • Following 5 years – 2 additional faculty
   • When MS program starts, additional faculty will be needed to teach
Department of Epidemiology and Population Health
Strategic Plan FY2011-2016

Mission Statement

Epidemiology is the core science of public health. The broad mission of public health, as defined in 1978 by the Council on Education for Public Health (CEPH), is “enhancing health in human populations through organized community effort.” The science of epidemiology is directed at identifying the determinants of health, disease, disability and death in populations for the purposes of health promotion and disease control and prevention. It thereby provides much of the information necessary to fulfill this mission, playing a major role in the development and evaluation of public health policy and law. A strong teaching and research program in epidemiology is vital to a school of public health.

Modern epidemiology is a quantitative “transdisciplinary” science that bridges population with basic and clinical research. Epidemiologists discover and integrate new knowledge on disease etiology and mechanisms using in population-based studies and test preventive interventions. They play a significant role in designing clinical trials to test new treatments to ameliorate disease or improve prognosis. A good curriculum in epidemiology must begin with a sound knowledge base in human biology to which rigorous training is added in the philosophy, terminology, and methods of epidemiology, specialized statistical analytic methods, and concepts and methods from biomedical, environmental, ecological, social and behavioral sciences. This breadth of knowledge, and the ability to integrate diverse types of information to bear on the control, prevention and treatment of disease and other health-related outcomes, is necessary for epidemiologic practice and research. It is vitally important to have strong faculty who can serve as role models for students and opportunities for hands-on involvement epidemiologic research.

Accordingly, the mission of the Department of Epidemiology and Population Health will be to develop and implement:

- A solid, competitive curriculum that attracts quality students and prepares them for careers as top-notch professional epidemiologists
- A policy that promotes collaboration with faculty in other departments towards the development of innovative, inter-disciplinary courses and research programs
- A vigorous program for mentoring junior faculty towards independent research funding
- An aggressive recruitment program to expand faculty expertise in areas that
  - strengthen existing expertise
  - expand expertise to new areas
  - cross-fertilize with expertise in other departments
- A strategy for promoting local, state and national recognition for teaching, research and service activities through
  - increasing student enrollment
  - representation in professional societies and presentations at meetings
  - publications in high impact journals
  - success in research funding
  - partnerships with local and state epidemiologists
  - influence on public health policy makers
RECOMMENDED STRATEGIC PLAN GOALS IN SCORECARD SPECIFIC AREAS
FY2011 – FY2016

1. Educational Excellence

Goal 1.1: Maximize degree opportunities in EPH

Recommendations/Strategies
- Implement MD/MPH, BS and BS/MPH programs
- Implement Certificate in Applied Epidemiology program
- Implement school-based, interdisciplinary MS program

Goal 1.2: Maintain effective faculty-student ratio in “areas of excellence”

Recommendations/Strategies
- Identify department “areas of excellence” for development and targeted recruitment
- Increase faculty appointments to support new programs with target 1:4 faculty-student ratio (excluding BS)
- Clarify program staff to faculty/student ratio

Goal 1.3: Support more students from grants, contracts, traineeships, and teaching/research assistantships

Recommendations/Strategies
- Secure more training grants
- Encourage faculty to build student support into grant application budgets when appropriate
- Assist doctoral students in pursuing dissertation grants
- Utilize department RIF for student scholarships/awards/incentives
- Employ doctoral students in teaching undergraduate BS in Public Health

Goal 1.4 Promote MS and PhD programs

Recommendations/Strategies
- Enhance department website to better advertise department research activities and opportunities for students
- Update and continue program promotion campaign including
  - Letters to other SPH and MPH programs
  - Flyers and booths at national meetings (SER, ACE, APHA, CSTE)
  - Faculty/student recruitment visits to UofL and other campuses
- Improve faculty contact with potential applicants
- Support students for poster/oral presentations at national meetings and encourage them to compete for prizes or awards when available
- Include students, where appropriate, in peer-reviewed journal articles

2. Research, Scholarship and Creative Activity
Goal 2.1 Increase department grant/contract funding to $4 million/year (total cost) by 2016

Recommendations/Strategies
- Incentivize faculty to aggressively pursue grant funding
  - Provide x-pays for salary offset and F&A return
  - Provide merit increases for performance when possible
  - Return portion of department RIF to PIs
  - Use portion of department RIF for seed-funding
- Hold regular department research-incubation meetings
- Institute “grant writing workshops” for junior faculty
- Recruit more mid- and senior-level faculty with grants
- Improve mentorship of junior faculty
- Foster collaborations within SPHIS and throughout HSC
- Build department-based research infrastructure

Goal 2.2 Promote local/national/international recognition of faculty

Recommendations/Strategies
- Secure “Bucks-for-Brains” Endowments or University Scholar Awards for faculty
- Support travel to professional meetings
- Advertise faculty achievements (publications, awards, etc.)

3. Diversity, Opportunity and Social Justice

Goal 3.1 Follow and support unit diversity plan

Recommendations/Strategies
- Ensure that department policies and procedures fully align with SPHIS Diversity Plan
- Emphasize training in diversity, social justice, health equity, ethics and cultural competency in epidemiology courses

4. Citizen University/Community Engagement

Goal 4.1 Provide continuing education programs for public health workforce

Recommendations/Strategies
- Implement Applied Epidemiology Certificate program
- Participate in Public Health Grand Rounds

Goal 4.2 Develop strategic partnerships with local and state epidemiologists

Recommendations/Strategies
- Promote MPH practica with epidemiologists in local and state DofHs
- Extend gratis faculty appointments to local and state epidemiologists
• Involve local and state epidemiologists in course lectures and seminar series
• Seek grant/contract research partnerships with local and state epidemiologists
• Encourage appropriate faculty to participate in the Medical Reserve Corps

5. Creative and Responsible Stewardship

Goal 5.1 Increase local, state and national recognition and support

Recommendations/Strategies
• Identify and cultivate donors to support opportunities for endowments for epidemiology programs and faculty
• Continue working with the university development office
• Continue annual giving solicitation
• Publicize department activities and successes

6. Governance and Administration

Goal 6.1 Improve department administration

Recommendations/Strategies
• Refine department policies and procedures for students and faculty
• Develop staff infrastructure for grants management
• Improve efficiency and effectiveness of student admissions, funding, advising and mentoring processes
• Implement department-based PAT criteria that synchronize with SPHIS guidelines and recognize community involvement as well as academic goals of productivity in research, scholarship and teaching
  o Develop and maintain faculty PAT binders

Goal 6.2 Improve academic program administration

Recommendations/Strategies
• Involve GRAs more effectively in teaching
  o Develop department-based GRA training program
  o Require GRAs to maintain office hours for tutoring masters-level students
• Streamline of MPH, MS and PhD epidemiology curricula review and revision
• Implement peer-review of teaching
Department of Epidemiology and Population Health
STRATEGIC PLAN PRIORITIES

1. Increase student recruitment and enrollment
   • Increase MPH program to ~30 second year students/ year concentrating in epidemiology
   • Increase MS program to ~15 students/year
   • Maintain PhD program at ~10 students/ year

2. Assist in establishment and expansion of BS and BS/MPH programs

3. Expand epidemiology curriculum to include a wider range of elective courses

4. Improve the quality and integration of existing core epidemiology core courses

5. Expand research infrastructure
   • Obtain new grants and contracts
   • Seek support for purchase of core equipment (lab equipment, computers)
   • Seek new, expanded, shared space for research staff, wet and dry laboratories
   • Hire and train new research staff
   • Integrate students into research projects
   • Support junior faculty in research initiatives through mentoring and seed funding
   • Recruit more mid-level and senior faculty with research funding

6. Recruit more faculty in department “areas of excellence”

7. Identify potential donors for scholarships and endowments
Department of Health Management and Systems Sciences

Five-Year Strategic Plan

May 2011

Dr. Robert J. Esterhay, Chair
Curriculum and Instruction

- Continue to support the MPH program
  - 2 core courses, 5 concentration courses, co-teach Integration course, provide practicum mentoring
- Continue to support the PhD program in Public Health Sciences and develop core and elective courses for the concentration in health management
- Develop PHMS 501 and 618 for summer delivery in MD/MPH; teach courses as needed
- Cultivate 10 additional MPH practicum sites for health management concentration students
- Contribute to development and teaching of PH 101 course
- Contribute to development and teaching of undergraduate PH degree courses, to include designing at least one graduate assistant position to include responsibility for undergraduate instruction
- Establish a bi-annual process of comparing HMSS-taught MPH core courses with other MPH core courses, with which there might be duplication or gaps. Use this opportunity to ensure that courses consistently recognize and address competencies, and maintain and support the scope and sequence of all courses in the MPH program
- Utilize results from the certification exam to address gaps and opportunities for improvement in student achievement
- Develop 5 year dual degree program for MPH and MUP
- Develop MHA as a separate degree program from SPHIS under the concept of One University whereby the department facilitates and manages the program for the University and other involved Schools and Departments

Recruiting and Enrollment

- Support recruiting efforts by SPHIS: talk to prospective students, participate in events as needed
- Secure funding for at least two doctoral graduate assistantships (with internal and external funding)
- Serve non-SPHIS students in classes
- Support BS in Public Health undergraduate degree program
- Support 5 yr BS/MPH program with advising, instruction and being flexible to unique needs of enrolled students
- Support MD/MPH program with advising, instruction and being flexible to unique needs of enrolled students
- Support MPH and MUP dual degree program
- Graduate at least 5 PhD students
Retention and Graduation

• Develop faculty advising and mentoring policy for MPH and PhD students
• Support, with policies and funding, extra-curricular enrichment for MPH and PhD students
• Strengthen relationship of Department with U of L Career Services
• Develop a plan for building substantive relationships with local employers, with the purpose of influencing their knowledge regarding our graduates’ capabilities and thereby expanding employment opportunities for alumni.

Scholarship and Research

• Publish 10 peer-reviewed manuscripts
• Make at least 20 presentations at local, regional, state and national meetings
• Submit at least eight grant and/or contract proposals to local, state, national and federal funding agencies
• Maintain 34% external funded support of the faculty

Community collaboration to advance student and faculty research, service and funding

• Build and maintain engagement with:
  - Louisville Metro Department of Public Health and Wellness
  - Kentucky Department for Public Health
  - Kentucky Cabinet for Health and Family Services
  - Governor’s Office of e-Health Information
  - Health Enterprise Network
  - Jefferson County Public Schools
  - Health Sciences Center Campus
  - Humana
  - University Health Care, Inc., dba Passport Health Plan
  - American Public Health Association
  - Kentucky Public Health Association
  - Association of Schools of Public Health
  - Kentucky Primary Care Association
  - Greater Louisville Medical Association
  - Kentucky Medical Association
  - Kentucky Hospital Association
  - Family Health Centers
  - Park DuValle Community Health Center, Inc.
  - Foundation for a Healthy Kentucky
  - Center for Health Hazards Preparedness

• Establish and maintain at least three active collaborations with state government public health programs.
• Continue faculty development through participation in Delphi teaching and learning workshops.
Administration

- Conduct annual analysis of faculty and staff support needs, to use as a guide for existing staff assignments, training, and additional clerical staffing requests to SPHIS central administration.
- Recruit four faculty members with expertise in: 1) public health informatics; 2) health systems research methods; 3) health economics and financial research methods; 4) health policy advocacy and research methods.
- Faculty will develop annual professional development plans, to be used for self-direction regarding training, but also as a guide to departmental budgeting. The plans will be integrated with the annual activity reports, work assignments, and community engagement efforts.
- Conduct a semi-annual review of the HMSS web site, making modifications as appropriate.

Organizational Assets

The faculty is well situated to meet our plans due to a number of factors:
- Well-trained faculty with diversity of work experience including public health;
- Good office, classroom, and meeting space;
- Continuing strong demand for our academic programs, including both the MPH concentration as well as the PhD program with a concentration in health management;
- Strong network with the local, state and national public health institutions and workforce;
- Success in securing external funds from grants, contracts, and practice plan activities.

Operational Obstacles

- Demonstrable need for more faculty to meet teaching expectations, mentor doctoral dissertation students, complete and disseminate research, and secure funding
- Capital funding and space availability are inadequate for planned growth
- Communication channels within SPHIS represent an on-going challenge and sometimes diminish efficiency, effectiveness and integration of departments and programs.
1. Curriculum and Instruction

1.1 Continue to support the MPH program: 3 core courses, 4 concentration courses, co-teach Integration course (PHPH 697), provide practicum mentoring
1.2 Develop PHPB 501, PHPH 696 and PHPB 614 for summer delivery in MD/MPH; teach those courses as needed by student enrollment.
1.3 Cultivate 20 MPH practicum sites for health promotion concentration students
1.4 Contribute to development and teaching of PH 101 course
1.5 Contribute to development and teaching of undergraduate PH degree courses, including assigning at least one graduate assistant to undergraduate instruction
1.6 Establish a bi-annual process of comparing HPBS-taught MPH core courses with other MPH core courses, with which there might be duplication or gaps.

2. Recruiting and enrollment

2.1 Support recruiting efforts by SPHIS: talk to prospective students, participate in events as needed
2.2 Secure funding for at least two doctoral graduate assistantships
2.3 Serve non-SPHIS students in classes
2.4 Support 5 yr MPH program with advising, instruction and being flexible to unique needs of enrolled students
2.5 Support MD/MPH program with advising, instruction and being flexible to unique needs of enrolled students
2.6 Maintain minority enrollment of 15% in MPH concentration and PhD program
2.7 Mentor 20 students in the Kentucky Public Health Leadership Institute
2.8 Graduate 10 PhD students

3. Retention and graduation

3.1 Develop advising and mentoring policy for MPH and PhD students
3.2 Support extra-curricular enrichment for MPH and PhD students
3.3 Strengthen relationship of Department with U of L Career Services
3.4 Develop a plan for building better relationships with local employers, with the purpose of expanding employment opportunities for alumni.

4. Scholarship and Research

4.1 Publish ten peer-reviewed manuscripts
4.2 Make 10 presentations at state and national meetings
4.3 Submit eight grant proposals to local, national and federal funding agencies
4.4 Maintain 34% external funded support of the faculty
5. Community collaboration to advance student and faculty research, service and funding
   5.1 Build and maintain engagement with:
       American Public Health Association
       Association of Schools of Public Health
       Center for Health Equity
       Center for Health Hazards Preparedness
       Foundation for a Healthy Kentucky
       HSC campus components
       Humana Corporation and Foundation
       Jefferson County Public Schools
       Area Health Education Centers
       Kentucky state government
       Kentucky Hospital Association
       Kentucky Psychological Association
       Kentucky Public Health Association
       Louisville Metro Department of Public Health and Wellness
       U of L Department of Health and Sports Sciences

   5.2 Establish and maintain at least three active collaborations with state government public health programs.

   5.3 Continue to provide leadership for the collaboration between the University for Development Studies in Ghana and SPHIS personnel.

6. Personnel and Administration

   6.1 Recruit three faculty members with expertise in: 1) health communications; 2) community-based participatory research methods; 3) health policy advocacy and research methods.

   6.2 Conduct annual analysis of faculty staff support needs, to use as a guide for existing staff assignments, training, and additional staffing requests to SPHIS central administration.

   6.3 Faculty will regularly participate in Delphi teaching workshops.

   6.4 Faculty will develop annual professional development plans, to be used for self-direction regarding training, but also as a guide to departmental budgeting. The plans will be integrated with the annual activity reports and work assignments.

   6.5 Conduct semi-annual review of the HPBS web site, making modifications as appropriate.
Appendix

1. Organizational Assets - the faculty is well situated to meet our plans due to a number of factors:

1.1 Well-trained faculty making steady progress toward promotion to senior rank;
1.2 Generally good office, classroom, and meeting space;
1.3 Continuing strong demand for our academic programs, including both the MPH concentration as well as the PhD program;
1.4 Strong network with the local, state and national public health institutions and workforce;
1.5 Success in securing external funds from grants, contracts, and practice plan activities.

2. Operational Obstacles

2.1 Demonstrable need for more faculty to meet teaching expectations, mentor doctoral dissertation students, complete and disseminate research, and secure funding;
2.2 Communication channels represent an on-going challenge and sometimes diminish efficiency and effectiveness of department and programs. HPBS is ready to help build and improve communication and a sense of shared purpose and responsibility through shared decision-making/shared governance.
2.3 Policies and procedures can become antiquated when they are unexamined: we intend that departmental programs and services have a periodic review. For example, “What are we doing to help students find employment, and are there ways we could be more effective?” “How can we better incorporate community-engagement learning opportunities within evening classes?” These are only examples; there may be others with greater urgency. Addressing issues like these will sometimes be done collaboratively with other units in SPHIS.
Center for Health Hazards Preparedness

Five-Year Strategic Plan

May 2011
Submitted by: Dr. Ruth M. Carrico and Dr. W. Paul McKinney
Center for Health Hazards Preparedness

Vision:

The Center for Health Hazards Preparedness will become a nationally-recognized center of excellence in coordinating research, education and service to improve the local, regional and national response to potential acts of terrorism, natural disaster and infectious disease.

Mission:

- The Center for Health Hazards Preparedness will remain a coordinator for research, education and service regarding the early recognition and response to potential acts of terrorism and natural disasters for the Commonwealth of Kentucky and surrounding seven state region.

- The Center's activities will 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 potential biological, chemical and radiation threats and natural disasters.

Strategic Goals:

- To be the education and training center for all-hazards disaster training and education for public health professionals and community planners;
- To be a center of excellence for public health-related community research initiatives for the Commonwealth of Kentucky;
- To be a data coordinating center for all hazards disaster-related events for the Commonwealth of Kentucky; and
- To define competencies, disseminate best practices and coordinate virtual drills and exercises in order to enhance the ability of communities to assess and respond to a variety of health hazards.
Master of Public Health (MPH) Program
Five-Year Strategic Plan

May 2011
Dr. Pete Walton, Associate Dean for Academic Affairs
MPH Program Strategic Plan

The five-year strategy for the Master of Public Health (MPH) Program is to become a regionally recognized program for the education and training of MPH-level public health workers. The following are the major targets over the next five years for accomplishing this:

- Develop and adapt marketing materials covering, for example:
  - Importance of public health and need for public health workers.
  - Opportunities for MPH graduates.
  - Case studies of selected MPH graduates from undergraduate years to current employment.

- Increase the MPH class size from the current 40 (approximate) by 30% each year to 150 using the following tactics:
  - Increase the number of matriculating first-year students in the traditional two-year program. Plans:
    - Formalize the method for resetting tuition to in-state rates for students from the seven states that border Kentucky.
    - Contact and work with regional institutions to define and establish channels for marketing to undergraduate juniors and seniors.
    - Establish presence, presentations, and PR for orientations and other appropriate undergraduate activities.
  - Increase the number of undergraduates in the Bachelor-MPH program. Currently there is 1 in the program; the pool of suspects is much larger, with perhaps 100 or more currently unidentified prospects. Plans:
    - Work with A&S and Kent School advisors to increase awareness.
    - Work with A&S and Kent School chairs and program directors to increase awareness.
    - Establish presence, presentations, and PR for orientations and other appropriate undergraduate activities.
    - Advertise in media accessed by high school students and undergraduates, e.g., student publications, Facebook.
    - Work with the Undergraduate Public Health (UGPH) Program to increase awareness by its students of the Bachelor-MPH program.
  - Increase the number of medical students in the MD-MPH program. Currently there is 1 in the program; the pool of suspects is the entire current, first-year medical school class and applicants accepted into the upcoming first-year class. Based on data from other medical schools, there are perhaps 30 or more currently unidentified prospects. Plans:
    - Work with the SOM dean’s office to better integrate the two curricula into a true dual-degree curriculum.
    - Increase direct marketing to suspects to raise awareness of program and the potential opportunities open to and advantages of an MD with an MPH right out of medical school.
    - Expand presence, presentations, and PR for orientations and other appropriate activities.
o Increase the number of dual-degree programs with other programs in the university, for example:
  ▪ MS Nursing
  ▪ MA Bioethics
  ▪ M Urban Planning
  ▪ MS Social Work
  ▪ MS Communications

o Increase enrollment by employees of regional public health departments and public health-related organizations. Plan:
  ▪ Identify and collaborate with regional public health departments and public health-related organizations to increase the level of public health education and training in their organizations.
  ▪ Work with organizations to identify benefits to the organizations and incentives to both employees and their employers for MPH training.
  ▪ Develop marketing materials for each organization.
  ▪ Assist each organization as needed to market and implement its program.

- Establish a continuing education program in public health.
- Increase awareness and appreciation of public health by the general public. Plan:
  o Talking at groups meetings, e.g., Rotary Club, and at other civic activities.
  o Work with LMDPHW to promote and maintain a public health website aimed at public-health related news and other information.
  o Work with CHHP to expand presence, presentations, and PR of public health in local high schools.

- Expand affiliated sites for practicum opportunities.
  o Develop plan for marketing to suspect sites.
  o Enhance online information on affiliated sites to include current needs, etc.