June 18, 2015

David M. Rudd, PhD
President
University of Memphis
341 Administration Building
Memphis, TN 38152

Dear President Rudd:

On behalf of the Council on Education for Public Health, I am pleased to advise you that the CEPH Board of Councilors acted at its June 11-13, 2015 meeting to accredit the School of Public Health at the University of Memphis for a five-year term, extending to July 1, 2020, with an interim report due in spring 2016. The interim report will address issues related to the following areas: evaluation and planning, MPH practice experiences and competencies.

We are enclosing a copy of the Council's final accreditation report. This differs from the team's report that you received prior to our meeting in two areas. The Council changed the finding for Criterion 1.7 (Faculty and Other Resources) from partially met to met, based on information provided in the school's response to the site visit team's report. The Council also changed the finding for Criterion 2.4 (Practical Skills) from met with commentary to partially met. This change was based on the Council's assessment of the issues identified in the team's report and on information in the school's self-study document. The Council also adjusted language in both of these sections.

We appreciated the many courtesies extended to the site visit team during its visit.

Sincerely,

Donna J. Petersen, MHS, ScD, CPH
President

Enclosure

cc: Lisa M. Klesges, PhD
        CEPH Councilors

REVIEW FOR ACCREDITATION

OF THE

SCHOOL OF PUBLIC HEALTH

AT THE

UNIVERSITY OF MEMPHIS

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
December 1-3, 2014

SITE VISIT TEAM:
Sylvia E. Furner, PhD, MPH, Chair
Philip C. Nasca, PhD
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SITE VISIT COORDINATOR:
Brittney D. Lilly, MPH

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the School of Public Health at the University of Memphis. The report assesses the school's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2011*. This accreditation review included the conduct of a self-study process by school constituents, the preparation of a document describing the school and its features in relation to the criteria for accreditation and a visit in December 2014 by a team of external peer reviewers. During the visit, the team had an opportunity to interview school and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the school and verify the self-study document.

One of 46 institutions in the Tennessee Board of Regents (TBR) system, the University of Memphis is TBR's flagship institution. Originally established as the West Tennessee Normal School under the Tennessee Legislature's General Education Bill, the University of Memphis enrolled its first cohort in fall 1912. The institution underwent three name changes since its initial establishment, but it was in 1994 that the institution adopted its current name, reflecting the institution's expansion in academic programming. The institution enrolls over 22,000 students and employs over 1,400 faculty and nearly 1,600 staff. The university is comprised of 11 degree granting colleges and schools, which include the Loewenberg School of Nursing, Cecil C. Humphreys School of Law and the School of Public Health (SPH).

In 2007, the Tennessee Higher Education Commission approved the university's request to establish a school of public health, after approving the university's request to begin developing a Master of Public Health (MPH) degree in the previous year. Discussions of a school of public health began more than a decade earlier, in the early 1990s, when influential stakeholders and university representatives determined that a school of public health was critical to addressing the poor health outcomes and health risk behaviors of Memphians. In its initial stages, the SPH was organized under the College of Arts and Sciences. After two years, the SPH separated from the College of Arts and Sciences and became an independent unit in July 2009, with the SPH dean reporting directly to the university provost. In August 2012, the school applied to begin the CEPH accreditation process. This current accreditation review constitutes the school's first CEPH review.

Characteristics of a School of Public Health

To be considered eligible for accreditation review by CEPH, a school of public health shall demonstrate the following characteristics:

a. The school shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.

b. The school and its faculty shall have the same rights, privileges and status as other professional schools that are components of its parent institution.

c. The school shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the school of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.

d. The school of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The school shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the school's activities.

e. The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.

f. The school shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the SPH at the University of Memphis. The SPH is an integral component of the institution, which is regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The SPH and its faculty share the same rights, privileges and status as other professional schools of the institution. The school has garnered the support of community representatives and city officials to address the unique health challenges in Memphis and the greater Shelby County region. The SPH is uniquely positioned to directly engage and empower community residents with public health values and concepts. Many students seek educational training from the SPH in Memphis because of opportunities to engage in prevention and intervention efforts in high risk communities provided through local organizations and faculty research. The SPH offers the MPH degree in each of the five core areas of public health knowledge and has the physical and learning resources to support its degree offerings.

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

The school shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

This criterion is met. The SPH utilized an extensive strategic planning effort over a two year period to develop its mission, vision, goals and objectives. The school involved faculty, staff and students in its strategic planning effort as well as an external research and education organization – the Institute for Alternative Futures. The dean and the Dean's Community Advisory Council convened community stakeholders to discuss the potential role for the new SPH. An original mission statement was developed in 2009 and was reexamined as part of the 2012-2013 strategic planning effort.

The school's mission is as follows: *To improve population health, promote health equity and produce the next generation of public health leaders, through innovation and excellence in interdisciplinary education, research, service, and community engagement.*

After discussions among school leadership regarding the selection of values and guiding principles for the new SPH, they decided to adopt the university's values, as they accurately portray the school's viewpoints. The university has nine value statements, which include statements such as "interdisciplinary collaboration and research as vehicles for leveraging our resources, solving problems and multiplying our accomplishment" and "the transfer and dissemination of knowledge with community stakeholders for the intellectual, economic and social advancement of our community."

The SPH adopted five broad goals with 14 supporting objectives, which are subdivided into 40 metrics. These goals address the following areas: *Business Operations* (create strategic and effective operations to support the mission of the SPH); *Partnerships* (develop and sustain collaborative community partnerships to address local health challenges); *Research Excellence* (conduct interdisciplinary research and disseminate knowledge to improve population health); *Faculty Success* (attract and retain a highly qualified and diverse faculty) and *Student Success* (provide high quality education and training). The SPH has developed one to four metrics for each objective, which are measurable via either quantitative or qualitative means.

The self-study states, and on-site conversations confirmed, that school leaders will ensure periodic review of its performance measures timed with the CEPH accreditation cycle, including a four-year review following initial accreditation and then every seven years subsequent to this.

1.2 Evaluation and Planning.

The school shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the school's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the school must conduct an analytical self-study that analyzes performance against the accreditation criteria.

This criterion is partially met. The development of objectives and targets was derived from strategic planning meetings involving the SPH dean, the SPH assistant dean for students and the university provost. Steps toward formalizing the school's strategic planning processes and objectives were led by the dean for 18 months before the school hired an external organization to assist with formulating projected goals and objectives. The school has established 40 metrics to monitors its overall efforts and success. There is a degree of practicality for some of the school's metrics due to similar outcome measures being required by the university. Some metrics reflect the school's goals to develop a CEPH-accredited school of public health (for example, three metrics are aimed at the development of MPH, MHA and PhD competencies), while most metrics reflect continuous goals such as "maintain or increase the percentage of first-generation graduate students." While most targets seem appropriate, others may need to be reconsidered in the near future. For example, the school exceeded its annual target of $1,000,000 from grants and contracts in academic year (AY) 2013-14 by $1.4 million. Likewise, the target to increase student enrollment by 25% in 2017 would result in a total of 10 new students, however it is clear from on-site meetings that the school wants to increase its overall student population considering that tuition-paying master's students could provide funding to support doctoral students.

While the school is engaged in continuous improvement of its evaluation processes, many processes are in their early developmental stages. Going forward, the school plans to utilize a more intentional approach to target setting, allowing the school to more accurately measure its success. According to the school, the self-study process served as a useful guide in identifying ways to refine and strengthen the evaluation process. The self-study process, which began in January 2013, included administration, faculty, staff and students. A CEPH Work Group was appointed by the dean to lead the accreditation effort. Seven ad hoc work groups of faculty and staff were convened to complete specific areas that required additional effort. Public announcement of the accreditation process and the opportunity to make third-party comments were provided. The self-study provided a comprehensive view of the SPH.

The concern relates to the fact that while the self-study document clearly outlined responsible parties and assessment processes, the school appears to be in its infancy with regard to formalizing and streamlining its monitoring and evaluation processes. Many processes are in development but have not been fully implemented. The SPH dean discussed plans to establish an evaluation committee to spearhead evaluation efforts and to add efficiency to the process. Currently, SPH administrators, along with the

Dean's Executive Committee, monitor data from various sources such as the office of institutional support, annual faculty reviews and student admissions data. These data are reviewed systematically on a semester or yearly basis, depending on the nature of the data. Students, preceptors, the Dean's Community Advisory Council, faculty, staff and administrators have opportunities to provide data for evaluation purposes.

1.3 Institutional Environment.

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.

This criterion is met. The University of Memphis is regionally accredited by SACSCOC, with the next accreditation review scheduled for 2015. With a vision to capitalize on its urban setting to address the challenges of a global society, the university is committed to the intellectual, economic and social advancement of the Memphis community. The institution has likewise been recognized by the Carnegie Foundation of Institutions of Higher Education for its community engagement and outreach and partnerships, among other categories. With its particular focus on improving the poor health outcomes and health risk behaviors of Memphians, according to university leadership, the SPH is a unique part of the university's identity and a unique value add for the city of Memphis.

The SPH has the same degree of independence as other professional schools in the institution, and the SPH dean reports to the provost like all other professional school deans. The SPH dean is also a member of the provost's Dean's Council. While the university has general budgetary policies and procedures that apply to all professional schools, the SPH retains a high level of responsibility and autonomy in setting academic policies and standards, personnel selection and budget allocation. For budgetary matters, the SPH dean reports to the university provost, though the dean has full responsibility for distributing resources throughout the SPH. The dean distributes monies to each division, where the division director is responsible for resource allocation and management within the division. The school's associate director for business operations provides assistance with budgetary and financial matters and ensures compliance with university and TBR policies and procedures.

While the SPH follows the university's guidelines and policies for personnel recruitment and selection, the school retains a high degree of autonomy in the advertisement, recruitment, selection and advancement of SPH faculty. For staff positions, the SPH directly oversees advertising and recruitment of potential candidates, but candidate selection involves a university human resources employment specialist and the university's affirmative action officer.

1.4 Organization and Administration.

The school shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the school's public health mission. The organizational structure shall effectively support the work of the school's constituents.

This criterion is met. The SPH has three divisions: Epidemiology, Biostatistics and Environmental Health (EBE), Health Systems Management and Policy (HSMP) and Social and Behavioral Sciences (SBS). Each division has a director who reports directly to the dean. The dean is the chief academic and administrative officer of the SPH with six direct reports: the associate dean for academic and faculty affairs, assistant dean for students, associate director for business operations, director of masters programs and the three division directors (the EBE Division director also serves as the associate dean for academic and faculty affairs). At the time of the self-study, one of the division directors was also serving as associate dean for academic and faculty affairs.

The SPH has implemented several strategies to achieve interdisciplinary collaboration within the school and across campus. One mechanism through which interdisciplinary collaboration is promoted is the Public Health Interdisciplinary Case Competition, in which students from various colleges form teams to propose solutions to public health problems. Members of the community who met with the site team commented on the case competition as a shining example of interdisciplinary collaboration. Additionally, through the Memphis Research Consortium faculty engage in interdisciplinary research and service activities with external organizations and with colleagues across the campus. One SPH interdisciplinary collaboration of note is with the university's Engaged Scholarship Committee, which links university outreach activities with community needs.

1.5 Governance.

The school administration and faculty shall have clearly defined rights and responsibilities concerning school governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of school and program evaluation procedures, policy setting and decision making.

This criterion is met. The SPH dean and the Dean's Executive Committee have established school-wide governance committees to guarantee oversight of academic programs, policies and procedures, resource allocation, faculty tenure and promotion, community engagement and development and fund-raising. The governance structure allows for extensive involvement of faculty, staff and students in governance processes. The self-study details the membership and function of school, division and program-level committees. Student representatives serve on three school-wide committees: the SPH Student Advisory Council, the MPH Curriculum Committee and the ad hoc CEPH Core Work Group. A number of faculty members also serve on various university committees. The SPH has developed faculty time allocation guidelines to provide time credit for school and university service. Various policies and procedures of the

school and university regarding student associations and committee membership are found in the MPH Graduate Handbook, the University of Memphis Student Handbook and the University of Memphis Faculty Handbook.

The major decisions affecting the school's operation and future direction reside with the dean and the Executive, Graduate Studies and COFAD (Committee on Faculty Affairs and Development) Committees. The COFAD Committee includes at least one faculty member from each division. The committee currently consists of four faculty members at the assistant professor level, one non-tenure-track faculty member and three tenured faculty members. The structure of this faculty-based committee has been altered to increase faculty representation by including both tenured and tenure-track faculty (assistant professors), the faculty representative to the University Senate and representatives from other SPH committees.

The Dean's Executive Committee is the committee responsible for decision making regarding academic policies and standards, among other functions. The Graduate Studies Committee provides general oversight of academic programs and student progress. The Tenure and Promotion Committee reviews candidate applications and provides recommendations to the dean. Regarding student admissions, each degree has an admissions committee that reviews admissions applications and makes admissions decisions.

1.6 Fiscal Resources.

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

This criterion is met. The university's resource allocation to the SPH appears to be adequate, given the current size of the school. The school's university funding has increased from $1,724,783 in fiscal year (FY) 2010 to $3,156,127 by FY 2014. There has also been a significant increase in external grant and contract funding and externally funded internships. The amount of funding from gifts is significant, particularly given that the school has been established for less than six years. The self-study presents four metrics by which the school gauges the adequacy of its financial resources. The school has met two of its four performance targets and is continuously engaged in plans to achieve unmet targets.

The site visit team met with the university president, provost, vice-president for research and the Graduate School dean to discuss the university's ongoing commitment to provide additional resources to grow the SPH. The president and the provost both identified public health as one of the few areas within the university that has been targeted as a high investment program. They recognize the need for a viable school of public health given the array of serious public health problems facing Memphis communities. The university is entertaining the development of a new budget model in which student enrollment will be directly tied to university investment in the school. Some uncertainty exists about future investments in the school given the creation of a new and untested budget model, the uncertainties of enrollment growth

and the hesitancy of the university administration to provide specifics about possible future investments. In the current budgeting model, the provost allocates a baseline budget to the SPH based on budget request and institutional and unit priorities. The fiscal year begins July 1 and ends on June 30 of the subsequent year.

Table 1 presents the school's funds and expenditures.

Table 1. Sources of Funds and Expenditures by Major Category, FY 2010–2014					
	2009-2010	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
Source of Funds					
Entrepreneurial Revenue[1]	$16,597	$46,050	$48,600	$38,387	$60,652
University Funds[2]	$1,724,783	$2,012,342	$2,831,209	$2,840,987	$3,156,127
Endowment Earnings[3]	$95,851	$79,850	$60,310	$54,400	$42,143
ARRA Funds[4]	$438,259	$532,713	0	0	0
Grants/Contracts[5]	$1,193,119	$1,565,530	$1,148,235	$2,076,603	$2,875,386
Indirect Cost Recovery/Startup funds[6]	$460,933	$524,178	$511,135	$520,360	$807,981
Major Gifts- Plough/Assisi[7]	$1,150,000	$940,000	$730,000	$500,000	$500,000
Current Expendable gifts	$6,239	$8,820	$3,620	$121,960	$164,709
External Internships[8]	$131,000	$191,290	$223,220	$234,916	$158,146
Total	$5,216,751	$5,900,773	$5,556,328	$6,387,613	$7,765,144
Expenditures					
Faculty, Staff & Temporary Employees Salaries[9]	$1,701,288	$2,142,646	$2,574,142	$2,844,855	$3,450,399
Benefits[10]	$611,043	$757,991	$896,401	$1,019,327	$1,071,635
Operations	$166,030	$155,194	$171,195	$239,040	$214,176
Grants Operations/Subcontract	$226,391	$309,046	$190,107	$189,139	$634,235
Travel[11]	$60,973	$92,673	$93,800	$127,670	$132,998
Graduate Student Support-Tuition[12]	$141,330	$216,033	$65,957	$59,629	$157,865
Graduate Student Salaries[13]	$258,497	$333,393	392,423	$373,744	$432,419
Total	$3,043,445	$3,904,447	$4,384,024	$4,853,405	$6,093,727

[1] Entrepreneurial revenue is from online courses and the Health Care Interpreter workshops. Revenue decreased due to the reduction in online courses being offered. The university controls the tuition generated from students, and tuition comes back to the SPH as part of the fixed budget allocated to the school.

[2] Totals reported for university funds include annually recurring state-funded budgets. The funds appropriated to the school are fixed and has been historically based on the needs of the school.

[3] Earnings from endowments are part of the school's daily operating budget. The SPH has four endowments (Methodist Healthcare, Bruns Professorship, SPH Founding Faculty Fund and Paul Fitzgerald Scholarship Fund).

[4] One time funds provided for by the university due to the American Recovery and Reinvestment Act.

[5] Federal, State, local private and public funds are reported in the year the funds were received and available for expenditure and are not reflective of the full award.

[6] Indirect cost recovery is returned to the college or school in the fiscal year following the actual receipt of funds from the sponsoring agency. Unexpended funds committed to faculty startup packages are carried forward at the end of each year. Funds for new hires are included in the startup.

[7] As part of the goal to raise $7.7 million to support the school, the SPH received two gifts totaling $3.82 million from the Assisi and Plough Foundations. The schedule for disbursement of funds from Assisi ($2.5M) is over a period of five years beginning in FY 10 and ending FY 14. The schedule for disbursement from Plough ($1.32M) is over a period of three years beginning in FY 10 and ending in FY 12.

[8] External Internship funds are from various institutions (eg, Methodist Healthcare, Baptist Memorial Hospital, the U.S. Department of Veteran Affairs, etc.) who partner with the school to support graduate students. These students are assigned to various institutions throughout the year to work and gain the necessary experience they need when they graduate. The internships are based on the needs of the institutions.

[9] Salaries for tenured and non-tenure-track faculty including adjunct, staff and professional temporary employees. SPH faculty have nine month appointments with salaries that are comparable to 12-month faculty salaries based on the ASPPH salary survey.

[10] Benefits includes health insurance, dental, longevity, faculty and staff educational assistant, dependent educational assistant, etc.

[11] Travel expenditure from all sources – increase in travel due to the increase in the number of faculty, research project related travel and recruitment costs.

[12] Graduate students tuition provided for master's-level students in the first two years (2009-2011). As of FY 11-12, tuition support only provided for full time doctoral students, thus the decrease in tuition support as of FY 11-12.

[13] Graduate student salaries include funding from external internships, grants and university funds. The salaries are for master's and doctoral-level students.

1.7 Faculty and Other Resources.

The school shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

This criterion is met. Housed in the renovated Robinson Hall, the SPH has the appropriate facilities to serve its research and educational needs. The four million dollar renovated building was thoughtfully designed and contains individual faculty office space, graduate assistant offices, a study lounge, smart classrooms and two high-end laboratories specifically equipped for chemistry-related and microbiological analyses. Faculty also have access to other laboratory facilities at the university, including the biology, chemistry and physics laboratories, the Integrated Microscopy facilities and the W. Harry Feinstone Center for Genomic Research. Four classrooms in the building are equipped with interactive technology. The SPH also has a community collaboration room in Robison Hall, open to students, faculty and staff throughout the week and on weekends.

The university's Academic Affairs Technology (AATECH) Office provides technical support and services, including password protection, virus scan and centralized monitoring of computer access. All faculty and staff have desktop computers with internet and email access through a secure local network. Statistical software is also made available to students and faculty. A secure workstation in the EBE Division is also available for intensive statistical computing and for storing sensitive research data. Faculty and students also have access to the High Performance Computing Facility, which is designated for intensive research.

Both students and faculty have access to the university library and the free service of interlibrary loan. The library has borrowing privileges with other institutions, including Christian Brothers University, Southwest Tennessee Community College and Rhodes College. The library also participates in document delivery with the Association of Southeastern Research Libraries and TENN-SHARE. The library has a liaison program that connects a faculty member from each academic unit with a library staff member.

These individuals discuss the materials needed for the academic unit, and the library's liaison facilitates the purchase of those materials.

The SPH has six full-time staff: an associate director for business operations, academic services coordinator, administrative associate and assistant to the dean, administrative associate, administrative assistant and a research coordinator.

The school's total primary faculty headcount over the previous two academic years remained steady with 22 total faculty in AY 2012-13 and 2013-14. By fall 2015, the school is expecting a headcount of 27 primary faculty, contributing 27 FTE. The secondary faculty headcount has experienced increases over the last three years, growing from zero secondary faculty in AY 2012-13 to 10 secondary faculty in the current academic year. The student/faculty ratio (SFR) by total faculty FTE in AY 2014-15 is approximately 3.4:1. The highest SFR is in the epidemiology concentration (5.6:1), and the lowest is in the biostatistics concentration (0.7:1).

For the three concentrations offering doctoral degrees, the school meets or exceeds CEPH's quantitative faculty expectations. The current primary and secondary faculty FTE per concentration area are as follows: in SBS, each of the concentration's six faculty are at 100%. For the health systems and policy concentration, seven faculty are primary at 100%, and there is one secondary faculty member at 20%. For the epidemiology concentration, there are five faculty each at 100%. The school's dean is listed as contributing 1 FTE to the epidemiology concentration. In response to site visitors' questions, the dean indicated that she does not currently have direct instructional responsibilities, due to her administrative responsibilities.

Two concentration areas in the school offer solely the MPH degree: biostatistics and environmental health. The biostatistics concentration had four faculty at 100% each at the time of the site visit, and a fifth full-time faculty will join in August 2015, upon completion of a post-doctoral fellowship; at the time of the site visit, four secondary faculty contributed a total of 1.10 FTE. The environmental health concentration has five primary faculty at 100% each and five secondary faculty contributing a total of 1 FTE, meeting CEPH's faculty requirements.

1.8 Diversity.

The school shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

This criterion is met with commentary. Diversity considerations appear to be adequately addressed across the curriculum through various courses for both the master's and doctoral programs. The school leverages its strong local community connections to involve individuals with diverse backgrounds in its research, service and instructional functions. The school has identified African Americans, Hispanics,

Native Americans and males as its under-represented populations. The self-study provides data that compares the diversity of the SPH student population with that of the entire university's student population. As of AY 2014-15, 28% of the SPH student population represents racial/ethnic minority communities, though African American student representation in the SPH is lower than the percentage of total African American students at the university.

The SPH convened an ad hoc committee during the summer and fall of 2014 to address this area. The most recent findings presented in the self-study bear out the need to better recruit under-represented groups of students and faculty (minority faculty representation is particularly low). The school did not meet its 2014 targets set for African American students (24% vs. 34% target), African American faculty (5% vs 12% target), Hispanic faculty (0% vs 7% target) and female faculty (37% vs 50% target, though five of the last eight hires have been female). The site team requested and received an analysis of the most recent five faculty searches, which revealed that qualified female and African American applicants were identified in faculty searches. Regarding staff diversity, the SPH has exceeded its goal for African American staff representation.

The commentary relates to the need to implement strategic initiatives to increase the number of African American and Hispanic faculty to meet the school's diversity targets. While minority candidates applied to positions at the school, a small percentage were qualified and interviewed. Thus, it appears that the school will need to engage in more robust strategies to recruit qualified faculty that are representative of the Memphis community that the university has such a strong commitment to.

In addition to an Equal Opportunity/Affirmative Action Policy and a larger university plan that is currently being updated, the SPH has a recently developed and implemented diversity plan, resulting from strategic planning exercises, the self-study process, feedback from consultants and a mock site visit. As noted in the self-study, the school recognizes that greater efforts are needed in identifying targets for certain measures, prioritizing diversity strategies and approaches and gaining further input from stakeholders to completely implement the diversity plan. Evaluation of the diversity plan rests with the Dean's Executive Committee.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's 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.

This criterion is met. As required of an accredited school of the public health, University of Memphis SPH offers the MPH degree in the five core areas of public health knowledge and three doctoral degrees in

core public health disciplines. Through fall 2014, students were allowed to select the generalist MPH option, but due to data gathered and analyzed from the self-study process, beginning in fall 2015, all incoming students must select a concentration.

The site visit team reviewed the school's curricular content and found that each concentration demonstrated appropriate depth and rigor in each discipline. Students and alumni also confirmed on site that degree programs are stimulating and rigorous, with adequate content-specific curricula.

Table 2 presents the school's degree offerings.

Table 2. Instructional Matrix – Degrees & Specializations		
	Academic	Professional
Master's Degrees		
Biostatistics		MPH
Epidemiology		MPH
Environmental Health		MPH
Health Services Administration		MPH
Social and Behavioral Sciences		MPH
Master of Health Administration		MHA
Doctoral Degrees		
Social and Behavioral Sciences	PhD	
Epidemiology	PhD	
Health Systems and Policy	PhD	

2.2 Program Length.

An MPH degree program or equivalent professional public health master's degree must be at least 42 semester-credit units in length.

This criterion is met. Each MPH concentration requires 42 semester credit hours for degree completion, with no exceptions permitted. In addition to the 15 credit hours of coursework in the five core public health knowledge areas, all MPH students must complete a three credit hour Foundations of Public Health course, 12 credit hours of concentration-specific courses, six hours of electives, a three credit hour practicum and a three credit hour culminating experience.

Each semester credit hour requires 15 hours of contact time. A typical course in the MPH program is three credit hours and requires a minimum of 45 total contact hours.

2.3 Public Health Core Knowledge.

All graduate professional degree public health students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

This criterion is met. The five public health core areas are addressed through five separate courses consisting of three credit hours each, for a total of 15 credit hours. Upon review of syllabi, site visitors conclude that the five core courses are appropriate in each knowledge area for students to learn skills important for understanding and engaging in the broad practice of public health. The five courses provide a solid foundation for the intellectual framework through which public health professionals in core disciplines approach problem-solving.

Table 3 lists the school's required core courses for MPH students.

Table 3. Required Courses Addressing Public Health Core Knowledge Areas for MPH Degree		
Core Knowledge Area	**Course Number & Title**	**Credits**
Biostatistics	PUBH 7150: Biostatistical Methods I	3
Environmental Health Sciences	PUBH 7120: Environmental Health I	3
Epidemiology	PUBH 7170: Epidemiology in Public Health	3
Social & Behavioral Sciences	PUBH 7160: Social & Behavioral Science Principles	3
Health Services Administration	PUBH 7105: Health Policy & the Org of Health Services	3

2.4 Practical Skills.

All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

This criterion is partially met. According to the SPH, the practicum is meant to give students direct, hands-on experience comparable to a career position suitable for someone with an advanced public health degree. Students are placed in organizations with a project that is aligned with their area of study. Placements represent the kinds of settings in which public health practice is conducted and include county and regional health departments, non-profit organizations and managed care and health maintenance organizations. Placements outside of the Memphis area are somewhat limited at the federal/national level.

All MPH students are required to complete 240 contact hours for the practicum, and waivers are not permitted. Each January, the SPH holds an MPH Practicum Orientation for students and their faculty advisors. Following the orientation, students submit a list of potential practice sites to their advisor, who assists the student in making a selection. Once a selection is made, the director of master's programs contacts the site to complete an affiliation agreement. Once an agreement is reached, the student meets with the site to identify a specific project and outline written goals. A formal contract, outlining the work agreement, is signed by the director of master's programs, the student and the site preceptor. The formal contract becomes a part of the student's practicum portfolio, which is submitted to the director of master's programs at the end of the experience. The director of master's programs conducts a formal review of the

practicum experience when the student reaches 100 contact hours and again at 240 hours. In this formal review, student performance is rated by the practicum preceptor in over 23 attributes on a five-point scale. Students are evaluated in categories such as communication skills, professionalism, ethics, cultural sensitivity and responsible decision-making. Students also complete an evaluation of the preceptor and placement site.

The partially met assessment is based on the lack of alignment between the practicum attributes and the core and concentration program competencies. Currently students are evaluated on 23 attributes that do not directly relate to the school's core and concentration competencies. If properly aligned with competencies, the practicum could be used as another tool to assess student attainment of competencies prior to graduation.

2.5 Culminating Experience.

All graduate professional degree programs, both professional public health and other professional degree programs, identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

This criterion is met with commentary. All graduate professional degree programs in the SPH are required to complete a culminating experience. MHA students must complete at least 41 credit hours of coursework before beginning the capstone. The capstone for the MHA program requires students to complete a small-group project conducting a needs analysis, identifying gaps in health care services, planning a service or facility intervention and determining how to implement, finance, staff and deliver the intervention.

Each MPH student is required to complete a master's project or thesis, which is typically derived from the practicum. Students completing the master's project must enroll in the Master's Project Seminar, which meets three hours per week. The seminar ensures that students produce a quality master's project that meets the school's stated expectations. Projects are expected to be integrative of the knowledge and skills acquired across the curriculum, and students must provide a critical analysis of their project's relevance to the various disciplines of public health. Student projects are assessed using several grading criteria, including specific expectations that the student addresses the public health significance and implications of their work, challenges experienced in conducting the project and the social justice and ethical implications of the project.

The commentary relates to the reinforcement of competency integration in the MPH thesis. Students completing the thesis option enroll in the Master's Thesis course. Student theses are expected to demonstrate the same level of public health integration as master's projects. While the presentation evaluation criteria for both formats do not contain an assessment rating explicitly related to the public health implications addressed in the student's work, it appears that the Master's Project Seminar assures

that public health implications are clearly understood by students completing the master's project. In the master's thesis however, the reinforcement of implications across the public heath disciplines is less apparent. It should be noted that to date, few students have selected the thesis option. Although the documentation is weaker on the thesis side, faculty seemed to have the same understanding of expectations for both formats.

2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The school must identify competencies for graduate professional public health, other professional and academic degree programs and specializations at all levels (bachelor's, master's and doctoral).

This criterion is partially met. The MHA program has a total of 19 competencies within five domains: leadership, communication, critical thinking, science/analysis and management. The three public health PhD programs have between five and six competencies respectively. While some of the doctoral-level competencies are rigorous enough to be appropriate for doctoral study, not all are. The school may benefit from further review of these competencies.

As of fall 2014, the school has a new set of competencies for the MPH program. There are 19 core competencies for all graduate professional public health students, regardless of concentration. These 19 core competencies are also used to fulfill both the core and concentration competencies for the generalist program (scheduled to be phased out by fall 2015). Bearing in mind the school's mission, SPH constituents selected competencies from the Association of Schools and Programs of Public Health (ASPPH) competency set. Each of the five public health concentrations has between three and five additional concentration-specific competencies.

The process of developing the MPH competencies was the responsibility of the MPH Curriculum Committee, with participation of both faculty and students. In response to comments from external consultants and the preliminary self-study reviewers, the SPH began developing new core MPH competencies as well as articulating concentration-specific competencies. The school indicated that a more thorough vetting of the new competencies by external constituents needs to be undertaken; but internal constituents, such as students, were actively involved in the competency development process. Meetings with students on site demonstrated that students were very aware of the competencies, having either heard or read about them at several points during their study, including at orientation, within each course and during their involvement in the accreditation process.

The university's regional accreditor (SACSCOC) requires annual reporting of the SPH on performance data for competencies along with a description of any programmatic changes enacted based on a review of the performance data. The process is a joint effort of the division directors, division-specific curriculum

committees, the school-wide MPH Curriculum Committee, the associate dean for academic and faculty affairs, the assistant dean for students and the special adviser to the dean for strategic planning and accreditation. Changes to curricula and individual courses are forwarded to the SPH Graduate Studies Committee and then to the University of Memphis Graduate Council.

Although the school did create a matrix mapping the competencies to required coursework, it was not clear how, or if, the results of this mapping exercise were utilized to make modifications to the curriculum. The team encourages the school to utilize this valuable information moving forward.

The concern is that the new competencies are not yet included on all syllabi. Some syllabi use the ASPPH competencies and some use competencies that do not appear to be derived from either ASPPH or the revised competencies articulated in the self-study. There is also some inconsistency with respect to inclusion of both competencies and learning objectives on syllabi. In reviewing some of the syllabi, when the new competencies have been used, not all have been included. There are also instances where there is a disconnect between the competencies listed for the course and the matrix analysis (eg, the syllabus for PUBH 8130 lists three competencies covered, but the matrix only lists one competency satisfied by the course). Reviewers learned on site that the school has a syllabus template, which may provide consistency across syllabi if adhered to by all faculty (including affiliate and adjunct faculty).

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each professional public health, other professional and academic degree student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

This criterion is met with commentary. The school utilizes a survey to obtain students' self-assessment of competency achievement. This is a new process in which both a pre- and post-assessments are conducted. In reviewing the assessment tool provided in the resource file, the site team noted that the former competencies were utilized; however, during the site visit, the team was presented with the revised assessment tool, which utilizes the new competencies. Pre-assessments are conducting during the student's first semester, and post-assessments are obtained at two points: at the end of the first semester and after the culminating experience. Additional assessment mechanisms are utilized within courses through written and oral presentations, group projects and exams.

In the MPH program, competency assessment for the practicum is a responsibility of the preceptor, who evaluates students on 23 attributes across five categories. Students must achieve a score of four out of five on these ratings in order to pass the practicum. Competency assessment for the culminating experience also utilizes 23 attributes, evaluated by a committee of three faculty members. The SPH plans to make changes to competency assessment beginning in 2015. These assessment modifications will incorporate the evaluation of competencies related to diversity, communication and systems thinking. For

the MHA program, attainment of competencies is achieved by evaluating success in courses, internship preceptor and via self-assessments. For the three PhD programs, assessment of competencies is a structured process involving program coordinators, instructors and primary faculty members. Results from this process are reported annually to the program's curriculum committee, the SPH Graduate Studies Committee and the Office of the Provost. During the site visit, the team was presented with copies of the doctoral student annual review forms, and it is clear that there is an excellent effort established to assess doctoral student progress.

The MPH program's graduation outcomes demonstrate achievement of at least an 80% graduation rate (within the seven year maximum allowable time to graduate) for the first three cohorts of students (entering in 2007-08, 2008-09 and 2009-10). Cohorts in subsequent years are on track to achieve this 80% graduation rate within the allowable time. The school has demonstrated excellent retention rates in the MPH program. For the MHA program, graduation rates are well above 80%, with the exception of the 2008-09 cohort, which had a rate of 70%. This cohort experienced a withdrawal rate of approximately 20% (six students). For the PhD program, given that the maximum allowable time for degree completion is 10 years, no cohorts have reached this maximum time; however, one student has graduated from the initial cohort of students in the SBS PhD concentration. To date, among the 30 PhD students enrolled across the three concentration areas, only one student has withdrawn.

Job placement data are collected from student exit surveys, electronic surveys of alumni and social networking websites. The most recent exit survey had a 65% response rate, and the alumni survey had a 45% response rate. Approximately 80% of graduates are either employed or pursuing further education.

The SPH sends electronic surveys to its alumni to assess their perspectives on competency attainment in the five core areas of public health. On a 10-point scale, alumni rated their proficiency in each core area. Score ranged from five to six, with the SBS core area receiving the highest ranking. Regarding employers' perceptions on alumni ability to perform competencies, employers are surveyed on a more informal basis through key informant interviews and planning meetings.

The commentary pertains to the continued analysis of student competency performance with the implementation of newly development assessment tools. Since the school has recently developed a new set of competencies, the evaluation of student attainment of these competencies has not yet occurred, as the newly updated assessment tools have only been implemented as of fall 2014. Further, with respect to the practicum and culminating experience, the assessment tools utilized for evaluating these important aspects of the MPH program has 23 attributes that focus heavily on professionalism and communication and little on content and breadth of knowledge. The site team recognizes the efforts that the SPH is taking to ensure that students demonstrate attainment of competencies, but the site team encourages a

more developed and balanced (both professional skills and content) system of evaluation of students' achievements in this area.

2.8 Other Graduate Professional Degrees.

If the school offers curricula for graduate professional degrees other than the MPH or equivalent public health degrees, students pursing them must be grounded in basic public health knowledge.

This criterion is met. Beyond its MPH degree, the SPH offers one additional graduate professional degree – a 53 credit hour CAHME-accredited MHA degree. CEPH criteria requires graduate professional degree students to acquire a broad introduction to public health equivalent to three semester credits of coursework. Students should be introduced to the core public health knowledge areas and to the breadth of public health. MHA students in the SPH confirmed that they gain appropriate introductory public heath knowledge.

Students gain an introduction to the core areas of health services administration, epidemiology and biostatistics by completing the following required three credit hour courses: Health Policy and the Organization of Health Services, Managerial Epidemiology and Quantitative Methods for Health Services (which focuses on applying statistics to the management of health care organizations). To gain an introduction to the two remaining public health core areas of environmental health and SBS, content-specific guest lectures are given in the Managerial Epidemiology course (HADM 7206). A guest lecture on the social determinants of health was a component of the fall 2014 course offering. Environmental health was also covered by a guest lecturer who discussed environmental exposure and intrinsic genetics on human health/disease through a presented titled "Gene × Environment Interactions in Disease Development." The lecturer addressed exposure assessment during the presentation, which he defined (using the U.S. Environmental Protection Agency's definition) as "the measurement or estimation of the magnitude, frequency, duration, and route of exposure of humans, animals, materials, or ecological components to substances in the environment. The assessment also describes the size and nature of the exposed population."

The HADM 7206 course was redesigned to specifically include more SBS and environmental health content for MHA students. The course has an SBS learning objective, which is to "identify the social and behavioral factors that affect health of individuals and populations." An additional module was also added in the course to provide more content in population health and management. The HADM 7206 instructor earned MPH and PhD degrees from CEPH-accredited schools of public health.

2.9 Bachelor's Degrees in Public Health.

If the school offers baccalaureate public health degrees, they shall include the following elements:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion

2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses. Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

This criterion is not applicable.

2.10 Other Bachelor's Degrees.

If the school offers baccalaureate degrees in fields other than public health, students pursuing them must be grounded in basic public health knowledge.

This criterion is not applicable.

2.11 Academic Degrees.

If the school also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is met with commentary. The SPH offers three academic degrees: a PhD in SBS, epidemiology and health systems and policy. The SPH expects that most PhD students will have a master's degree in a public health-related discipline. All doctoral students must have introductory prerequisite courses in both biostatistics and epidemiology prior to enrolling in the PhD program or during their first year of study.

Doctoral students are also required to take two three-credit hour seminars intended to provide a broad introduction to the five core areas of public health - PUBH 8900: Science, Theory, and Public Health Research and PUBH 8901: Professional Development for Public Health Doctoral Students. Of the two courses, PUBH 8900 appears to have a greater correlation to the public health core knowledge areas, as a course learning objective is to understand the biological, behavioral and socio-cultural dimensions of health. Additionally, one course lesson discusses the history of epidemiology.

The commentary relates to the clear delineation of introductory coverage of certain core areas in PhD concentrations. Though PUBH 8900 is intended to provide a broad introduction the five core areas of public health, environmental health is one area of coverage that does not appear to be clearly delineated in this course or in other required courses for the three PhD concentrations. In the health systems and policy concentration, courses related to SBS are not presented as options on the graduation analysis course form, but an introductory knowledge of this area does appear to be covered in PUBH 8900. For SBS and epidemiology concentrators, courses related to the health services administration core area are presented as options, but students are not required to select courses in this area. Additionally, for epidemiology concentrations, courses related to environmental health and SBS are presented as course options, but are not required.

2.12 Doctoral Degrees.

The school shall offer at least three doctoral degree programs that are relevant to three of the five areas of basic public health knowledge.

This criterion is met. The SPH offers doctoral degrees in three of the five public health knowledge areas. Programs are offered in health systems and policy, SBS and epidemiology, with each program having its own director. The SPH dean has been able to secure adequate funds to help support students enrolled in these programs. Students are assured an annual stipend and full tuition for three years. Students are also provided with office space, supplies, desktop computers and other technology.

While school makes an effort to match student and mentor research interests, reviewers expressed concern regarding the number of students currently enrolled in the epidemiology program (14 total; four newly admitted in 2013-2014) given the number of faculty available to mentor these students (five faculty members in epidemiology - one is the SPH dean and one is the associate dean for academic and faculty affairs). Five students have completed their comprehensive examinations and two are close to defending their dissertations. The faculty members in epidemiology recognize that they are at a saturation point and plan to admit only one or two new doctoral students next year. The division directors also make an effort to assign no more than one doctoral student per assistant professor, with senior faculty taking on two or more students.

School leaders are aware of the need to limit the growth of the doctoral programs relative to the number of tenure-track faculty. The site visit team noted that two of the assistant professors have years of experience teaching and mentoring students and are eligible for promotion to associate professor. The on-site meeting with doctoral students in all three concentrations indicated that they were receiving close mentorship from their doctoral committee chairs and other faculty members. Monthly meetings are held for SBS concentrators, which bring together faculty and doctoral students to address progress and issues affecting student research. All divisions have structured approaches to conducting annual reviews on doctoral student progress.

2.13 Joint Degrees.

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.

This criterion is not applicable.

2.14 Distance Education or Executive Degree Programs.

If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas 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 distance education or executive degree 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 learning methods and to systematically use this information to stimulate program improvements. The school must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion met. The school currently offers the generalist MPH degree in a completely online format. The online program is a popular choice for mature students living in Nashville, TN or Jackson, MS. Beginning in fall 2015, the online MPH degree will be discontinued as the school considers the practicality of this option and considers changes to its generalist curriculum.

The online MPH program is delivered in an asynchronous environment. Online courses feature PowerPoint presentations (with voice-overs) and discussion boards. Comprehensive technical assistance is available for online students through the university's UMTech information technology program. All online courses require permits to enroll. The student's university identification care is used in issuing permits. Online courses are facilitated and conducted entirely within the eCourseware shell (Desire2Learn technology), which can only be accessed by University of Memphis students using university emails and passwords.

The curricular content and degree requirements of the online generalist program are virtually identical to the on-campus generalist program. The online program offers core courses taught by the same faculty who teach on-site courses. The practicum is completed in a similar manner as in the on-campus program, with the exception that communication with students and preceptors occurs via telephone. Online students participate in the Master's Project Seminar via telephone and complete their final presentation in person or via Skype.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

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.

This criterion is met. The school has an active program of scholarship and research. The amount of external funding to support research and scholarship has increased significantly from $1,193,119 in FY 2009-10 to $2,875,386 in FY 2013-14. The number of research applications has increased from 31 in 2011 to 43 in 2013. Although the amount of external funding has increased significantly, most of the funding comes through subcontracts with principal investigators at other institutions. Only three faculty members have direct funding from sources such as the National Institutes of Health (NIH). There is clearly a need to incentivize more faculty members to apply for grants from NIH, the Centers for Disease Control and Prevention and the Department of Defense. Funding opportunities designed for junior faculty such as R15s, R21s and RO3s may be appropriate as targets, although the school's current research objectives are clearly stated and are reasonable given the current size of the school. Overall, faculty are actively submitting grant applications as principal investigators, and the number of faculty-generated publications has increased significantly from 38 in 2011 to 77 in 2013.

A significant number of research projects involve students and community-based collaborators. The school's research projects have excellent support from community-based organizations and private foundations. The research involves a variety of areas including the translation of technological developments to community care, health care for the working poor and projects involving obesity prevention. The school has a good working relationship with the Shelby County Department of Health focusing on the potential negative health effects of airborne chemical toxins. Additional studies involve clinical epidemiology and transgenerational epigenetic studies of allergy and asthma.

The dean has hired a full-time research coordinator who works under the direction of the associate dean for research. The associate director for business operations also provides pre- and post-award support. The Office of the Vice-President for Research sponsors a series of workshops each academic year on various topics related to research development, including the types of support available from the university's research office, approaches to developing a research portfolio and sessions on how to prepare successful research applications.

A number of faculty research incentives exist in the school. All new faculty members receive startup packages that offer a reduction in teaching responsibilities and pay a percentage of their summer salary for two years. Faculty members also receive 10% of the indirect funding generated by the school's research program. The school has developed a research incentive through which a faculty member can

receive a salary enhancement of up to 50% of the amount of salary recovered from external funding. The assistant professors who met with site visitors were pleased with the research infrastructure and support received to advance their research agendas. They also expressed high levels of satisfaction with the mentoring they are receiving from senior faculty members in the areas of teaching, tenure and promotion and scholarship. Tenure-track faculty members are also recipients of seed money from several school, university and external funding sources.

The school has provided the EBE Division with new, well-equipped laboratories for analysis of biologic samples and chemical analysis of environmental samples. The university also maintains a genomics and a bioinformatics facility available for use by SPH faculty and students.

3.2 Service.

The school shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. The SPH is situated as the focal point for community-based public health in Memphis. The school follows the university's philosophy of "engaged scholarship," which encourages faculty to align their community service with their research and teaching activities. Service is considered a component of the faculty performance review, including annual evaluations and promotion and tenure decisions. Five to 15% of faculty time is expected to be spent in community service (depending on tenure status and type of performance review).

Multiple examples of faculty service activities exist, including a multi-partnership with Shelby County and the city of Memphis, a regional healthcare collaborative for the greater Shelby County region and a youth fitness/obesity prevention initiative with the Fed Ex Institute of Technology and the Blue Cross Blue Shield Tennessee Foundation for Health. Several community members have served as co-instructors and guest lecturers at the SPH. According to the self-study, although many faculty have been involved in community, university and professional service over the past four years, not many appear to have a leading role in the activities or projects that they are involved in. This may be due to the junior-level status of the majority of the school's faculty.

The self-study identifies as a weakness the lack of community service activities that are built into community-based research initiatives, though the site visit revealed recent movement in this direction. Overall, there appears to be good faculty and student interactions with the community, along with paid and volunteer opportunities for both MPH and PhD students. Student service activities are organized through the Public Health Student Association and Presidential Service Tuition Scholarships.

3.3 Workforce Development.

The school shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

This criterion is met. At least two health department workforce surveys were used in identifying the workforce development needs of local public health workers. Results revealed the need for training in cultural competency, technology use, leadership, management, epidemiology and general public health. Workforce development activities of the SPH include teaching over 20 workshops for the county and state health departments since 2012. The Shelby County Health Department director sits on the Dean's Community Advisory Council and assists in providing insight into public health workforce development needs. Regular meetings are held between county and regional health department and SPH leaders.

The SPH subcontracts with East Tennessee State University to offer continuing education and also hosts the West Tennessee regional meeting of the Tennessee Public Health Association (TPHA), at which training and continuing education workshops are offered. The school offers a summer institute of public health for workforce development purposes. The school also offers a nationally-accredited program to train healthcare interpreters. The self-study correctly recognizes the need for routine assessments of public health workforce needs in the local and county areas. A continued effort to collaborate with the state health department in meeting public health workforce needs is recommended.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

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

This criterion is met. The school has faculty members who are fully qualified to teach and conduct scholarship in a school of public health. All but one biostatistics faculty member has a doctoral degree; but this biostatistics professor possesses two master's degrees, a number of peer-reviewed publications and presentations at scientific meetings, has experience teaching high-level modeling courses and has served on the doctoral committees of ten students. The school has established an excellent intellectual environment for assistant professors. Many of them chose the University of Memphis SPH based on the adequacy of the starting salary, the startup package, the opportunity to make a difference in a community with numerous public health needs and the opportunity to shape the development of a new school of public health.

The school utilizes affiliate faculty members from other academic units within the institution. These affiliate faculty members contribute primarily to the biostatistics, environmental health and health services

administration concentrations. All affiliate faculty members have terminal degrees in various disciplines, including mathematics, biochemistry, chemistry, ecology, biology, law, political science and economics.

Adjunct faculty members with significant practice experience provide an array of lectures in the courses. The majority of these adjunct faculty members have a doctoral degree in public health or a related field. Guest speakers from the Shelby County Department of Health contribute various discipline-specific lectures in the Foundations of Public Health Course and in the introductory biostatistics and emergency preparedness courses.

4.2 Faculty Policies and Procedures.

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.

This criterion is met. The University of Memphis has an extensive faculty handbook, available online for all faculty. This handbook provides faculty with complete information on faculty hiring and appointment, promotion and tenure guidelines as well as all other pertinent faculty regulations and policies. This information, including SPH-specific policies, is conveyed to all new SPH faculty members at a comprehensive orientation.

The faculty recruitment and appointment process adheres to affirmative action guidelines and follows a thorough faculty search process involving interviews by current faculty, staff, students and appropriate administrators. Appointments are made only by the university president and are subject to final approval by the TBR.

Faculty can be appointed as tenure-track, tenured, clinical or research faculty. Tenure-track faculty have a probationary period not to exceed six years; tenured faculty have continued appointments that are subject to termination of tenure for reasons that are clearly outlined in the faculty handbook, and clinical and research faculty (all of whom are not eligible for tenure) have annual contract appointments that may be renewed. There are also appointments (namely lecturers, senior lecturers or coordinators) for faculty whose primary responsibility is to teach and provide administrative services. These appointments are non-tenured positions that are made for fixed-terms. The university also allows for faculty to have affiliate appointments across departments or schools, and faculty external the university can have adjunct or temporary appointments.

The SPH promotion and tenure process is clearly articulated in the faculty handbook and in the Tenure and Promotion Guidelines. Tenure-track faculty members undergo a mid-tenure review during the spring semester of their third year. This review, which is conducted by the SPH Tenure and Promotion Committee, serves to provide the faculty member with a status check on their progress towards achieving

tenure and promotion. A feedback meeting is held with the faculty member, the division director and the chair of the Tenure and Promotion Committee. Tenure-track faculty members must complete their application during the final year of their probationary period. Their completed dossier, including external reviews, is reviewed and voted upon by the Tenure and Promotion Committee. Following this, the dean reviews and comments on the dossier and forwards it to the provost along with the school's recommendation. The provost convenes a committee of faculty to assist with decision making and reviewing the dossier. The dossier is then forwarded to the president and then to the TBR for a final decision.

Faculty evaluation is an annual process which includes the Faculty Evaluation and Planning document completed by the faculty member. This document, along with the faculty member's CV, is provided to the division director, who meets with the faculty member to provide a performance assessment and feedback. The division director's review is then forwarded to the SPH dean for further review. Results of these annual reviews are used for promotion and tenure decisions. Faculty are further evaluated on their teaching efforts through student evaluations. The university uses the online Student Evaluation of Teaching Effectiveness online system. Students receive requests to participate in course evaluations, and reminder notes from the Office of the Provost and the SPH associate dean for academic and faculty affairs. Results from these evaluations are included in annual reviews and in promotion and tenure decisions. The results are used to monitor the quality of instruction in academic programs. During on-site meetings, students perceived that their input on course evaluations was taken seriously and acted upon accordingly.

There are several mechanisms in place for faculty development. Development activities are targeted to enhance teaching, scholarly activity, research and practice. For junior faculty, the SPH assigns an existing faculty mentor to assist in preparing the faculty for tenure and promotion, among other events. Faculty members with whom the site team met (most of whom were junior faculty) felt that there was strong support for faculty development and faculty success. All faculty are eligible for the Professional Development Award (similar to a sabbatical), wherein faculty members may have either a semester or entire academic year to further develop their teaching or scholarship efforts. Leadership training opportunities include a Provost Fellow's Program, and to support diversity in leadership, the TBR has a Fellows Program designed to increase the diversity in senior-level administration. Teaching development activities are provided in several ways, which include the Center for Innovative Teaching and Learning Resources (assists with the design, development and delivery of courses). Research development activities include several small grants available from the Office of the Vice President for Research, the Memphis Research Consortium and from institutes such as the Benjamin L. Hooks Institute for Social Change. Other faculty development activities provide faculty incentives such as start-up packages and/or

research incentive pay, which allows faculty to augment their salaries from the salary offset that they earn on externally funded grants.

4.3 Student Recruitment and Admissions.

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.

This criterion is met. The SPH has been actively engaged in student recruitment and has taken advantage of venues and personal networks to increase enrollment of qualified students. Recruitment occurs at events such as the American Public Health Association (APHA), TPHA and the university's graduate school fair. The SPH has specifically conducted outreach activities at institutions such as Vanderbilt University, the University of Mississippi and Mississippi State University. To achieve its diversity goal of increasing the percentage of African American students to 34%, the SPH is beginning to capitalize on opportunities to recruit from Memphis' HBCU, LeMoyne-Owen College. In an additional effort to increase student diversity, the SPH plans to partner with the Office of Multicultural Affairs to increase awareness among minority students about the public health programs. The diversity recruitment plan specifically targets African American, Hispanic and first generation graduate students.

The school has standard recruitment policies and procedures that are consistent with the requirements of the University of Memphis Graduate School. Recruitment strategies include the SPH website, the SPH Magazine, graduate school fairs, career fairs at hospitals and medical centers, presentations to undergraduate students, dissemination of SPH materials at professional meetings, Hobson's online inquiries (students who have public health interests are contacted by school representatives) and a scholarship incentive for students with financial need. Recruitment also occurs informally through individual faculty networking and referrals.

According to the school's quantitative admissions data, the number of applications for the MPH program has fluctuated over the last four years. From fall 2013 to fall 2014, the number of applicants decreases by 18% (from 84 to 69 applicants), though the acceptance and enrollment yields have remained fairly consistent. For example, in fall 2013, 50% of those who applied were accepted, and 71% of those who were accepted enrolled in the program. Likewise in fall 2014, 49% of the students who applied were accepted, and 68% of the accepted students enrolled.

Admissions criteria for each program are clearly stated and easily accessible on the school's website. The program-level admissions committees oversee the admissions process by reviewing application materials, including GPAs (at least a 3.0 average), GRE scores, letters of recommendation, a statement of purpose and personal vitae. Each degree program has standard minimum percentiles for GRE scores. For master's programs, GRE scores are waived for applicants already holding a doctoral degree or its

professional equivalent obtained in the United States. GRE scores are also waived for applicants currently enrolled in terminal degree programs (eg, medical students, law students, etc.). Applicants whose native language is not English must submit a World Education Services (WES) evaluation and the Test of English as a Foreign Language (TOEFL) scores. The SPH joined SOPHAS (the centralized public health admissions platform) in fall 2014.

4.4 Advising and Career Counseling.

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

This criterion is met. There is a definitive and detailed advisement and career counseling procedure for students. Although the SFR for mentoring is currently adequate (approximately 5:1), it is expected to grow (but is projected to still remain manageable at approximately 10:1). There appears to be a strong emphasis on preparing faculty for their advising responsibilities, which is addressed in new faculty orientation and a mid-year in-service workshop. Faculty are also trained by "tenured mentors" who are assigned to work with incoming faculty.

Responses to the alumni survey indicate that 63% of respondents (19 out of 30) believed that the mentoring and advising received in the school benefitted their career. On the exit survey, 17% of respondents indicated that mentoring and advising were the learning experiences that they found most useful. Notification and promotion of job opportunities for students does not appear to be an issue, as advisors serve as the primary means for career counseling. The assistant dean for students also serves as a vital resource for connecting students to employment opportunities. On-site meetings with both students and alumni indicated an overall satisfaction with academic advising and career counseling, and many appreciated the "open door" policy that all faculty adhered to.

The school has established processes for resolving student grievances. The first action step toward resolution involves the student's communication of his or her concern to the division director. If the issue is not resolved by the division director, the student then communicates the concern to the assistant dean for students. If the student's issue is still not resolved, the final recourse is to submit a formal grievance to the university's Office of Institutional Equity. To date, no SPH students have submitted formal grievances.

Agenda

**COUNCIL ON EDUCATION FOR PUBLIC HEALTH
ACCREDITATION SITE VISIT**

**University of Memphis
School of Public Health**

December 1-3, 2014

Monday, December 1, 2014

8:30 am   <u>Site Visit Team Request for Additional Documents</u>
                         Dan Gentry, PhD, Director of HSMP Division and Special Adviser to the Dean
                         Marian Levy, DrPH , Assistant Dean for Students and Public Health Practice

9:30 am   <u>Meeting with Core Leadership Team</u>
                         Lisa Klesges, PhD, Dean
                         Jim Gurney, PhD, Associate Dean, Research Director, and Director of EBE Division
                         Marian Levy, DrPH, Assistant Dean
                         Dan Gentry, PhD, Director of HSMP Division and Special Adviser to the Dean
                         Ken Ward, PhD, Director of SBS Division
                         Ropo Sanvee, Associate Director for Business Operations

10:45 am   <u>Break</u>

11:00 am   <u>Meeting with Self-Study Committee</u>
                         Dan Gentry, PhD, Director of HSMP Division and Special Adviser to the Dean
                         Marian Levy, DrPH, Assistant Dean for Students and Public Health Practice
                         Mark Hendricks, MHA, Director of Masters Programs
                         Shirl Sharpe, MS, Academic Services Coordinator
                         Jason Hodges, SBS Doctoral Student
                         Lisa Krull, Research Coordinator

11:45 pm   <u>Break</u>

12:00 pm   <u>Team Executive Session and Lunch</u>

1:30 pm   <u>Meeting with Instructional Programs Group 1 (Masters degrees)</u>
                         Mark Hendricks, MHA, Masters' Program Director
                         Vikki Nolan, DSc, Epi Assistant Professor
                         Latrice Pichon, PhD SBS Assistant Professor
                         Chunrong Jia, PhD, EH Assistant Professor
                         George Relyea, MS, Biostat Assistant Professor
                         Erik Carlton, DrPH, HSMP Assistant Professor
                         SangNam Ahn, PhD, HSMP Assistant Professor
                         Shirl Sharpe, MS, Academic Services Coordinator

2:45 pm   <u>Break</u>

3:00 pm   <u>Team Executive Session and Resource File Review</u>

4:00 pm   <u>Meeting with Students</u>
                         Asos Mahmood, MPH student in Health Services Administration
                         Sarah Boop, MPH student in SBS and Epidemiology
                         Samantha Bownes, MPH student in Epidemiology
                         Nicholas Carlson, MPH student in Environmental Health
                         Cindy Cook Bloom, MPH student, Generalist
                         Ravi Dharma, MPH student in Environmental Health
                         Bianca Jackson, MPH student in Health Services Administration
                         Lindsey Shaidnagle, MPH student in Biostatistics
                         Fanta Suwanne, MPH student in Epidemiology
                         Marshall Varnum II, MPH student in Environmental Health
                         Adam Alexander, SBS PhD student
                         Jason Hodges, SBS PhD student

April Nellum, SBS PhD student
Paige Pirkey, SBS PhD student
Nandini Mukherjee, EPI PhD student
Wei Liu, EPI PhD student
Sandra Bailey-DeLeeuw, HSP PhD student
Tiffany Champagne, MHA student
Jacques de Marche, MHA student
Andrew Tims, MHA student

5:15 pm   <u>Adjourn</u>

Tuesday, December 2, 2014

8:45 am   <u>Team Executive Session and Resource File Review</u>

9:30 am   <u>Meeting with University Leadership</u>
Dr. David Rudd, President
Dr. Karen Weddle-West, Interim Provost
Dr. Andy Meyers, Interim Vice President of Research
Dr. Jasbir Dhaliwal, Associate Vice Provost for Graduate Studies and Interim Dean of the Graduate School

10:00 am   <u>Break</u>

10:15 am   <u>Meeting with Instructional Programs Group 2 (Doctoral degrees)</u>
Ken Ward, PhD, SBS Division Director and Professor
Xinhua Yu, PhD, Epi Assistant Professor
Paige Powell, PhD, HSMP Assistant Professor
Pratik Banerjee, PhD, EH Assistant Professor
Satish Kedia, PhD, SBS Professor
Fawaz Mzayek, PhD, Epi Associate Professor

11:30 am   <u>Break and Resource File Review</u>

12:00 pm   <u>Lunch with Alumni and Community Stakeholders</u>
Yvonne Madlock, MST; Director, Shelby County Health Department; SPH Community Advisory Board
Ed Rafalski, PhD; Senior Vice President Strategic Planning and Marketing, Methodist Le Bonheur Healthcare; SPH Community Advisory Board
Antony Sheehan, MPHIL, MHSM, RN; President, Church Health Center; SPH Community Advisory Board
William Tuttle, FACHE; Vice President, Baptist Memorial Health Care Corporation; SPH Community Advisory Board
Robert R. Waller, MD; President Emeritus, the Mayo Clinic Health System
Elokin CaPece, MA; Director of Education, Planned Parenthood Greater Memphis Region
Sandra Madubuowu, MSN, CNS, RN; Director of Community Programs, Le Bonheur Children's Hospital
Christina M. Underhill, PhD; Program Evaluator, Le Bonheur Community Health & Well-Being
Michaela G. Sturdivant, RN; Chief Operations Officer, Church Health Center
David Sweat, MPH; Chief of Epidemiology, Shelby County Health Deparrment
Michelle Taylor, MD, MA; Maternal and Child Health physician, Shelby County Health Department
Tyler Zerwekh, DrPH, REHS; Administrator, Shelby County Health Department
Kevin Morris, MPH; Regional Epidemiologist, Tennessee Department of Health
Janice Ballard, MPH; Common Table Health Alliance
Ginger Carney, RD, MPH; St. Jude Children's Research Hospital
Richard Savoy, OD, MPH; Southern College of Optometry
Ashley Jones, MPH; Planned Parenthood Greater Memphis Region
Matthew Smeltzer, PhD; St. Jude Children's Research Hospital

1:30 pm   <u>Break and Resource File Review</u>

2:00 pm   <u>Meeting with Faculty and Key Staff Related to Faculty Issues, Student Recruitment and Admissions and Student Advising</u>
Mark Hendricks, MHA, Director of Masters' Programs
Shirl Sharpe, MS, Academic Services Coordinator
Satish Kedia, PhD, SBS PhD Program Coordinator
Fawaz Mzayek, PhD, Epi PhD Program Coordinator
Vikki Nolan, DSc, Epi Assistant Professor
Latrice Pichon, PhD, SBS Assistant Professor
Soumitra Bhuyan, PhD (c), HSMP Assistant Professor
Ken Ward, PhD, Chair of P&T Committee
David Burchfield, PhD, HSMP Associate Professor

3:15 pm   <u>Break</u>

3:45 pm	Meeting with Faculty Related to Research, Service and Workforce Development
	Pratik Banerjee, PhD, EH Assistant Professor
	Paige Powell, PhD, HSMP Assistant Professor
	Brook Harmon, PhD, SBS Assistant Professor
	Wilfried Karmaus, DSc, EH Professor
	Vikki Nolan, PhD, Epi Assistant Professor
	George Relyea, MS, Biostat Assistant Professor
	Hongmei Zhang, PhD, Biostats Associate Professor
	Lisa Krull, Research Coordinator
	Ramin Houmani, PhD, Biostats Professor
	Debra Bartelli, PhD, EH Assistant Professor
	Latrice Pichon, PhD, SPH Assistant Professor
	Jim Gurney, PhD, SPH Research Director

5:00 pm   Executive Session and Resource File Review

5:30 pm   Adjourn

Wednesday, December 3, 2014

9:00 am   Executive Session and Report Preparation

11:30 pm   Working Lunch, Executive Session and Report Preparation

12:30 pm   Exit Interview

1:15 pm   Team Departs