

REVIEW FOR ACCREDITATION
OF THE
SCHOOL OF PUBLIC HEALTH
AT THE
UNIVERSITY OF MEMPHIS

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

October 7-9, 2020

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public Health
Programs, amended October 2016

Table of Contents

INTRODUCTION.....	1
A1. ORGANIZATION & ADMINISTRATIVE PROCESSES.....	3
A2. MULTI-PARTNER SCHOOLS & PROGRAMS.....	7
A3. STUDENT ENGAGEMENT.....	7
A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH.....	8
A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH.....	9
B1. GUIDING STATEMENTS.....	9
B2. GRADUATION RATES.....	11
B3. POST-GRADUATION OUTCOMES.....	12
B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS.....	14
B5. DEFINING EVALUATION PRACTICES.....	15
B6. USE OF EVALUATION DATA.....	17
C1. FISCAL RESOURCES.....	18
C2. FACULTY RESOURCES.....	22
C3. STAFF AND OTHER PERSONNEL RESOURCES.....	23
C4. PHYSICAL RESOURCES.....	25
C5. INFORMATION AND TECHNOLOGY RESOURCES.....	26
D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE.....	29
D2. MPH FOUNDATIONAL COMPETENCIES.....	30
D3. DRPH FOUNDATIONAL COMPETENCIES.....	34
D4. MPH & DRPH CONCENTRATION COMPETENCIES.....	34
D5. MPH APPLIED PRACTICE EXPERIENCES.....	39
D6. DRPH APPLIED PRACTICE EXPERIENCE.....	42
D7. MPH INTEGRATIVE LEARNING EXPERIENCE.....	42
D8. DRPH INTEGRATIVE LEARNING EXPERIENCE.....	44
D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM.....	44
D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS.....	45
D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES.....	47
D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES.....	49
D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES.....	50
D14. MPH PROGRAM LENGTH.....	51
D15. DRPH PROGRAM LENGTH.....	52
D16. BACHELOR'S DEGREE PROGRAM LENGTH.....	52
D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES.....	53
D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES.....	57

D19. ALL REMAINING DEGREES	63
D20. DISTANCE EDUCATION	64
E1. FACULTY ALIGNMENT WITH DEGREES OFFERED	66
E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE	66
E3. FACULTY INSTRUCTIONAL EFFECTIVENESS	68
E4. FACULTY SCHOLARSHIP.....	72
E5. FACULTY EXTRAMURAL SERVICE.....	74
F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT	76
F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE	79
F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS.....	80
F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE	81
G1. DIVERSITY & CULTURAL COMPETENCE.....	83
H1. ACADEMIC ADVISING	87
H2. CAREER ADVISING	90
H3. STUDENT COMPLAINT PROCEDURES	92
H4. STUDENT RECRUITMENT & ADMISSIONS.....	94
H5. PUBLICATION OF EDUCATIONAL OFFERINGS	96
AGENDA.....	98

INTRODUCTION

The University of Memphis, formerly the West Tennessee State Normal School, was founded in 1912. The university went through several name changes and became the University of Memphis (UofM) in 1994. The university is classified by The Carnegie Foundation for the Advancement of Teaching as having high research activity and was designated as a Community Engagement Campus in 2015. The university maintains 1,200 active partnerships in the community including safe community projects, regional economic development programs, leadership development, reading initiatives, neighborhood improvement projects, and public health initiatives to address smoking, obesity, and teenage pregnancy.

UofM is organized into 13 schools and colleges: the Cecil C. Humphreys School of Law; College of Arts and Sciences; College of Communication and Fine Arts; College of Education; Fogelman College of Business and Economics; Herff College of Engineering; Kemmons Wilson School of Hospitality and Resort Management; Loewenberg College of Nursing; School of Communication Sciences and Disorders; School of Health Studies; School of Public Health; Lambuth Campus; and the Graduate School. The university offers 17 bachelor's degrees, 54 master's degrees, 26 doctoral degrees, two education specialist degrees, and a Juris Doctor. As of fall 2018, the university employed approximately 2,500 staff and full-time faculty and enrolled 21,458 students of which 4,225 were graduate/law students.

The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges. Specialized accreditors to which the university responds include the National Architectural Accreditation Board, Council for Interior Design Accreditation, Accrediting Council on Education in Journalism and Mass Communications, Commission on Collegiate Nursing Education, and Council on Social Work Education. In addition, the Master of Health Administration (MHA) within the School of Public Health is accredited by the Commission on Accreditation of Healthcare Management Education.

The school evolved from an MPH degree program, developed in 2006, into a school with a dean reporting directly to the provost in 2009. The school enrolled its first social and behavioral sciences doctoral students in 2010 followed by epidemiology doctoral students in 2011 and health systems and policy doctoral students in 2014. The school added an MS in biostatistics in 2018, an MPH concentration in urban health in 2019, and a BSPH in 2020. The school is composed of three divisions: the Division of Social and Behavioral Sciences; the Division of Health Systems Management and Policy; and the Division of Epidemiology, Biostatistics, and Environmental Health, which house all degree and concentration offerings. As of spring 2020, the school enrolled 67 MPH students, 23 additional MPH students completing a joint degree program, 44 MHA students, and 40 doctoral students. The school enrolled its first BSPH students in fall 2020.

The school's initial accreditation review took place in 2015 and resulted in a five-year term with interim reporting related to evaluation processes, the MPH practice experience, and documentation of competencies on syllabi. The Council accepted the school's 2016 interim report as evidence of compliance in these areas.

Due to COVID-19-related restrictions on travel and gatherings, this site visit was conducted via distance technology, with all attendees participating via the Zoom platform with video. The distance-based visit will be followed by an on-campus visit when it is safe to do so, within one year of the accreditation decision resulting from this visit.

Instructional Matrix - Degrees and Concentrations						
Bachelor's Degree			Categorized as public health	Campus based	Distance based	
Generalist		BSPH		X	BSPH	BSPH
Master's Degrees		Academic	Professional			
Biostatistics		MS	MPH	X	MS, MPH	
Epidemiology			MPH	X	MPH	MPH
Generalist			MPH	X	MPH	MPH
Health Systems and Policy			MPH	X	MPH	
Social and Behavioral Sciences			MPH	X	MPH	MPH
Urban Health			MPH	X	MPH	
Health Administration		MHA			MHA	
Executive Health Administration		EMHA				EMHA
Doctoral Degrees		Academic	Professional			
Epidemiology and Biostatistics: Biostatistics		PhD		X	PhD	
Epidemiology and Biostatistics: Epidemiology		PhD		X	PhD	
Social and Behavioral Sciences		PhD		X	PhD	
Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)		Academic	Professional			
2nd Degree Area	Public Health Concentration					
Law	Generalist		JD/MPH	---		
Pharmacy	Generalist		PharmD/MPH	---		
Student generated	Generalist		Any graduate program/MPH	---		

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Designates appropriate committees or individuals for decision making, implementation		The school has significant organizational and administrative structures to support its degree programs and operations. Ten school-level and 10 division-level committees are responsible for school governance. At the school level, the Executive Committee is chaired by the dean and makes decisions related to administrative issues, policies, objectives, and strategic direction. Associate and assistant deans and division directors advise the dean. The Executive Committee serves as the key conduit to address issues identified by standing committees as well as to distribute communications from higher levels of the university (e.g., provost and president) at quarterly faculty meetings. The Executive Committee meetings are usually held monthly, and the committee meets more frequently, if needed.	Click here to enter text.	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities 				
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program				

		<p>PhD Curriculum Committee; and Social and Behavioral Sciences (SBS) Concentration Curriculum Committee. The graduate studies coordinator represents the school on the university's Council of Graduate Studies. All degree programs (new or changes to existing programs) must be presented to the Council of Graduate Studies. Upon approval of the Council of Graduate Studies, curricula are approved by the Board of Trustees followed by the Tennessee Higher Education Commission during quarterly meetings.</p> <p>Student assessment policies and processes follow policies outlined by the Graduate School, which places the primary responsibility for content, quality, and effectiveness of curriculum with the faculty. Comprehensive review and maintenance processes begin within divisions of the school and can result in proposed changes including additions, modifications, or deletions of degree requirements and curricular elements. These proposed changes are then reviewed by the relevant curriculum committee at the school level before proceeding to the Graduate Studies Committee.</p> <p>Admissions policies and decisions are the responsibility and purview of each program admissions committee working under the policies of the Graduate School. Admissions committees within the school include the MPH Admissions Committee, MS in Biostatistics Admissions Committee, MHA Admissions Committee, Epidemiology PhD Program Admissions Committee, HSP PhD Program Admissions Committee, and SBS PhD Program Admissions Committee.</p>		
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		<p>Faculty recruitment requires establishing a search committee, which advises the dean with input from the division director (who may also chair the committee). Community and student members are often included on search committees and must be approved by the university's Office of Institutional Equity. All applications are reviewed and categorized before a committee vote to determine which candidates are interviewed. Monitoring by the Office of Institutional Equity ensures adherence to the university's policy on equal opportunity and affirmative action in employment.</p> <p>The Tenure and Promotion Committee manages faculty promotion and requires two-thirds of members to be present for a quorum. Membership of this committee is all tenured associate and full professors in the school, excluding the dean. Upon convening, the committee deliberates then votes via secret ballot on each candidate. Faculty with equal rank or higher vote on applications; all tenured faculty vote on tenure decisions. The chair drafts a written report that the committee reviews and approves. The report is then forwarded to the division director. The division director includes his or her written recommendation for or against promotion prior to submission to the dean, who reviews and makes a recommendation to the provost.</p> <p>No single committee is responsible for school-wide research and service activities; faculty consult directly with division directors regarding research and service activities to ensure alignment with the school's mission and goals. Base funding for research and service activities are allocated by the university's Division of Institutional Research and Innovation. This division provides bridge</p>		
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		<p>funding, faculty research grants, and post-doctoral funds; identifies research priorities; and facilitates collaborative research across campus. The Division of Institutional Research and Innovation has provided funds to the school to support an extramural research funding coordinator who works full-time with faculty to identify opportunities, develop proposals and serve as a liaison to the university's Office of Sponsored Programs and external collaborators. The school's business officer is another essential team member who works with the Office of Sponsored Programs and with faculty's grants and contracts to assist with post-award activities.</p> <p>Faculty contribute to decision-making activities through university-level committee participation. Public health faculty serve on committees at the university level charged with decision making and advisory roles such as the Council of Graduate Studies, Tenure and Promotion Appeals Committee, the provost's Diversity Committee, Title IX Taskforce, First Generation Scholarship Committee, Teaching and Learning Advisory Committee, Interprofessional Institute, Research Council, and Faculty Senate. Depending on the requirements of the committee, faculty are appointed based on their roles within the school or by selection/nomination by division chairs forwarded to the dean.</p> <p>The school engages a small number of part-time faculty members whose primary role is teaching courses, mostly in the MHA program. Part-time faculty primarily interact with division directors through email and occasional service on committees within divisions including curriculum and admissions committees. In addition, part-time faculty members in the MHA program participated in</p>		
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		the Commission on Accreditation of Healthcare Management Education (CAHME) accreditation visit and are routinely invited to engage with students and alumni in school-sponsored functions. Site visitors confirmed interaction by reviewing email correspondence and through discussions during the site visit.		
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

A3. STUDENT ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		Students participate in policy making and decision making through school committees, focus groups, and strategic planning meetings. MPH students serve on the MPH Curriculum Committee, and doctoral students participate on faculty search committees. In addition, students serve on the MHA Advisory Board, CEPH Workgroup, and SPH Marketing Committee.	Click here to enter text.	
Students engaged as members on decision-making bodies, where appropriate		Two recognized and formal student organizations (Public Health Student Association and MHA Student Association) facilitate student-faculty communication, cohesiveness, and professional development/networking for future professionals. Each student organization (and each doctoral program) has a representative who serves on the		

		<p>university's Graduate Student Association. School leaders told site visitors during the visit that they also plan to create a separate student association for BSPH students.</p> <p>Student leaders provided numerous examples of opportunities to engage with the school in decision making processes. Both students and faculty noted that town hall meetings are venues to share information on various topics and to provide feedback. Discussions with student leaders indicated strong relationships with school leaders, faculty, and staff that allow them to raise issues and concerns within and external to town hall meetings. As another example, students requested more interaction with alumni for networking opportunities, and the school developed a password-protected contact database.</p>		
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Operates at highest level of organizational status & independence		The school has equal status and the same level of autonomy and independence afforded other schools and colleges at UofM. The dean of each school and college, including the School of Public Health, reports directly to the provost, who reports directly to the president.	Click here to enter text.	

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Offers professional public health master's degree in at least three distinct concentrations		The school offers a BSPH, six MPH concentrations, an MS, an MHA, and three public health doctoral concentrations. The school partners with other schools and colleges to offer three joint degree programs, all in conjunction with the MPH degree. The instructional matrix in the introduction of this report presents the school's entire list of degrees and concentrations.	Click here to enter text.	
Offers public health doctoral degree programs in at least two distinct concentrations				

B1. GUIDING STATEMENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		With input from stakeholders, the school revised its mission and vision statements in 2018. The school's revised mission is <i>"to produce the next generation of interdisciplinary public health leaders who can influence population health. Using the expertise of faculty and academic practice partners, promote health equity through innovation and excellence in interdisciplinary education, research, service, and community engagement."</i> The school's revised vision is <i>"to be recognized as one of the nation's premier metropolitan</i>	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				

<p>Guiding statements reflect aspirations & respond to needs of intended service area(s)</p>		<p><i>schools of urban public health, a leader in education, research and practice.”</i></p>		
<p>Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes</p>		<p>The school has defined four goals related to instruction, scholarship, and service:</p> <ol style="list-style-type: none"> 1. Provide high quality education by improving instructional effectiveness, competency attainment, and increasing interdisciplinary educational opportunities. 2. Conduct interdisciplinary research and disseminate knowledge to improve population health. 3. Develop and sustain collaborative community partnerships to address local health challenges. 4. Provide high quality workforce development opportunities for the community. <p>The school has nine values that include responsible stewardship and conservation of resources, innovation and creativity in everything we do, and respect for diversity and individual worth.</p> <p>In addition to addressing instruction, scholarship, and service, the guiding statements are sufficiently specific to allocate resources and guide evaluation outcomes. The guiding statements reflect the school’s aspirations to become the nation’s premier metropolitan school of urban public health and its commitment to respond to the needs of the community. The guiding statements advance the field of public health through a focus on community partnerships, workforce development, and interdisciplinary research and promote student success through increased interdisciplinary learning opportunities and improving instructional effectiveness.</p>		

B2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Collects, analyzes & accurately presents graduation rate data for each public health degree offered</p> <p>Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees</p>		<p>The school reports MPH graduation rates that exceed the threshold for most cohorts from 2011 through 2017, excluding 2012. PhD graduation rates exceed the threshold for the cohorts from 2010 through 2014, but the school reports lower rates since 2015. Students have a maximum of eight years to graduate from the MPH program and 10 years from the PhD program. Data provided in the self-study indicate that currently enrolled PhD students appear to be progressing through their programs of study, based on the numbers of students completing coursework and advancing to candidacy. As the MS in biostatistics and BSPH are new, the school did not have graduation rates for these programs at the time of the site visit.</p> <p>Based on students who entered the MPH degree from 2011 through 2017, the school reports graduation rates between 72% and 93% each year (with the exception of the 2012-13 cohort, which had a rate of 53%). These rates represent starting cohorts of between 25 and 35 students. PhD cohorts that entered between 2010 and 2014 had graduation rates between 75% and 100%. Cohorts ranged from four to seven students.</p> <p>The school attributes the outlier MPH 2012-13 cohort to lower enrollment (n=19) and the loss of nine students. This left the maximum potential graduate rate at 53%.</p>	<p>Click here to enter text.</p>	

		<p>When asked about low enrollment in some degrees and concentrations during the site visit, school administrators explained that they have been monitoring historical enrollment rates and using the data to make changes to degree offerings. The school has discontinued the PhD in health systems and policy and is considering discontinuing the MPH in the same concentration due to low enrollment. The school added an MS in biostatistics based on student interest and is monitoring enrollment in the MPH in biostatistics to determine next steps. The school has also discontinued the MPH in environmental health and replaced it with an MPH in urban health. Administrators said that they had a 52% increase in MPH enrollment for the 2020-21 academic year, which left them pleasantly surprised.</p>		
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B3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation for each public health degree offered		<p>For the MPH, the school reports the following positive post-graduation placement rates for 2014-15 through 2017-18 academic years: 100%, 86%, 96%, and 97%, though not all graduates are accounted for.</p>	<p>Following the change in methodology outlined in the self-study – in short, changing the survey from anonymous response to having the students report their name so that we can use LinkedIn, personal relationships with alumni, the alumni database, etc., to fill in gaps – we have reduced the proportion of</p>	<p>The Council reviewed the team’s report and school’s response and concludes that the school has addressed the team’s concern and reduced the number of graduates with unknown outcomes in recent years. Therefore, the Council acted</p>
Chooses methods explicitly designed to minimize number of students with unknown outcomes		<p>For the PhD, the school reports that 100% of graduates from cohorts from the 2014-2015 to 2017-18 are employed or continuing education. All students are accounted for. The school did not have any MS in</p>		

<p>Achieves rates of at least 80% employment or enrollment in further education for each public health degree</p>		<p>biostatistics or BSPH graduates from prior years to report at the time of the site visit.</p> <p>The school relied on anonymous surveys through 2016-17 to collect this information, which did not allow for follow up with specific graduates whose placement was unknown to the school. In 2017-18, the school de-anonymized the surveys to allow for the use of mixed methods for data collection. The school plans to create a UofM School of Public Health LinkedIn page and to require students to create their own LinkedIn page with the school's dedicated career services person in the future. The school is also increasing the use of its Facebook page to keep in touch with alumni and to increase participation in alumni surveys.</p> <p>Over the last four years, the school's MPH program had rates of unknown outcomes of 60%, 50%, 29%, and 30%. When asked about this issue, a school administrator said that the process of alumni identifying themselves has helped the school determine who it needs to follow up with on LinkedIn or by email. The administrator said that faculty are regularly in contact with alumni and know the post-graduation outcome for most alumni but were not getting responses through the anonymous surveys and could not tell which alumni completed the survey versus which alumni the school needed to follow up with.</p> <p>The concern relates to the school's inability to provide sufficient evidence of MPH student success in the form of positive post-graduation outcomes, due to limited available data. Site visitors note that the school's changes in data collection protocols has produced significant improvements in data for more recent cohorts.</p>	<p>unknown graduate outcomes from over 30% to less than 20%. For 2020 ASPPH/CEPH data collection the following graduate outcomes data were collected for the 2018-19 AY:</p> <ul style="list-style-type: none"> ▪ There were 28 MPH graduates, of which, 20 (71%) were employed, 2 (7%) were continuing education and 1 (4%) was not actively seeking employment; the remaining 5 (18%) were unknown. ▪ There were 9 PhD graduates, of which, 7 (78%) were employed, 1 (11%) was not seeking employment and 1 (11%) was unknown. ▪ For both the MPH and PhD, of those actively seeking employment, 100% of those with known outcomes were employed or continuing education. <p>We are continually working to expand the alumni network through encouraging students to join the SPH LinkedIn network while they are still enrolled at SPH, encouraging participation in the alumni database, and through communication with alumni in the form of job/fellowship announcements. By expanding our</p>	<p>to change the team's finding of partially met to a finding of met.</p>
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			alumni network, and using a mixed method approach to data collection, we are confident we will be able to continue to provide sufficient evidence of student success.	
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B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The school assesses students' self-perceived mastery of MPH competencies at the beginning and end of the program through SurveyMonkey. The pre-test is distributed during a core course typically taken during the first semester. The post-test is distributed during the master's project seminar course typically taken during the last semester. Students rate their skill acquisition level as novice, learner, competent, proficient, or expert. More than 80% of MPH students rated themselves as competent or higher for all MPH foundational competencies during the post-test. The competencies with lower ratings included 1, 2, 3, 5, 7, 12 and 15 (see the D2 worksheet for a complete list of the foundational competencies). Among the epidemiology, health systems and policy, generalist, and social and behavioral science concentrations, greater than 80% of students rated themselves as competent or higher for all five concentration competencies. Students in the (now-discontinued) environmental health concentration rated themselves less positively, with between 67% and 78% rating themselves competent or higher on the five	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data				
Data address alumni perceptions of success in achieving competencies				
Data address alumni perceptions of usefulness of defined competencies in post-graduation placements				

		<p>concentration competencies. When graduates were asked how successful they were at applying their competency-based education to their post-graduation placements, 88% said somewhat to very successful. Specifically, alumni reported being most successful at applying competencies related to epidemiology, communication, and assessment.</p> <p>The school uses a similar methodology to assess PhD students. Among SBS and HSP PhD alumni, 100% rated themselves as competent or higher in all five of their concentration competencies. Among PhD in epidemiology alumni, 100% rated themselves as competent or higher on four of the concentration competencies. When PhD alumni were asked how successful they were at applying their competency-based education to their post-graduation placement, 94% said somewhat to very successful.</p> <p>The survey results indicate high levels of satisfaction with the school's ability to teach the competencies, which was echoed by alumni during the site visit.</p>		
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B5. DEFINING EVALUATION PRACTICES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
<p>Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success</p>		<p>The school's four goals each have between two and five measures for a total of 14 measures. Measures relate to the quality and availability of online education, the number of peer-reviewed publications, and the quality of summer institute/Shelby County Health Department workshops, as some examples. For the measure about online education, the school compiles the number of</p>	<p>Click here to enter text.</p>	

<p>Defines plan that is ongoing, systematic & well-documented. Plan defines sufficiently specific & appropriate methods, from data collection through review. Processes have clearly defined responsible parties & cycles for review</p>		<p>online courses offered, enrollment in the courses, and average scores from student course evaluations from the Office of Institutional Research dashboard. The division directors and dean review course enrollment and course evaluations in addition to the Graduate Studies Committee. The assistant dean and MPH coordinator also review course evaluation data to identify issues and forward them to the MPH Curriculum Committee to implement changes.</p> <p>The school's measures mostly align with both the mission and the goals. For example, the measures for the goal related to community partnerships include faculty participation in community-engaged research and partner organizations for student practicum placements. These measures tie back to the school's emphasis on service and community engagement. For the research goal, the measures focus on faculty publications, student involvement in faculty publications, and grant submissions but do not explicitly address interdisciplinary research, as highlighted in the school's mission and goal statements.</p> <p>In addition to aligning with the mission and goals, the indicators as a whole measure student success and progress in advancing public health through quality instruction, research, service, and community relationships aimed at solving health issues.</p> <p>The evaluation plan appears to be specific enough to guide ongoing evaluation regarding instruction, research, service, and community engagement as referenced in the school's mission. The school has outlined data sources and responsible parties to review the data. Data reports are reviewed every term and sent to the Executive Committee</p>		
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		and the Graduate Studies Committee, each of which meets monthly. Relevant reports are shared with division and program directors as well as the Curriculum Committee. Division directors share this information with division faculty, and school decisions (e.g., proposals to add or discontinue programs) are discussed in meetings of the entire faculty and staff, which are convened at least three times a year. Final decisions by the Executive Committee are approved by the school's Graduate Studies Committee and then elevated to the university-level Graduate Studies Committee. Depending on the issue, additional approval may be required from the provost, the Board of Trustees, or the state.		
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B6. USE OF EVALUATION DATA

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The school engages in regular substantive review of the data collected as a part of its evaluation plan through monthly meetings with the Executive and Graduate Studies Committees. The school plans to continue discussing the evaluation plan and will have these two committees identify which metrics are most useful and which metrics should be added in future iterations of the plan.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		The site visit team was able to verify that data are systematically reviewed by school committees and that programmatic plans and changes are made in response to these reviews.		

		<p>An example of a programmatic change that the school made based on data from the evaluation plan is offering the MPH in epidemiology and the MPH in social and behavioral sciences in an online format based on the division directors and Graduate Studies Committee identifying a trend in increasing online course enrollment. Previously, the school only offered the generalist concentration online, as well as certain core courses.</p> <p>Another example is the decision to discontinue the MPH in environmental health based on enrollment data reviewed by the division directors, the dean, and the Graduate Studies Committee. To use its resources more effectively, the school realigned its faculty to create an urban health concentration.</p> <p>Other examples of the school's evaluation process include the decision to split the PhD in epidemiology into two concentrations (adding biostatistics) and offering the undergraduate degree in public health. The school provided documented evidence of data sources and summaries that are directly tied to the measures within the evaluation plan.</p>		
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C1. FISCAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The university and school have a centralized approach to budgeting based on state allocations. The state uses a formula to allocate funds based on tuition, retention,	Click here to enter text.	

<p>Financial support appears sufficiently stable at time of site visit</p>		<p>enrollment, and graduation, and the Provost's Office manages the budget for each school and college. Each year (usually in April), the dean and business officer formally present the budget requirements and any requests above and beyond expense obligations (such as additional faculty or staff positions) to central administration (the Business and Finance Department and the Provost's and President's Offices). By November, the Business and Finance Department releases the budget items and allocations for the fiscal year, including granting or denying any additional requests that were made in the budget presentation. Any carryover funds and lapse funding are generally available to the school as discretionary or operational funds. The school is well supported by central administration and anticipates an increase in revenue from the addition of the undergraduate degree.</p> <p>State dollars fund primary instructional faculty (PIF), and staff salaries are funded through state dollars known as base funding, which is guaranteed. The school uses state dollars to pay adjunct faculty on a course-by-course basis. The process for requesting additional funds for new faculty and staff positions must undergo a justification process. The Provost's Office adjudicates any additional funding to the school. Currently, the school has an average student-faculty ratio of 4:1, which is lower than many other schools and departments. The school requested funding to hire a new undergraduate coordinator for 2020, and school administrators told site visitors that central administration has funded that position despite a hiring freeze.</p> <p>The school funds graduate assistantships for all full-time doctoral students through an annual allocation from central administration, and any monies not allocated are</p>		
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		<p>given to MPH students for graduate assistantships. Some students (both master's and doctoral) are funded through extramural grants. All students receive \$500 per year for travel/training, and a faculty member sponsors memberships for up to 30 students for the Tennessee Public Health Association (TPHA). The faculty member also sponsors up to eight students to attend the TPHA annual meeting.</p> <p>For faculty support, the school provides each division director with an annual budget that includes resources for faculty travel and professional development. Faculty members generally use grant funding, indirect cost returns, or their start-up accounts to pay for attendance at meetings and conferences. After those funds have been exhausted, the division directors provide financial resources. If the division director's fund is lacking, the Dean's Office has available funds. The amount of funding is decided on a case-by-case basis.</p> <p>The school defines operational costs as salaries; office and conference space fees; telephone, computer, copying, printing, and supply costs; travel; faculty recruitment and start-up costs; marketing and student recruitment costs; professional development costs; divisional allocations; and fees to ASPPH and CEPH. These costs are funded through central administration, indirect cost returns, online course fees, revenue from summer institute course offerings, community workforce training, academic salary recovery, and endowments and gifts. Typically, the operational budget depends on revenue and expenditures; however, the university covers all operational needs for the school (including graduate research assistantships) regardless of revenue.</p>		
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		<p>The school receives approximately 20% of generated indirect cost recovery from extramural grant and contract awards, half of which is allocated to the individual investigators as discretionary funds. The other half is retained by the school to support operations, including start-up funds and faculty and student research support. The school also receives all academic salary recovery from extramural grants and contracts. These funds are also split between the investigator and the school for operational and discretionary expenses.</p> <p>The site visit team determined that the school has sufficient and stable financial resources to support its mission and degree programs.</p> <p>During the site visit, the dean explained that the university and the state fund the school, and despite many changes in the budgeting structure over the last several years due to changes in university leadership and administration, the school maintains significant autonomy and flexibility over its funding. Currently, the university is using some of the school's carry-forward funding for pandemic-related issues, but school leaders noted that this is a temporary situation. The provost shared his happiness with the school's increase in extramural funding during site visit discussions.</p>		
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C2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		<p>The school has sufficient faculty resources to support its programs and mission. The school has a total of 25 PIF and very few non-PIF (all of whom are affiliated with non-public health degrees). Each of the school's six concentrations has the appropriate number of PIF with no double counting. All faculty are on nine-month contracts, with the exception of two who are on 12-month contracts due to additional administrative responsibilities.</p> <p>For general advising, the average for the MPH degree is five students with a minimum of one and a maximum of 18. For the PhD degree, the average is three students with a minimum of one and maximum of six. Faculty advise 10 students on average for the MPH ILE, with a minimum of five and maximum of 18. Faculty advise an average of one student for the MS thesis and an average of two students for the PhD dissertation.</p> <p>The school does not yet have advising ratios for the BSPH degree since fall 2020 is the first semester that students have enrolled; no students had undertaken cumulative or experiential activities.</p> <p>The school collects quantitative data regarding students' perceptions of class size and faculty availability through an annual student survey. The survey asks students to rate class size for both core and concentration courses. For</p>	<p>Click here to enter text.</p>	
3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable				
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable	N/A			
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable				

Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)		2018-19, 70% of students rated the core courses as adequately sized, and 92% rated the concentration courses as adequately sized. Related to faculty availability, 93% of students agreed or strongly agreed that faculty were available for appointments. The school used town hall meetings and surveys to collect qualitative data, which were generally positive; students agreed that class sizes were appropriate and appreciated that faculty have an open-door policy. Comments that reflected lower satisfaction addressed how certain classes could have been smaller with more personal attention and how other classes were too small for meaningful interaction. During the site visit, multiple students told reviewers that they were satisfied with the school's relatively small class sizes.		
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)		Students, alumni, and community stakeholders praised faculty members and provided many compliments during the site visit. Both students and alumni told reviewers that faculty are very supportive, available, and are always willing to connect them to opportunities through their networks. Stakeholders emphasized faculty availability and accessibility and said that they appreciated working with faculty members.		

C3. STAFF AND OTHER PERSONNEL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The school has staff support through an administrative associate, business officer, external funding coordinator, and an academic services coordinator, each at 1.0 FTE. It	Click here to enter text.	

<p>Staff & other personnel resources appear sufficiently stable</p>		<p>also has a graduate assistant at 0.5 FTE. The school does not share these staff members with any other schools or colleges. The also school hired an additional academic coordinator when the BSPH program was implemented.</p> <p>In addition to the school staff, the school receives staff support through the Division of Research and Innovation, the Graduate School, the Human Resources Department, and Academic Support Services. The IT Department provides the school with two staff members to assist with all computer and software needs; Career Services has designated a staff member to assist the school with career advice and services for students, and the Physical Plant has assigned a full-time staff member to address all of the school's housekeeping needs.</p> <p>School administrators said that they believe that the current support staff are adequate to meet the needs of faculty and students. Between the school staff and university staff support, the site visit team agreed that staff resources are mostly adequate to operate and fulfill the school's mission and goals. The school identified that it does not yet have dedicated staff for recruiting and marketing as well as advancement and development.</p> <p>The commentary relates to the faculty taking on additional responsibilities related to marketing, recruiting, practicum, development, and advancement functions rather than staff. The school may consider supplemental support for these functions since there has been growth in the MPH program and the addition of the bachelor's program.</p>		
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C4. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The school occupies two and a half floors in Robinson Hall with more than 40 offices for faculty, staff, and graduate students and two dedicated high-end biotechnology laboratories. Offices have access to a secure local network that connects computers, telephones, fax machines, and copy machines.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>Robinson Hall's community collaboration room is open to students, faculty, and staff when not already scheduled for meetings or events. The room is equipped with tables, chairs, and a flat-screen television. Students also have access to shared space in the university's library (15 group study rooms) and in the Technology Hub (a 24-hour computer lab housing 80 Windows computers and 11 Mac computers). Even when the university is closed, students can access the Technology Hub using their student ID. Students can also reserve collaboration space and technology-enhanced workrooms for group and individual work.</p> <p>The school has four smart classrooms in the building with access to more should they be needed (the campus has 360 smart classrooms). The school's two dedicated labs include an environmental health lab (inclusive of a microbiology and molecular biology lab) and an environmental chemistry lab.</p>		

		The school and the site visit team agreed that the physical space is sufficient based on the school's size. The school can use three entire floors in Robinson Hall, which was renovated in 2011.		
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C5. INFORMATION AND TECHNOLOGY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		Information and technological resources are sufficient for the school's needs, and faculty and students have access to computers, IT support, and to all software needed for academic and scholarly purposes.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		The university houses the school's library resources, which include a main location and three branches. The library hosts the Learning Commons and provides research assistance for students, and site visitors determined that the approach the library takes to ensure students develop information literacy is sound.		
Library & IT resources appear sufficiently stable		<p>The library website provides access to approximately 400 subscriptions, 100 open-access electronic resources, over 316,000 electronic books, and 142,153 government publications. All users have access to all publications and online resources both on- and off-campus. With an increasing emphasis on distance learning, more e-resources such as full-text databases and e-books have become available.</p> <p>The library also has an active, free Interlibrary Loan Department that fulfills user requests promptly. Users</p>		

		<p>make requests via the library's website. The main and branch libraries also participate in collaborative document delivery with its fellow members of the Association of Southeastern Research Libraries and TENN-SHARE. The university maintains reciprocal borrowing agreements with several local academic institutions including Christian Brothers University and Southwest Tennessee Community College.</p> <p>The health sciences library branch offers research assistance to public health students in person or via chat. Instructional services faculty and liaison librarians offer instruction both in person and online to enhance students' information literacy.</p> <p>The Technology Hub and the Learning Commons have computer labs with extended hours and at least 180 computers. Students have access to a total of 1,300 computers across the university, and the university has special pricing for personal computers from Dell and Apple. Students have access to software through a portal, which includes analysis software needed for relevant coursework. Students can also install the applications on their personal computers. The university upgraded its high-speed wireless connection, which is available across campus, so that students with laptops can access web-based applications anywhere.</p> <p>IT services provides all faculty with a desktop computer, dual monitors, internet, email access, and all needed statistical software, including SAS, Stata, and SPSS. Faculty can request additional software such as iClicker and ArcGIS through the HelpDesk. Faculty use the Desire2Learn platform to post course updates, syllabi, and notes and to</p>		
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		<p>administer exams, facilitate discussions, and host online courses. Faculty also have access to support resources through the Center for Teaching and Learning. Faculty have support with computationally intensive research through the university's High-Performance Computing Facility.</p> <p>The school has representatives on the university's Teaching and Learning Advisory Committee, which is responsible for advising on priorities for academic technology initiatives and new teaching and learning technologies. Periodically, the IT Department surveys faculty, staff, and students regarding technological needs. Through these channels, the school has ample opportunities to provide input.</p> <p>During the site visit, school leaders acknowledged that as teaching methodologies change and online learning expectations evolve, technology requirements may change. Students noted that the transition to online-only learning during the pandemic has been seamless. The school has access to University Technology Access Fee funds, which are available annually for schools and departments to purchase technology. The school has already purchased microphones and tablets to facilitate development of online courses and is researching hardwired microphones and cameras for the smart classrooms in Robinson Hall. School administrators, faculty, and students mentioned that they have not had any issues moving fully online for classes due to the pandemic.</p>		
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		<p>The school ensures that all MPH students are grounded in foundational knowledge through four required courses: PUBH 7180: Foundations of Public Health; PUBH 7160: Social and Behavioral Science Principles; PUBH 7170: Epidemiology in Public Health; and PUBH 7120: Environmental Health.</p> <p>The syllabi align with all foundational knowledge areas. The site visit team was able to validate didactic coverage of all learning objectives, as shown on the D1 worksheet.</p>	Click here to enter text.	

D1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D2. MPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The school ensures coverage and assessment of the foundational competencies for all MPH (including dual degree) students through six required courses: the four courses identified in Criterion D1 plus PUBH 7150: Biostatistical Methods I and HADM 7105: Health Policy and Organization for Health Services. The site visit team was able to validate didactic coverage for all and an appropriate assessment for almost all foundational competencies.</p> <p>Students and alumni emphasized satisfaction with the curriculum. One alumna confirmed that she regularly applies the competencies she learned to her full-time job and that the coursework prepared her to make the data she uses in her job more useful. Stakeholders also expressed satisfaction with the curriculum and said that students in practicum placements and graduates seeking employment are well prepared.</p> <p>The concern relates to the team's inability to validate an appropriate assessment for foundational competency 3. During the site visit, faculty acknowledged that while some students use software in certain sections of the biostatistics course, there are no assessments that require all students to use software to analyze quantitative and qualitative data. The D2 worksheet reflects the team's findings.</p>	<p>QUANTITATIVE DATA ANALYSIS: In PUBH 7150 Biostatistical Methods I, students will use Microsoft Excel to analyze quantitative data. Students will learn to use MS Excel to assist with mathematical calculations and create and use existing functions as appropriate in each class session. Students will be assessed via homeworks and exams. In both the online and on-campus sections, students have 10 homework assignments consisting of short answer and three to five multiple-part questions in which they will have to use MS Excel to calculate probabilities, and analyze quantitative data to conduct hypothesis tests such as one sample t-tests, chi-squared tests, ANOVA, etc. Midterm and final exams are similar, consisting of 10 multiple choice/short answer questions and four to five multiple part questions. So that the students in the on-campus section do not have to bring a laptop to exams, that</p>	<p>The Council reviewed the team's report and school's response and concludes that the school has addressed the team's concern and reduced the number of graduates with unknown outcomes in recent years. Therefore, the Council acted to change the team's finding of partially met to a finding of met.</p>

			<p>section will have a take-home portion of the midterm and final exam in which student's ability to analyze quantitative data using Excel will be assessed. Please refer to highlighted text in the attached course syllabi for both sections (online and in-class) of PUBH 7150.</p> <p>QUALITATIVE DATA ANALYSIS is covered in PUBH 7160 (Social and Behavioral Sciences Principles). Qualitative Data Analysis assignments include Discussion board posts #9 and #11.</p> <p>Each student will complete a mini photovoice assignment where they will choose a public health problem and take a photo that they feel represents that public health problem in the Memphis community. They will use SHOWed to describe and analyze their own photo. The photo and the SHOWed response will be posted to the Discussion Board during week 9 (Assignment: Discussion Board #9). Each student will individually analyze all of their classmates' photovoice posts by using Dedoose to develop a coding scheme, summarize the codes into major</p>	
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			<p>themes, and draw conclusions from their findings. Each student's report will be posted to Discussion Board #11 and individually assessed (Assignment: Discussion Board #11). Please refer to the attached PUBH 7160 Social and Behavioral Sciences syllabus (pages 22 and 24).</p>	
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D2 Worksheet

MPH Foundational Competencies	Yes/CNV
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities' health	Yes
8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

D3. DRPH FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D4. MPH & DRPH CONCENTRATION COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Partially Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		Each of the school's six MPH concentrations has five competencies that define an appropriate depth of knowledge and skills in the area of focus. All concentrations besides the generalist have designated concentration courses that are used to teach and assess the concentration competencies.	D4: MPH Concentration Competencies	Council appreciates the school's response. Based on its review of the self-study, team's report, and school's response (including attachments), the Council determined that the school has addressed the specific issue identified in the team's report, namely the mapping of concentration competencies for the generalist degree to concentration, rather than foundational, courses.
Assesses all students at least once on their ability to demonstrate each concentration competency		During the site visit, reviewers asked faculty about epidemiology concentration competency 1 and urban health concentration competency 4 because the competencies, as written, did not seem to reflect the higher-level skills required in the assessments. Faculty explained the intended skills students learn and demonstrate, and the team was satisfied that the assessments are more advanced than the foundational competencies. The D4 worksheet reflects the team's findings.	Since most generalist students are dual degree students, it was decided that the Generalist Concentration Competencies should allow students to develop greater interprofessional, as well as leadership, skills. To that end, new Generalist Concentration competencies were constructed that enable students to apply advanced collaboration and innovative leadership skills, critically needed for the implementation of Public Health 3.0. The new Generalist Concentration Competencies are as follows:	
If applicable, covers & assesses defined competencies for a specific credential (eg, CHES, MCHES)	N/A	The concern relates to mapping the generalist concentration competencies to courses required of all MPH students. While the generalist students take a		While the school has identified an appropriate set of competencies for the generalist concentration, the Council determined that the school has not defined a sufficient depth of knowledge and skills for the generalist concentration, due to an

		<p>leadership course that other concentrations do not, the lack of additional concentration coursework does not allow students to develop skills beyond the skills learned by all students in the core courses. The school explained to site visitors that it uses this model to provide flexibility to dual degree students.</p>	<p>New Generalist Concentration Competencies 2021</p> <ol style="list-style-type: none"> 1. Identify and assess evidence-based strategies in order to conduct research or develop community and policy actions related to a public health concern. 2. Specify and compile the upstream determinants, such as social and environmental conditions, associated with major causes of disease and disability most prevalent among a particular underserved population. 3. Model communication skills and incorporate strategies that support interprofessional collaboration. 4. Synthesize and apply models and methods of organizational change and innovation. 5. Critically evaluate various leadership theories and apply strategic thinking tools to identify a personal leadership style. <p>Competencies # 1-3 are provided in PUBH 7004 Interdisciplinary Approaches to Population Health Challenges. Competencies # 4-5 are</p>	<p>insufficient depth of concentration-specific coursework.</p> <p>If the school wishes to preserve a more flexible approach to selecting concentration coursework for generalist students, it must treat the curriculum as an individualized plan of study and establish processes to ensure that each student defines a set of courses tailored to meet specific competencies in a manner that ensures a depth equivalent to the depth completed by students in the school's other concentrations.</p>
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			provided in HADM 7110 Leadership and Organizational Change in Healthcare. Didactic material and specific assessments are highlighted in the syllabi for these two courses (attached).	
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D4 Worksheet

MPH Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze public health data using linear and logistic regression models	Yes	Yes
2. Develop multivariable models by statistically assessing confounding and effect modification	Yes	Yes
3. Evaluate preferred methodological alternatives to commonly used statistical methods when assumptions are not met	Yes	Yes
4. Distinguish among the different measurement scales and select the appropriate statistical methods to be used based on these distinctions	Yes	Yes
5. Analyze time-to-event data using univariate and multi-variable statistical modeling	Yes	Yes

MPH Environmental Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues	Yes	Yes
2. Apply current environmental risk assessment methods	Yes	Yes
3. Apply approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety	Yes	Yes
4. Explain the general mechanisms of toxicity in eliciting a toxic response to various environmental exposures	Yes	Yes
5. Develop various risk management and risk communication approaches in relation to issues of environmental justice and equity	Yes	Yes

MPH Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze public health data using appropriate epidemiologic and statistical methods to draw valid inferences	Yes ¹	Yes
2. Identify the advantages and disadvantages of various study designs in public health and etiologic research	Yes	Yes
3. Systematically examine a public health problem in terms of magnitude, person, time and place to develop potential responses or interventions	Yes	Yes
4. Evaluate the strengths and limitations of epidemiologic reports	Yes	Yes
5. Apply and describe survey research methodology including assessing survey questions, designing surveys in professional software, and methods for testing reliability and validity	Yes	Yes

MPH Generalist Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Identify and assess evidence-based strategies in order to conduct research or develop community and policy actions related to a public health concern	Yes	Yes
2. Specify and compile the upstream determinants, such as social and environmental conditions, associated with major causes of disease and disability most prevalent among a particular underserved population	Yes	Yes
3. Model communication skills and incorporate strategies that support interprofessional collaboration	Yes	Yes
4. Synthesize and apply models and methods of organizational change and innovation	Yes	Yes
5. Critically evaluate various leadership theories and apply strategic thinking tools to identify a personal leadership style	Yes	Yes

¹ While the statement does not appear more advanced than the foundational competencies based on the way it is currently written, the assessment requires students to demonstrate more advanced skills.

MPH Health Systems and Policy Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Explain interrelationships among the main components and issues of the organization, financing, and delivery of health services and public health systems in the US	Yes	Yes
2. Apply systems thinking in healthcare organizations to improve healthcare delivery	Yes	Yes
3. Leverage quality and performance improvement concepts to address organizational performance issues	Yes	Yes
4. Design a policy brief intended to educate policymakers about complex health policy issues	Yes	Yes
5. Articulate complex recommendations to a lay audience using published evidence	Yes	Yes

MPH Social and Behavioral Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess the role of social and community factors in both the onset and solution of public health problems	Yes	Yes
2. Apply evidence-based practices in the development, implementation, and evaluation of social and behavioral science interventions in organizational and community settings	Yes	Yes
3. Utilize behavior change theory in addressing public health problems and designing social and behavioral science interventions	Yes	Yes
4. Plan and write a health program evaluation appropriate for implementation in a community setting	Yes	Yes
5. Apply communication strategies to enhance adoption of behavioral skills for a student-designed public health intervention	Yes	Yes

MPH Urban Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze the role of the built environment, socioeconomic status, and environmental exposures in determining the health status of urban populations	Yes	Yes
2. Integrate the knowledge and experience of multiple disciplines to develop solutions to health problems in urban communities	Yes	Yes
3. Apply the public health approach – problem identification, identify risk and protective factors, intervention, and implementation – to a specific urban health problem	Yes	Yes
4. Create and apply a logic model for an urban health program serving vulnerable populations ²	Yes	Yes
5. Apply appropriate qualitative and quantitative methods to evaluate an urban health program	Yes	Yes

² While the statement does not appear more advanced than the foundational competencies based on the way it is currently written, the assessment requires students to demonstrate more advanced skills.

D5. MPH APPLIED PRACTICE EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
All MPH students produce at least 2 work products that are meaningful to an organization in appropriate applied practice settings		Students engage in a practicum after they have completed at least 18 credits, usually in the summer between their first and second years. Students register for the practicum course for the same semester in which they complete the practicum and deliverables. In January of each year, either the assistant dean or the MPH coordinator schedules an orientation to explain the requirements of the practicum. Students identify three organizations/interests on a practicum request form so that the MPH coordinator can help students identify an appropriate placement. After the MPH coordinator and student agree on a placement and preceptor, they meet with the preceptor to discuss the project, the two deliverables the student will be responsible for, and which foundational and concentration competencies (at least three and two, respectively) fit best with the products to be developed. Students complete a practicum contract to finalize the deliverables and competencies, which is signed by the student, faculty advisor, and preceptor. Preceptors evaluate student performance and rate the demonstration of each competency on a scale of one (poor) to five (excellent).	Click here to enter text.	
Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies		At the end of the practicum, students are required to turn in a practicum portfolio consisting of a resume, the practicum contract, a log of at least 200 hours, a log of activities (signed by the preceptor), a practicum report summarizing the experience and how they were able to apply their education, a literature review, two		
All students demonstrate at least 5 competencies, at least 3 of which are foundational				

		<p>deliverables, the preceptor evaluation of student performance, the student evaluation of the practicum experience, and the evaluation of the organization. The two work products must provide evidence of students' competency attainment. Deliverables may include projects, videos, spreadsheets, websites, posters, curricula, policy briefs, summary of analyses, or other items defined in the contract. Faculty members review the work products for competency attainment based on each student's practicum contract.</p> <p>As mentioned above, responsibility for identifying appropriate placement sites is shared jointly by the student and MPH coordinator. Students are responsible for taking an active role in this process to assure the best fit with their career goals. The MPH practicum coordinator facilitates placement opportunities, soliciting placements and informing potential preceptors about the practicum policies and requirements. The practicum coordinator also develops arrangements with practicum sites and preceptors to build a set of formal practicum opportunities and obtains affiliation agreements that have been approved by the university's Office of Legal Affairs. Faculty advisors assist students with establishing realistic goals and objectives for the practicum, and students are encouraged to identify potential areas of interest and locations for practicum opportunities.</p> <p>Site visitors validated that the school has an in-depth planning process to ensure that students are placed appropriately and that the practicum is mutually beneficial. The MPH practicum guidelines document states that students should focus on areas that will build depth in the student's concentration area. Through clearly defining</p>		
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		<p>and outlining the responsibilities of all four parties (student, practicum coordinator, faculty advisor, and the preceptor) as well as requiring student attendance at the annual practicum orientation and requiring a contract be signed, all parties should be clear about how the experience is mutually beneficial to the student and the preceptor.</p> <p>Example sites at which students have completed the practicum include LeBonheur Children’s Hospital, Shelby County Health Department, St. Jude Children’s Research Hospital, Tennessee Department of Environment and Conservation, Wellstar Atlanta Medical Center, The Well at Church Health, Urban Child Institute/Institute for Health Law and Policy, Walgreen’s Pharmacy, and the Pain Institute of Nashville.</p> <p>The site visit team reviewed sample work products and determined that the portfolio of deliverables is quite comprehensive and a strong reflection of what may be needed in a professional environment. Example products included interview guides, surveys, grant applications, PowerPoint presentations, and fact sheets.</p> <p>During the site visit, students noted high levels of faculty engagement as well as positive experiences throughout their practicum experiences. They also noted that during the pandemic, faculty worked to ensure that practicum experiences were changed and updated to reflect the evolving situation. Students stated that they were moved to the county health department to work on COVID-19-related activities, including conducting observational studies related to mask wearing that informed a policy for the Shelby County Health Department. During the team’s</p>		
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		meeting with stakeholders, county health department staff and leaders told reviewers how helpful this was to their pandemic response in Memphis.		
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D6. DRPH APPLIED PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		<p>MPH students complete one of two types of integrative learning experiences (ILE): a master's project or a master's thesis. The master's project is a public health-relevant, practice-based service project, while the thesis is based on original research completed by the student. Both activities are extensions of student practicum experiences based on individually selected foundational and concentration competencies (three and two, respectively) and result in a high-quality written project. If thesis students are unable to use their practicum experience as the basis of the thesis, then they select, in consultation with the thesis chair, three foundational and two concentration competencies that align with the students' research.</p> <p>Within the master's project, students may plan programs, conduct needs assessments, perform program</p>	<p>Click here to enter text.</p>	
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>evaluations, or develop resource kits. Master's projects are reviewed by course instructors and may also engage the student's academic advisor, practicum supervisor, and/or content experts. Thesis chairs are typically the student's academic advisor. The thesis chair and committee members assess the student's demonstration and syntheses through a formal thesis defense. Grading criteria are provided in both course syllabi, and the synthesis of competencies is an explicit part of assessment.</p> <p>Site visitors reviewed samples of student theses on topics ranging from food insecurity to diabetes management in a faith-based, non-profit clinic to homeless subpopulations of hospital super users. Samples of master's projects included policy briefs, documents for a state organization's strategic plan, and professional trainings related to opioid addiction. Site visitors found a high level of faculty engagement in experiences, which contributed to high-quality written papers, presentations, and, in some cases, deliverables for external use.</p> <p>From the perspective of student leaders, the ILE process is strongly supported and encourages interaction with fellow students. Project planning meetings provide opportunities for feedback and problem solving with peers and input from faculty mentors to ensure final products meet expectations.</p> <p>Stakeholders and alumni further echoed a strongly supported ILE within the school. Examples shared by stakeholders demonstrated well-prepared students engaged in purpose-driven projects, open lines of communication with faculty and school leaders, and</p>		
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		deliverables benefiting all parties involved. Several examples reinforced the importance of stakeholder relationships and the ILE, resulting in job placements for graduating students.		
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students introduced to all domains:		As of fall 2020, the school offers a generalist BSPH degree. The school introduces BSPH students to the four general curriculum domains through required general and major courses. Students take eight credits of natural sciences to meet the foundations of scientific knowledge domain. For the social and behavioral health sciences domain, students take six credits of social and behavioral science courses in addition to three required public health major courses (PUBH 3130: Introduction to Social Determinants of Health, PUBH 4131: Social Justice and Public Health, and ANTH 4511: Medical Anthropology). For an introduction to basic statistics, students take a statistics course as part of the general education requirements and two public health major courses (PUBH 3150: Analytics and Research Methods in Public Health I and PUBH 4151: Analytics and Research Methods in Public Health II). Students are	In order to meet the eight credits of natural sciences requirements in the first domain (foundations of scientific knowledge), the only acceptable options will be courses in Biology and Chemistry, as noted below: BIOL 1010 Biology of Cells BIOL 1020 Biology of Organisms BIOL 1110 General Biology I BIOL 1120 General Biology II BIOL 2010 Anatomy/Physiology I BIOL 2020 Anatomy/Physiology II CHEM 1020 Chemistry of Life	The Council appreciates the school's response. The updated information indicates that the school has addressed the concern identified in the team's report. Therefore, the Council changed the team's finding of partially met to a finding of met.
1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease				
2. Foundations of social & behavioral sciences				
3. Basic statistics				
4. Humanities / fine arts				

		<p>required to take nine credits of humanities/fine arts courses, and examples include ENGL 2201: Literary Heritage, ART 1030: Intro to Art, and MUS 1040: Music in America.</p> <p>The concern relates to the school not ensuring that all public health bachelor's students are introduced to the first domain, foundations of scientific knowledge, including biological and life sciences and concepts of health and disease. To meet the eight credits of natural sciences requirement, students can choose courses such as biology, anatomy/physiology, and chemistry of life (which would satisfy this domain) or astronomy, physics, and physical geology (which do not address this domain). While the school encourages university advisors to steer students toward the biology and life science courses, students can take different courses that would satisfy UofM's general education requirement but not this criterion.</p>	<p>Please refer to the attached BSPH Matrix and Foundational Domains, as well as the BSPH Program Sample Course of Study. Both these documents, as well as the University Undergraduate Catalogue, will stipulate this requirement. Additionally, the Undergraduate advising software will be updated to reflect this. Moreover, the Undergraduate Advisor will review transcripts to ensure the student has taken an acceptable, required natural science course.</p> <p>In this manner, the School will ensure that students take one of the approved natural science courses.</p>	
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D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		All BSPH students complete 120 credits, of which 62 are public health credits. The school maps the nine domains to 17 required courses, of which 10 are integrated public health core courses, five are interdisciplinary core courses, and two are the fieldwork and capstone experiences. The integrated public health core includes courses such as PUBH 3120: Environmental Health I: Basics and Methods; PUBH 3180: Public Health Principles and Practice I; and	The didactic coverage of all foundational domains has been strengthened to cover all facets of the following domains: global functions of public health for domain 1 (see the series PUBH 3710 and PUBH 4711 Public Health Systems and Policy I and II,	The Council appreciates the school's response. The updated information indicates that the school has addressed the concern identified in the team's report. Therefore, the Council changed the team's finding of partially met to a finding of met.
If curriculum intends to prepare students for a specific credential (eg, CHES), curriculum addresses	N/A			

<p>the areas of instruction required for credential eligibility</p>		<p>PUBH 3150: Analytics and Research Methods in Public Health I. The five integrated core courses cover medical anthropology; race and health disparities; health literacy; cultural competence in health; and the sociology of poverty.</p> <p>The courses that cover most of the domains are</p> <ul style="list-style-type: none"> • PUBH 4181: Public Health Principles and Practice II; • PUBH 3130: Introduction to Social Determinants of Health; • PUBH 4121: Environmental Health II: Practice and Application; • PUBH 4151: Analytic and Research Methods in Public Health II; • PUBH 4131: Social Justice and Public Health; and • PUBH 4711: Public Health Systems and Policy II. <p>The team reviewed syllabi and validated coverage for most of the foundational domains as demonstrated in the D10 worksheet.</p> <p>The concern relates to the team’s inability to validate didactic coverage of all foundational domains. The site visit team could not validate coverage of all facets of the following domains: global functions of public health for domain 1; science of health, health promotion, and health protection for domain 4; and mass media for domain 9.</p> <p>The self-study and syllabi do not show evidence of coverage for these sub-domains. When asked about these areas during the site visit, faculty acknowledged that these sub-domains are introduced but not covered. They said that they plan to review the curriculum to ensure coverage going forward.</p>	<p>respectively); science of health, health promotion, and health protection for domain 4 (see PUBH 4181 Public Health Practice II, PUBH 4121 Environmental Health 2, and PUBH 4151 Analytic and Research Methods); and mass media for domain 9 (see highlighted sessions in COMM 4015 Health Literacy (sessions 4&5), PUBH 4131 Social Justice and Public Health (Photo Voice/ Blog project on pages 4&6), and PUBH 4181 Public Health Practice II (Weeks 5,6,&7). Didactic material and appropriate assessments are highlighted in the syllabi for these courses (attached). Additional material is found in the attached BSPH Matrix and Foundational Domains.</p>	
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D10 Worksheet

Public Health Domains	Yes/CNV
1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	CNV
2. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
3. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
4. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	CNV
5. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
6. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
7. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
8. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
9. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	CNV

D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The school maps the required courses to the foundational competencies. Oral communication and communication through a variety of media is covered in PUBH 3130: Introduction to Social Determinants of Health. Written communication is covered in PUBH 3120: Environmental Health I: Basics and Methods, and communication with diverse audiences is covered in PUBH 4181: Public Health Principles and Practice II. Assessments include evaluation of oral presentations, papers, blog posts, and Screen-Cast-O-Matic presentations. For the second competency, students locate and use information in PUBH 3180: Public Health Principles and	Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences				
2. ability to locate, use, evaluate & synthesize public health information				

		<p>Practice I, evaluate information in PUBH 4151: Analytic and Research Methods in Public Health, and synthesize information in PUBH 3120: Environmental Health I: Basics and Methods. Assessments include data analyses, papers, program implementation plans, and a community health assessment report.</p> <p>The site visit team validated, through syllabi review and discussions with faculty during the site visit, that all aspects of both competencies are taught and assessed, as shown in the D11 worksheet. The competencies are also addressed in multiple courses beyond the examples provided.</p>		
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D11 Worksheet

Competency Elements	Yes/CNV
Public Health Communication	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes
Information Literacy	
Locate information	Yes
Use information	Yes
Evaluation information	Yes
Synthesize information	Yes

D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		All students must complete cumulative, integrative, and experiential activities through PUBH 4010: Fieldwork and PUBH 4985: BSPH Capstone.	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		<p>Students engage with a community organization to complete 100 contact hours. Students must apply at least three competencies, of which one must be from the CEPH-defined foundational set. The other two competencies may draw from the foundational set and the school's competency list that comes from specific courses. Students complete a poster presentation depicting their fieldwork activities and a reflection paper; both are assessed by faculty.</p> <p>Students then complete a capstone, which includes a portfolio reflection paper and presentation, that demonstrates how they applied course-based concepts to the real world. Students add assignments completed throughout the core curriculum to the portfolio, and the reflection paper requires students to synthesize and integrate concepts that they learned across the curriculum and applied in the assessments. Students must also describe who they are as public health professionals and the skills they plan to use in the field. Faculty assess the reflection to ensure synthesis. Students also complete a group project: they are given a health problem and have to synthesize and apply skills learned across the curriculum to come up with a solution.</p>		

		<p>As previously noted, the BSPH was implemented in fall 2020; therefore, no students had completed these experiences. However, site visitors determined that the school has already defined a robust process that will be implemented when students reach this part of the curriculum.</p> <p>The school plans to encourages student to gain exposure to public health agencies and professionals through the required internship, interactions with community partners in courses, site visits to community organizations, and networking with guest lecturers.</p>		
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D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		<p>Students are exposed to the 12 cross-cutting concepts and experiences through required courses, fieldwork, capstone, and service opportunities. For example, advocacy is addressed through service events such as those held on sickle cell awareness day, and community dynamics is addressed in PUBH 4010: Fieldwork through an internship with a community partner and completing different projects related to the community it serves. Ethical decision making as related to self and society is covered in PUBH: BSPH Capstone through group exercises that use material from the Ethics and Public Health: Model Curriculum published by the Association of Schools of Public Health in 2003.</p>	<p>Click here to enter text.</p>	

		The site visit team was able to validate opportunities for exposure to all of the cross-cutting concepts through a review of the syllabi and site visit discussions. The team's findings are shown in the D13 worksheet.		
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D13 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. advocacy for protection & promotion of the public's health at all levels of society	Yes
2. community dynamics	Yes
3. critical thinking & creativity	Yes
4. cultural contexts in which public health professionals work	Yes
5. ethical decision making as related to self & society	Yes
6. independent work & a personal work ethic	Yes
7. networking	Yes
8. organizational dynamics	Yes
9. professionalism	Yes
10. research methods	Yes
11. systems thinking	Yes
12. teamwork & leadership	Yes

D14. MPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
MPH requires at least 42 semester credits or equivalent		All students in the MPH degree program must complete 42 credit hours to graduate. A single credit hour is defined as one hour per week for one semester, which is the equivalent of 15 weeks. A three-credit course meets three times per week for 15 weeks with an additional two hours of outside preparation per classroom hour.	Click here to enter text.	

D15. DRPH PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Not Applicable			

D16. BACHELOR'S DEGREE PROGRAM LENGTH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		<p>As discussed in Criterion D10, BSPH students must complete a minimum of 120 credits, of which 62 must be public health coursework. The university's definition of a credit hour is the same as the definition for the MPH. Reviewers validated that the credit requirements for the BSPH are similar to the BS in biology and the BS in general chemistry.</p> <p>The university accepts transfer credits for college-level courses taken at accredited institutions of higher education, including community colleges. Courses from institutions that are not regionally or institutionally accredited are considered on a case-by-case basis. The university has a transfer equivalency table on its website; students can select the institution(s) they are transferring courses from to see whether/how the courses will transfer. If the institutions or courses are not listed in the table, students must complete a transfer credit request form that must be approved for the credits to transfer. Regardless of whether courses are in the transfer equivalency table, all students must email an official</p>	<p>Click here to enter text.</p>	
Clear, public policies on coursework taken elsewhere, including at community colleges				

		transcript from the institution to the Office of Undergraduate Admissions and Orientation. The school's director of undergraduate programs reviews courses taken at a community college to determine whether the courses will count toward the major.		
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D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		<p>The school ensures that all MS students are taught and assessed on the 12 foundational learning objectives through a three-credit course, PUBH 7180: Foundations of Public Health, as well as through Foundations of Public Health for Academic Degrees. This course includes 12 sequential, self-paced modules with integrated assessments. Students must earn at least 80% on each module quiz to satisfactorily complete this pass/fail course; students are able to complete quizzes as many times as needed to attain 80%.</p> <p>MPH faculty developed the modules based on their expertise and the content of core courses they teach to MPH students. MS students must complete modules 3, 6, 7, 8, and 12. While PUBH 7180 is credit bearing, the online modules are not but are required of every student. MS students can only waive the course and modules if they have a degree from a CEPH-accredited institution. Reviewers validated didactic coverage and assessment for</p>	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level				
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				

<p>Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course</p>		<p>all 12 learning objectives, as shown in the D17-1 worksheet.</p>		
<p>Students produce an appropriately rigorous discovery-based paper or project at or near end of program</p>		<p>As a set, the MS in biostatistics' concentration competencies (shown in the D17-2 worksheet) are written at an appropriate level for the degree; however, site visitors determined that competency 4 does not capture the complexity of the skill demonstrated in the assessment. This competency may benefit from revision to accurately capture the skill students are demonstrating. Reviewers validated didactic coverage and assessment for all five concentration competencies, as shown in the D17-2 worksheet.</p>		
<p>Students have opportunities to engage in research at level appropriate to program's objectives</p>		<p>The school provides students with instruction in scientific and analytic approaches through six required courses (18 credits) that address biostatistics methods, applied survival analysis in public health, applied categorical data analysis, and mixed model regression analysis.</p> <p>Students are required to complete a qualifying exam at the end of their first year of coursework as well as a master's thesis or a master's project. The thesis requires students to conduct original research, develop an answerable and relevant research question, and rigorously test that research question using quantitative, qualitative, or mixed methods. The project requires students to review relevant literature in a chosen area and develop a tangible product that will be of use to public health stakeholders.</p> <p>For the thesis option, students select a thesis chair, typically the academic advisor, who helps identify a thesis topic and data sets. After students identify an appropriate topic, they submit an IRB proposal, if needed, and write a</p>		

		<p>thesis proposal. A committee of at least three graduate faculty members reviews student work related to the thesis. In the semester that each student is expected to graduate, the school schedules the formal thesis defense, and all school faculty and students are invited to attend. The committee provides students with feedback including any changes to the thesis that must be incorporated before the committee grants approval.</p> <p>For the project, the school assigns each student a faculty reader with subject matter expertise who provides feedback through multiple iterations of the paper and presentation drafts. Three faculty members assess the presentation using a standard rubric. The site visit team reviewed the samples provided and determined that the products are appropriate for the degree level and type.</p> <p>Faculty encourage students to participate in their active research. They also connect them with community partner research institutes and with UofM research hubs. Some students are funded on faculty grants as well. During the visit, students shared examples of research opportunities available to them, and expressed that the support they receive, including remote access to software due to the COVID-19 pandemic, is conducive to their growth in this area.</p>		
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D17-1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D17-2 Worksheet

MS Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Summarize public health data using statistical methods appropriate for the distribution of these data	Yes	Yes
2. Explain the rationale for common bio statistical methods	Yes	Yes
3. Evaluate preferred methodological alternatives to commonly used statistical methods when assumptions are not met	Yes	Yes
4. Use statistical software to analyze clinical and public health data given appropriate for the given study design	Yes	Yes
5. Effectively communicate the results of statistical analyses in writing and in oral presentation	Yes	Yes

D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers a PhD in four concentrations, epidemiology and biostatistics, epidemiology; epidemiology and biostatistics, biostatistics; social and behavioral sciences; and health systems and policy. The school has formally discontinued the health systems and policy concentration, and the last student is expected to graduate in May 2022. All PhD students must complete 54 credit hours, pass a written and oral comprehensive exam, and complete and defend a doctoral dissertation.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course				
Defines competencies for each concentration. Competencies articulate an appropriate depth of knowledge & skill for degree level		The school requires all PhD students, like MS students, without a degree from a CEPH-accredited institution to complete Foundations of Public Health for PhD and Academic Degrees. PhD students do not complete PUBH 7180: Foundations of Public Health like the MS students do; they only complete the 12 modules. The school requires students to complete the online course during the first semester of enrollment, and the school sends numerous reminders to ensure timely completion. Reviewers validated didactic coverage and assessment for all 12 learning objectives, as shown in the D18-1 worksheet.		
Assesses all students at least once on their ability to demonstrate each concentration competency				
Curriculum addresses scientific & analytic approaches to discovery & translation of public health knowledge in the context of a population health framework				
Instruction in scientific & analytic approaches is at least equivalent to a 3-semester-credit course				
Students produce an appropriately advanced research project at or near end of program		As mentioned in criterion D17, the assistant dean said that faculty reviewed the online modules, considering reading assignments and the quizzes. The course approximates		

<p>Students have opportunities to engage in research at appropriate level</p>		<p>120 hours of work, which is considered equivalent to a three-credit course.</p>		
<p>Curriculum includes doctoral-level, advanced coursework that distinguishes program from master's-level study</p>		<p>Each concentration has five concentration competencies, as shown in the D18-2 worksheet. Reviewers validated that each concentration has defined a set of skills that is appropriate for the degree and area of study.</p> <p>The competency “analyze and critically apply professional and ethical standards of public health” is repeated in all the doctoral concentrations. Faculty explained that this approach was taken for three reasons: 1) there is an expectation from governing bodies that all doctoral programs address ethical standards in their curriculum; 2) the school received feedback in its previous site visit about the importance of addressing professionalism and ethics in the doctoral curriculum; and 3) faculty and administrators agree that this is an important competency that every doctoral graduate must attain. The site visit team noted that there has been an intentional and thoughtful approach to the development of this competency.</p> <p>All students receive instruction in scientific and analytical approaches through multiple courses that vary by on concentration. Epidemiology and biostatistics, epidemiology students and health systems and policy students take research methods and biostatistics core courses including PUBH 8141: Epidemiology Survey Methods and PUBH 8310: Mixed Model Regression Analysis. Epidemiology and biostatistics, biostatistics students take general and biostatistics core courses including PUBH 8311: Applied Categorical Data Analysis and PUBH 8455: Clinical Trials II. Social and behavioral</p>		

		<p>sciences students take quantitative methods and biostatistics core courses, which include HADM 8106: Health Services Research and PUBH 8152: Biostatistical Methods II.</p> <p>The doctoral dissertation and oral defense process starts after students complete their comprehensive exams. Students work with their advisors to identify a dissertation topic, create a committee consisting of at least four graduate faculty members, and start developing their proposal. Students present and defend their dissertation proposal to their committee and, if approved, begin working on their research. The dissertation can take two forms: a traditional dissertation with an abstract, introduction, literature review, methods, results, and conclusion chapters or a three-manuscript format with an abstract, literature review, three research manuscripts of publishable quality, discussion, and conclusion. Doctoral students defend their dissertations to the committee, other students, and faculty. The committee convenes after the defense in a closed-door session to decide whether to approve the doctoral degree. The site visit team reviewed samples of student dissertations and validated the appropriateness of the product for the degree level.</p> <p>Regarding research opportunities, almost all epidemiology and biostatistics students are funded by faculty research grants. They usually work with faculty on significant projects, and upon graduation, most projects are published. For example, in the site visit team's meeting with the students, a biostatistics doctoral student shared how concentration faculty connected her with a faculty member from another school on campus who is doing research in the student's area of interest and now holds</p>		
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		<p>regular meetings with her. Other students shared their experience working with faculty on large data sets. Students have published their work with faculty, even before the last phase of their doctoral studies, and they are encouraged and supported to do so. Connections with community partners also provide many opportunities for students to participate in research projects, some of which help to fund part-time students who are otherwise ineligible for financial support.</p> <p>The four concentrations each have between two and 20 courses either specifically designed for doctoral students or not typically associated with a master's degree in the same area of study. In addition to these courses, PhD students sign up for 800-level courses that have additional requirements for doctoral students such as additional writing assignments, more difficult homework/test questions, and responsibility to lead class discussions of assigned readings. For example, in PUBH 8170: Epidemiology of Public Health I, doctoral students are assigned additional, more advanced homework and exam questions.</p>		
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D18-1 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D18-2 Worksheet

PhD Epidemiology and Biostatistics: Epidemiology Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze and critically apply professional and ethical standards of public health.	Yes	Yes
2. Critically evaluate epidemiologic studies, appreciating the potential roles of bias, confounding, and random error, and suggesting alternative methodologies to improve the existing design.	Yes	Yes
3. Design a valid epidemiologic study that addresses an important public health problem.	Yes	Yes
4. Design and conduct statistical analyses using methods appropriate for the study design, type of data, and model assumptions and communicate these methods for a professional audience.	Yes	Yes
5. Develop expertise in an area of independent research and complete a rigorous dissertation.	Yes	Yes

PhD Epidemiology and Biostatistics: Biostatistics Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Analyze and critically apply professional and ethical standards of public health.	Yes	Yes
2. Critically analyze published literature, evaluating the appropriateness of biostatistical methods and the strength and limitations of the epidemiologic design and methodology.	Yes	Yes
3. Demonstrate the ability to derive theoretical properties of statistical methods.	Yes	Yes
4. Design and conduct data analyses using advanced statistical methods appropriate for the study design.	Yes	Yes
5. Develop expertise in an area of independent research and complete a rigorous dissertation.	Yes	Yes

PhD Social and Behavioral Sciences Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Review, synthesize, and evaluate Identify individual, organizational, community, and societal influences on health, health behaviors, disease, illness, injury and disability.	Yes	Yes
2. Utilize social and behavioral science theories to advance public health research and application	Yes	Yes
3. Conduct and disseminate rigorous and innovative social and behavioral science research relevant to public health.	Yes	Yes
4. Develop, implement, and evaluate behavioral and structural interventions to promote health and health equity, prevent disease and injury, alleviate disability, and improve the quality of life.	Yes	Yes
5. Analyze and critically apply professional and ethical standards of public health.	Yes	Yes

D19. ALL REMAINING DEGREES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines specific assessment activity for each of the foundational public health learning objectives (see worksheet for detail)		The school offers an MHA and an executive MHA, which are classified as non-public health degrees. To ensure an introduction to public health foundational knowledge, these students are required to complete the same zero-credit course as the PhD students. As mentioned in criterion D18, the school requires students to complete the online course during their first semester, and the school sends numerous reminders to ensure timely completion.	Click here to enter text.	
Depth of instruction in 12 learning objectives is equivalent to 3-semester-credit course		Site visitors confirmed that all MHA and EMPH students are taught and assessed on the 12 foundational knowledge learning objectives, as shown in the D19 worksheet.		

D19 Worksheet

Foundational Knowledge	Yes/CNV
1. Explain public health history, philosophy & values	Yes
2. Identify the core functions of public health & the 10 Essential Services	Yes
3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health	Yes
4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program	Yes
5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc.	Yes
6. Explain the critical importance of evidence in advancing public health knowledge	Yes
7. Explain effects of environmental factors on a population's health	Yes
8. Explain biological & genetic factors that affect a population's health	Yes
9. Explain behavioral & psychological factors that affect a population's health	Yes
10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities	Yes
11. Explain how globalization affects global burdens of disease	Yes
12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (eg, One Health)	Yes

D20. DISTANCE EDUCATION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Instructional methods support regular & substantive interaction between & among students & the instructor		The school offers several degrees and concentrations in a fully online format, as shown in the instructional matrix in the introduction of this report. The school made the decision to offer online programs to better reach students living in rural west and middle Tennessee and to meet the needs of students who work full-time. Students completing online degrees are invited to a one-day, on-campus orientation at which time they have an opportunity to interact with on-campus students. Students who are unable to attend in-person orientation	Click here to enter text.	
Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated				
Curriculum is subject to the same quality control processes as other degree programs in the university				

Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners		are provided an alternate, streamlined orientation with the assistant dean for academic affairs focused on program requirements and resources.		
Provides necessary administrative, information technology & student/faculty support services		Online courses meet the same standards and competencies as the analogous on-campus courses. Faculty employ voice-over PowerPoints and discussion boards to engage online students. Quality control efforts for online courses are the same as the approaches used for on-campus courses. Faculty teaching analogous courses collaborate to ensure competencies are assessed in a similar fashion; the assistant dean of academic affairs compares specific assignments between online and on-campus students to ensure similar performance. The school assesses the quality of online learning through Student Evaluation of Teaching Effectiveness surveys.		
Ongoing effort to evaluate academic effectiveness & make program improvements				
Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification		<p>Online students are provided with technical assistance from UMTech, which provides an extended hours Helpdesk, email, AskTOM, online file storage, and software on demand.</p> <p>Enrolling in online courses requires use of a permit managed by the academic services coordinator. Release of permits to engage in online courses is also linked to advising; students must complete required advising activities each semester to receive their permit. Students complete courses through an eCourseware shell, which requires use of a university-issued email and password to access.</p>		

E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		PIF have educational backgrounds and work experiences that align with their affiliated instructional concentrations. Non-PIF also hold advanced degrees and support the school through delivery of courses that are available to, but not required for, public health students.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (eg, bachelor's, master's) & nature of program (eg, research, practice)		<p>A majority of PIF hold doctoral degrees in public health-related fields such as health services research, health promotion, biostatistics, epidemiology, and environmental health sciences. Faculty who have not earned doctoral degrees have terminal degrees such as the MHA and MA/MS in applied mathematics, which allow them to contribute extensively to the instructional mission of the school.</p> <p>Student leaders said that the best part of the school is its faculty. Faculty have an open-door policy that is appreciated by students.</p>		

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have		The school integrates practice perspectives through PIF with significant practice experience, practitioners who give guest lectures and participate in panel presentations,	Click here to enter text.	

demonstrated competence in public health practice		community partners who are integrated into course assignments, practitioner participation on advisory boards, and practitioner appointments as adjunct faculty.		
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels		This integration happens at all degree levels, and during the site visit, faculty gave many examples of how aspects of public health practice are integral to their teaching.		
Regularly involves practitioners in instruction through variety of methods & types of affiliation		<p>The school incorporates frequent guest lectures from practitioners from many organizations including the Shelby County Health Department. For example, in the foundations of public health course, a practitioner provides a lecture on outbreak investigations. This same course features a guest panel of administrators from the county health department and the West Tennessee Regional Office of the Tennessee Department of Health who share their experiences in public health and offer specific insights about job skills. The core social and behavioral course invites practitioners from community organizations to guest lecture on topics such as HIV testing and awareness programs and gendered language and health needs specific to LGBTQ+ populations. The MPH and MHA programs also have professional development seminars that integrate perspectives from public health and administrative leaders regarding job preparation and search, executive presence, writing skills, business etiquette, and policy advocacy.</p> <p>The school employs faculty with significant practice experience. Examples of positions faculty members have held include WIC nutritionist at a county health department; director of education for Planned Parenthood; vice president of community outreach, government relations, and strategic planning and management at a research hospital; founding director of</p>		

		<p>the Veterans Emergency Management Evaluation Center at the US Department of Veterans Affairs; and a public health epidemiologist in a city health department. Another faculty member brings significant practice experience related to program design, implementation, evaluation, and grant writing to the school.</p> <p>Practitioners serve on school committees and advisory boards and provide the school with feedback. Practitioners from the Shelby County Health Department and the Tennessee Department of Health have adjunct faculty appointments and serve on MPH thesis and dissertation committees. These adjunct faculty members teach courses such as managerial epidemiology, human resources, and health law, as well as health administration courses in the MHA program.</p> <p>Site visitors confirmed during the site visit that faculty are encouraged to maintain ongoing practice links with state and local public health agencies and relevant community stakeholders. While there is no specific amount of time required for maintaining practice links, it was evident from the meetings with the faculty and stakeholders that the relationships are significant.</p>		
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The school assesses faculty instructional effectiveness in multiple ways. Annual evaluations with division directors provide the basis for assessing faculty currency with areas	Click here to enter text.	

Systems in place to document that all faculty are current in pedagogical methods		of instructional responsibility. These evaluations consider professional development activities, academic conference attendance, and publication records aligned with a faculty member's current area of instruction.		
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction		Examples of professional development activities include field-specific trainings later incorporated into coursework including moderated mediation analysis into an epidemiology course and content from the Leaders in Equitable Evaluation and Diversity online program integrated into a program evaluation course. The school documents faculty attendance at numerous local, regional, national, and international professional meetings as evidence of faculty commitment to currency in their areas of instruction.		
Supports professional development & advancement in instructional effectiveness for all faculty		<p>Instructional effectiveness is assessed via the university's Student Evaluation of Teaching Effectiveness system. Students complete this evaluation for each course taken, assessing both full- and part-time faculty on six domains: instructor involvement; student interest; instruction interaction; course demands; course organization; and teacher effectiveness. These evaluation results are used in annual evaluations as well as in promotion and tenure deliberations and decisions. Faculty may also request to have senior faculty with histories of teaching excellence observe and provide feedback.</p> <p>The school has established a policy that pairs junior and senior faculty members to provide support and guidance for honing teaching skills. Faculty may be assigned a single mentor to cover teaching, research, and service or multiple mentors to cover one or a combination of areas. Comments shared by faculty indicated that the mentoring program has resulted in immediate improvements in</p>		

		<p>instruction. In addition, the mentoring model is used to provide a succession mechanism when course responsibility transitions between faculty to ensure continuity of curricula.</p> <p>Many training opportunities are available to all university faculty (both full- and part-time) through the Center for Teaching and Learning. The school also hosts lunch and learn sessions to tailor offerings from the Center for Teaching and Learning to support faculty instruction specifically within the school. The school provides funds for faculty to attend professional development conferences. For example, public health faculty attended Mentoring the Mentors training offered by the University of California, San Francisco and Statistical Horizons' Moderated Mediation Analysis seminar. Faculty attending these trainings have incorporated learned concepts into teaching, training, and mentoring graduate students. Faculty also share techniques and lessons learned upon return from trainings and meetings with colleagues. Public health faculty have participated in workshops through the School of Health Studies to learn various teaching and learning strategies and tools (e.g., concept mapping, using Flipgrid)</p> <p>To assess instructional effectiveness of its faculty, the school tracks the following measures: annual or other regular reviews of faculty productivity and relation of scholarship to instruction; student satisfaction with instructional quality; and course activities that integrate community-based projects.</p> <p>Regarding the relationship of scholarship to instruction, the school tracks grant and publication submissions that</p>		
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		<p>include faculty and MPH or PhD students because of the valuable learning opportunities the preparation of these submissions provide. Over the past three years, 51 published manuscripts included student authors (excluding theses and dissertations).</p> <p>For input related to the second measure, each division within the school reviews Student Evaluation of Teaching Effectiveness results as part of the annual evaluation process, and low scores result in an action plan developed with the division director. No courses have required remediation in the past three years. Some faculty also solicit anonymous qualitative feedback for their courses to identify what did or did not work well and suggestions to improve the course. For example, in one course, anonymous qualitative feedback led to the reorganization of course topics resulting in improved subsequent student evaluations.</p> <p>The school has added community-based projects to required and elective courses over the last three years. Two required MPH courses integrate community-based projects: PUBH 7160: Social Behavioral Principles and PHUB 7995: Practicum. In PUBH 7340: Behavioral Intervention Development, students engage with local community agencies to develop a needs assessment instrument and to develop, implement, and evaluate funded research projects related to HIV in the Memphis area. PUBH 7132: Health Program Evaluation also engages students with community partners in a health awareness conference by developing evaluation tools and assessments of learning objectives. The school has also created a new course within the urban health concentration; students will have community-based</p>		
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		project opportunities to solve health issues in Memphis through a credit-bearing case competition.		
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E4. FACULTY SCHOLARSHIP

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>The school has policies and practices to support robust faculty involvement in scholarly activities. All nine-month tenure-track and tenured faculty are expected to engage in scholarship, which is defined as the discovery, dissemination, and translation of new knowledge. In general, tenure-track faculty dedicate 30% of their time to scholarly activity, which is further defined as approximately five published peer-reviewed manuscripts and one to two grant submissions annually.</p> <p>The Office of the Vice President for Research sponsors workshops on topics including working with the Research Support Services Office, establishing a research portfolio, and preparing research proposals. In addition, the Office of the Vice President for Research manages several small grant programs available to tenured and tenure-track faculty to support research activities. Additional university-level programs exist through various offices and divisions. Within the school, generous start-up packages and salary support and incentives further encourage pursuit of scholarship activities. The university also recognizes excellence in research through annual awards including the Alumni Association Award for Excellence in Engaged Scholarship and the Willard R.</p>	<p>Click here to enter text.</p>	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				

		<p>Sparks Eminent Faculty Award; public health faculty have been recipients of both awards.</p> <p>Faculty use their own research in courses to engage students in scholarship. In one example, a faculty member uses his own published studies related to lung cancer care in a data analysis courses to engage students in discussions of study design, analyses, manuscript preparation, and the journal review process. In another example, data from the faculty member's research on alcohol and drug abuse is used to teach qualitative data methods, allowing students to analyze data and prepare manuscripts.</p> <p>Student engagement in faculty scholarship is also evident throughout the school. Students expressed satisfaction with opportunities to engage with faculty within and external to the school on research projects.</p> <p>Several MPH students have been funded to work with faculty on research projects. For example, students have engaged in research data collection activities related to focus groups with national studies on HIV and PrEP (pre-exposure prophylaxis) adherence. As data analysts and project coordinators, student participate in conference calls and meetings and contribute as co-authors.</p> <p>To assess success related to faculty scholarship, the school tracks the number of articles published in peer-reviewed journals, total research funding, and number of extramural grant/contract submissions. The school has a target of 100 publications annually, which equates to approximately five per faculty member. This target was exceeded for the first time in 2018 with 105 publications,</p>		
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		up 17 publications from the previous year. A goal of \$2.5 million in total research funding has been exceeded since 2016 with all years over \$3 million. Finally, the school set an extramural grant submissions goal of 45 per year, which is approximately two per faculty member. In 2018, the school exceeded this goal with 57 submissions, 15 submissions more than the previous year.		
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E5. FACULTY EXTRAMURAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The school generally expects tenure-track faculty, who teach two courses per semester, to dedicate approximately 10% of their time to service activities. The school defines service activities as those that support the function of the school and university, give back to the profession, and support public health by participating in community outreach. There is no service expectation for non-tenure-track faculty, given that their teaching load is higher. Based on these definitions, the school expects faculty to serve on school- and university-level committees; provide service to the profession; and provide service to the community through community outreach.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		The school has several university-level resources for extramural service activities. The Center of Service Learning and Volunteerism works with faculty to offer educational opportunities that increase the involvement of students in their communities through engaged scholarship and links faculty and students to projects		

		<p>addressing community needs. The university's Engaged Scholarship Committee is a group of faculty members from departments across the university who support and participate in engaged scholarship. Strengthening Communities Initiatives provides funding to support the development and implementation of collaborative and innovative community projects to address economic development, education, health, housing, transportation, and safety issues.</p> <p>Faculty members participate in service and integrate service experiences into student instruction. In one example, multiple faculty members served as NIH grant reviewers who integrated their grant writing experience into a grant writing course and doctoral seminars. Another example is of a faculty member who actively participates in HIV-related community-based service projects and provides evaluation and research support to many local agencies and has integrated this experience into health evaluation and behavioral intervention development courses in which students participate in evaluations with local organizations.</p> <p>Students have opportunities for involvement in faculty service. One example is seven MPH students who traveled to Haiti with a faculty member to learn about health, healthcare, and public health infrastructure in a rural low-income setting and helped build biosand filters and conducted trainings on water safety. Another example is of students working with a faculty member who helped plan and coordinate Sickle Cell Awareness Day on the university's campus. In 2019, the president of the Public Health Student Association served on the Planning Committee for this day. A third example is students who</p>		
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		<p>worked with a faculty member to coordinate a university-wide event to promote sustainability and eco-responsibility. Students helped with coordination activities ranging from project management to data collection.</p> <p>The school chose three indicators to measure service: percentage of faculty participating in extramural service activities, number of funded service projects, and total service funding. The percentage of faculty participating in service fluctuated from 71% to 86% to 71% over the last three years. Funded service projects increased from 11 to 15 to 20 during this same three-year period. Total service funding increased from \$449,436 to \$488,811 to \$966,549.</p> <p>During the site visit, faculty noted that the drop in service (from 86% to 71%) was due to the increase in funded projects. It was evident from the meeting with stakeholders that faculty maintain both their practice and service obligations throughout the community by the examples given of collaborations between faculty, community partners, and students.</p>		
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners.		The school engages community members regularly through multiple methods. The school has the Dean's Community Advisory Board, which meets annually and is	Click here to enter text.	

Does not exclusively use data from supervisors of student practice experiences		<p>composed of community stakeholders including employers and alumni. The associate dean conducts town hall meetings once a semester with current students for feedback. The school also obtains input from a Community Leaders Group, which is a group of community stakeholders with more direct contact with students and the curriculum. This group met regularly during development of the self-study, the BSPH program, and the urban health MPH concentration. Finally, the school also meets once a semester with a list of other community partners to obtain feedback.</p> <p>The school conducted a community session and met with the executive leadership of the Shelby County Health Department in 2018 to obtain feedback regarding</p> <ul style="list-style-type: none"> • the guiding statements that the Executive Committee and faculty had drafted, • the shifted focus related to competencies of practice and research needs for students, • the proposed plan to add the urban health MPH concentration and the BSPH, • graduates' ability to perform competencies in employment settings, and • workforce development needs. <p>The feedback from these meetings was shared with the Dean's Community Advisory Board, which provided additional feedback in 2019 about the school's priorities and the draft self-study. The site visit team validated community engagement through meeting agendas and minutes as well as through discussions with stakeholders during the site visit.</p>		
<p>Ensures that constituents provide regular feedback on all of these:</p> <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process 				
Defines methods designed to provide useful information & regularly examines methods				
Regularly reviews findings from constituent feedback				

		<p>The school also solicits feedback from employers on the Dean's Community Advisory Board and the Community Leaders Group. During the site visit, faculty provided examples of changes they made to the curriculum based on employer feedback, which included adding a course about SAS and a course covering leadership. Employers in the stakeholder meeting confirmed providing feedback about alumni/employees to the school.</p> <p>Other examples of changes based on stakeholder feedback include changing course sequencing to ensure that students learned SAS prior to their practicum as well as changing the length of the practicum for certain projects to better accommodate the organization and to ensure more hands-on learning for students.</p> <p>The school reviews findings from constituent feedback during monthly Executive Committee meetings. The school collects feedback formally and informally at regular intervals to ensure that the information is useful. Stakeholders confirmed that faculty regularly ask for feedback and that they feel comfortable picking up the phone and providing feedback at any time.</p> <p>It was evident to the site visit team that the school and community have a close relationship and that the school's work is community driven. Stakeholders described the school as a great resource and said that they were impressed with the school's dedication to the community and to interdisciplinary work.</p>		
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		The school introduces students to community engagement throughout their education starting at orientation. Students must also participate in an annual university-wide event and can participate in service through the school's Public Health Student Association.	Click here to enter text.	
Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field		<p>The student association puts on one event per semester, and students are elected to leadership positions. The school introduces students to professional development activities through meetings with advisors, class announcements, and emails from school administrators. During advising appointments, faculty encourage students to participate in community service and professional development activities.</p> <p>Students have participated in National Public Health Week activities that the Public Health Student Association implemented (e.g., HIV testing, healthy cooking demonstrations), served as project coordinators to collect survey data and assist community exhibitors at the annual Tiger Blue Goes Green event, launched a campus-wide disaster relief drive to help people in Puerto Rico recover from Hurricane Maria, participated in a networking event called Student Interprofessional Networking (SIP'n) with students from other professions, and joined the Tennessee Public Health Association. The wide range of opportunities students have participated in expose them to the importance of contributing to professional advancement in the field.</p>		

F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a professional community or communities of interest & the rationale for this choice		<p>The school seeks to support professional development opportunities with its community partners, public health agencies, local hospitals, and local non-profit health agencies that serve the indigent in the greater Memphis community due to the school's and university's local community focus.</p>	<p>Click here to enter text.</p>	
Periodically assesses the professional development needs of individuals in priority community or communities		<p>The school assesses professional development needs of the Shelby County Health Department via meetings with the local health department leadership team. Meetings occur each fall to coincide with planning the school's Public Health Summer Institute, at which faculty develop workshops tailored to the professional development needs of the health department. For example, in fall 2018, the health department requested a leadership training, and the school initiated a cohort-based Public Health Leadership Institute in summer 2019.</p> <p>The school also assesses training needs in the community. Each January, faculty on the Graduate Studies Committee contact their colleagues in community-based organizations regarding training needs. School administrators reach out regularly to administrators of the Shelby County Health Department (in addition to planned meetings), executives of healthcare organizations, and the Dean's Community Advisory Board. The school also holds regular conference calls with the West Tennessee Regional Office of the Tennessee Department of Health. Lastly,</p>		

		<p>written feedback from attendees of the prior year's summer institute provide valuable input regarding training needs in the community.</p> <p>During the site visit, both school administrators and stakeholders from the Shelby County Health Department confirmed that they have weekly calls to discuss training needs, with an emphasis on COVID-19 at the time of the site visit. Community stakeholders from organizations beyond the county health department confirmed that the school has reached out to them to solicit professional development needs regularly. Stakeholders told reviewers that they feel comfortable reaching out to the school with their professional development needs and that the faculty are "extraordinarily accessible" and "flexible about the format and timing" of professional development activities.</p>		
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F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		The school's associate dean holds annual meetings with top health department administrators to discuss collaborative projects, research opportunities, and workforce development opportunities as well as brings feedback to the monthly Executive Committee meetings. Based on these meetings, faculty identify general topics for continued education workshops for the public health workforce for the summer institute as well as additional trainings for specific community organizations. The school also provides Certified in Public Health (CPH) continuing education credits for all summer institute sessions and	Click here to enter text.	

		<p>offers certificates in population health, health systems leadership, and health analytics.</p> <p>Similarly, professional development sessions conducted with Baptist Memorial Health Care Corporation are identified by the corporation administrators and developed and presented by faculty of the Division of Health Systems Management and Policy. Continuing education workshops are developed based on identified needs from the public health community and local health departments and taught by school faculty with expertise in relevant areas. For example, in 2017, a community organization requested a training on current and future public health practices. From this request, faculty provided four sessions: Public Health 101; Public Health 3.0; Health Leadership; and Financial Compliance Reporting. These sessions included more than 25 external attendees.</p> <p>In 2018, Shelby County administrators requested assistance with strategic planning, program evaluation, and quality management, and key school faculty engaged with the public health workforce to provide trainings. Other examples of professional development activities reviewers learned about during site visit include training staff from the United Way of the Mid-South on process evaluation based on the CEO's request and providing trainings on advanced biostatistical techniques based on a local health system's request.</p> <p>Workshops have been well-received by attendees. The high attendance results from being marketed and advertised through health department administrators. Recruitment materials for the professional development trainings are also on the school's website. During the site</p>		
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		visit, stakeholders expressed satisfaction with the trainings and other professional development activities that the school has provided.		
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G1. DIVERSITY & CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		<p>The school has identified five priority under-represented populations: African American students and faculty (especially males), Hispanic/Latino students, international students, first-generation students, and female faculty.</p> <p>The school's goals related to diversity are as follows:</p> <ul style="list-style-type: none"> Recruit a diverse student body by meeting enrollment targets (34% African American students with half being male, 6% Hispanic/Latino students, and 10% international students) Recruit and retain a diverse faculty and staff by meeting targets (50% female, 13% African American faculty, and 50% African American staff) Recruit and retain well-qualified first-generation students by meeting the enrollment target (20%) and enrolling doctoral students by February 1 so that qualified applicants may apply for the first-generation scholarship through the Graduate School <p>The targets that the school met or mostly met in 2016-17, 2017-18, and 2018-19 are 50% or above for African American staff, 5% for Hispanic/Latino students, and 10% for international students. Because of the COVID-19-related hiring freeze, the school has not been able to</p>	<p>Click here to enter text.</p>	
Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals				
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				

<p>Perceptions of climate regarding diversity & cultural competence are positive</p>		<p>advance its plans to recruit more diverse faculty. However, the school has broadened the applicant pool and the search process to include a larger number of diverse applicants, as described below.</p> <p>Diversity data are regularly collected and analyzed by the assistant dean and reviewed by the Executive Committee and the Graduate Studies Committee.</p> <p>School representatives acknowledged that applications from African Americans has been declining. The school has started recruitment efforts at LeMoyne Owen College, a local HBCU in Memphis, at the Atlanta University Center Consortium, and at Xavier University's XULA-COP 12th Health Disparities Conference. In the 2020-21 academic year, the school plans to reach out to current undergraduate students and partner with the university's Office of First-Generation Student Success.</p> <p>The school has made progress toward its goal of recruiting female and African American faculty: four of the last six hires were female, and one was African American. The school will continue its progress by advertising in journals, social media professional sites, and conferences that are specifically directed at underrepresented populations, especially doctoral students and faculty.</p> <p>The school integrates race, class, structural bias, and social inequities into the MPH curriculum including the foundations of public health core course, which is also required for students enrolled in the MS in biostatistics as well as PhD students who do not already have a CEPH-accredited degree. The school also brings guest lecturers and panelists of all cultures and backgrounds into the</p>		
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		<p>classroom, and students complete their practicums with a variety of community organizations. The school and the Public Health Student Association partner with diverse groups in support of their programming, which includes the Puerto Rico Disaster Relief Drive, Trans Girls Rock!, and Latinx Awareness Week. The school's faculty also research topics that address vulnerable populations, and two faculty members serve on the Graduate School's First-Generation Scholarship Award Committee. In addition, the associate dean serves on the university's Diversity Committee. The latter appointment reflects the university's recognition of the school's appreciation for diversity and cultural competence.</p> <p>During 2019-20, the school distributed a short survey to all current students to assess their opinions of student and faculty diversity and faculty cultural competence. The survey asked students to rate statements using a five-point Likert scale and answer an open-ended question. The school administered a similar survey to faculty. Of the 81 students who responded, 91% somewhat agreed or strongly agreed that students are diverse, 86% somewhat agreed or strongly agreed that faculty are diverse, 76% somewhat agreed or strongly agreed that they felt a sense of belonging, and 90% somewhat or strongly agreed that the faculty are culturally competent.</p> <p>Qualitative responses were generally positive regarding diversity including "I feel fortunate that our faculty has a wide ranging and diverse background, culturally, and professionally" and "I think the School of Public Health has done a wonderful job of creating and maintaining diversity and operating in culturally appropriate manners."</p>		
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		<p>In response to survey questions, online students acknowledged that they did not feel the same sense of belonging. The school plans to use personal posts on discussion boards and other virtual platforms including chat functions to foster a sense of belonging among online students in the future.</p> <p>For the faculty survey, 100% of faculty and staff answered and 100% of respondents somewhat agreed or strongly agreed that students are diverse, 90% somewhat agreed or strongly agreed that faculty and staff are diverse, and 85% somewhat agreed or strongly agreed that faculty are culturally competent. In open-ended responses, respondents largely agreed that the school is culturally competent, diverse, and fosters a sense of inclusion. However, respondents identified a concern that the school does not have presentations or course content on implicit bias, microaggressions, and other concepts related to diversity and cultural competence. The school plans to include presentations on implicit bias, microaggressions, LGBTQ+ awareness, using preferred pronouns, and other topics related to diversity and inclusion for faculty, staff, and students in the future.</p> <p>Students interviewed during the site visit expressed appreciation for a diverse and supportive environment. International students described school faculty, staff, and other students as friendly and supportive, allowing them to focus on doing the work they need to do as students. The social unrest that is being experienced in the United States has been addressed by faculty in courses, relating it to public health and demonstrating their responsibility, and giving students the tools to intervene as future public health professionals.</p>		
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H1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		All students have access to qualified advisors from the time of enrollment. Students and alumni expressed satisfaction with advising, with one alumna saying that her advisor was someone she could always count on.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		Upon acceptance into the school, students are assigned a faculty advisor who meets with them at least once per semester to review progress, guide course selection, authorize registration, and discuss career goals. The school uses standard forms across programs. Advisors use a graduation analysis form with students to facilitate course selection and to ensure students are making adequate progress toward meeting all degree requirements. The academic coordinator, in consultation with the program directors, assigns students to a faculty advisor based on the student's concentration and areas of interest. Students automatically change advisors if they change concentrations. Students can also request to change advisors through discussions with their program director or the assistant dean.		
Qualified individuals monitor student progress & identify and support those who may experience difficulty				
Orientation, including written guidance, is provided to all entering students		The university offers advising services for undergraduate students, including BSPH students. The BSPH coordinator is the primary advisor for the school but other faculty members advise BSPH students too. Faculty members utilize the university early alert system that notifies them of students at risk for academic issues to track student progression.		

		<p>Faculty advisors are oriented to their advising roles by attending a required new faculty orientation and meeting with the assistant dean to discuss policies and advising roles and responsibilities when they are first hired. Faculty also review advising procedures during a midyear, in-service workshop sponsored by the Committee for Faculty Affairs and Development. Experienced mentors work with incoming faculty on an ongoing basis to orient them to advising duties, and the school encourages all faculty members to meet with their division directors and assistant or associate dean for guidance on advising.</p> <p>The Graduate School hosts a new graduate student orientation, which incoming students attend. This orientation includes panel presentations covering financial aid, graduation requirements, student leadership, wellness and counselling resources, graduate student resources, and community engagement. Since many students work, the school conducts an orientation on the same afternoon as the Graduate School orientation. Faculty introduce students to the school, programs of study, faculty, and staff and provide information about campus safety and academic policies like retention and transfer credits, as well as the code of ethical conduct. After these presentations, students break out into sessions with their specific program coordinator. During these sessions, students receive program handbooks, learn about program requirements, and hear from a Public Health Student Association officer.</p> <p>BSPH students start the program when they are juniors, so they also attend the graduate orientation and then attend a breakout session just for undergraduates.</p>		
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		<p>During the site visit, reviewers learned that in order to monitor and identify students who may have an issue, the school's small size is an advantage. While there is no formal system in place, there is routine communication. In addition to faculty alerting advisors when there is a problem with a student, many faculty members noted that they also take advantage of their eCourseware to monitor students. Faculty noted during the visit that monitoring doctoral students is more intense and the relationship is closer, which means that the doctoral advisor learns very quickly if there is an issue.</p> <p>The school collects satisfaction data regarding academic advising through the alumni survey. In 2017, 2018, and 2019, the school received responses from MPH and PhD alumni. In spring 2019, the school also sent this survey to all current MPH and PhD students. Results overall were very positive, with most students (more than 80%) across both degree programs agreeing or strongly agreeing that faculty advisors were available for appointments, communicated effectively, and provided helpful information regarding courses, career options, continuing education, job searches, etc. Alumni responses were similarly positive, with one exception. Only three PhD alumni answered the statement about their advisor providing helpful information regarding courses, career options, education, job searches, etc. and two of the three alumni strongly or slightly agreed with the statement (67%).</p> <p>During the site visit, faculty noted that while the quantitative data from this survey is not the most helpful, the qualitative data they collect has been incredibly</p>		
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		<p>helpful in providing actionable feedback. Faculty noted that through analyzing the survey results, they determined that they need a different instrument. At the time of the site visit, faculty were working with the Curriculum Committee to come up with a new exit survey to collect more useful data in the future.</p> <p>During the site visit both students and alumni noted that they felt very supported by their advisors.</p>		
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H2. CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		<p>Students receive career counseling through multiple avenues, and their faculty advisors serve as the primary career mentor. Students and alumni expressed high satisfaction with career counseling and said that they were thankful for faculty advisors providing connections to employment opportunities. Since advisees are matched with faculty whose expertise aligns with their interests, the advisor is a valuable professional resource for jobs and networking.</p> <p>Additionally, each degree program has career counseling services. The MPH program encourages and sponsors students to participate in Tennessee Public Health Association activities, and the PhD program provides career guidance through the professional development seminar (PUBH 8901), a required course for all doctoral students. MPH and MHA students are also required to participate in a professional development workshop to learn about career development and job preparation</p>	<p>Click here to enter text.</p>	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>skills. The assistant dean also provides career development by scheduling workshops with the career specialist from the university's Office of Career Services and, with assistance from the associate dean, distributes job announcements and career opportunities. At the undergraduate level, there are services at the university, and faculty stated that they have helped undergraduate students in their courses by providing networking opportunities, including bringing in guest lecturers and community members for the students to connect with.</p> <p>Faculty advisors are trained by the assistant dean on advising procedures and all career services available on campus. During the site visit, faculty discussed how they leverage personal and professional connections to maintain networks to help students find jobs. Additionally, faculty stated that they disseminate all available jobs they are aware of through their student and alumni lists.</p> <p>Examples of career services used by students include resume development and interviewing skills workshops. For the resume workshop, 23 students attended between April 2018 and November 2019, and for the interviewing skills workshop, six students attended in 2019. Another example is of 37 students who have participated in at least one graduate professional development seminar with topics ranging from job searching to budgeting and financial literacy to personal branding and social networking. During the site visit, a few alumni mentioned applying for jobs or being excited at the opportunity to apply for jobs they had received from the school's listserv. Alumni stated that they felt like that had strong support</p>		
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		<p>in terms of access and opportunities for jobs and professional development.</p> <p>As discussed in Criterion H1, the school collects career counseling satisfaction data using the alumni survey. Again, overall, the results are very positive with most alumni and students agreeing that email announcements of job and other opportunities are helpful and that they were aware of the Career Services Office. Data show increased perceived utility of email job announcements and increased awareness of the Career Service Office year over year for both MPH and PhD students. Among those who attended presentations and responded in 2019, 56% of MPH students and 77% of PhD students said that they were helpful.</p>		
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H3. STUDENT COMPLAINT PROCEDURES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		<p>The school introduces students to grievance procedures through program handbooks and during orientation. Students are advised to first approach the person with whom they have a complaint and try to come to a resolution and to reach out to their advisors to address the concern. If the issue is still not resolved, the student then reaches out to the program coordinator or director. If the issue is not resolved after this step, the student meets with the division director. If the issue has not been resolved at the programmatic level, the student is</p>	<p>Click here to enter text.</p>	
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel				

<p>Designated administrators are charged with reviewing & resolving formal complaints</p>		<p>encouraged to bring the complaint to the assistant dean. The student can also bring the concern to the university through the Dean of Students' Office or the Office of Institutional Equity depending on the nature of the complaint. The Office of Institutional Equity monitors the university's policy on equal opportunity and affirmative action, discrimination, Title IX violations, and sexual misconduct.</p>		
<p>All complaints are processed & documented</p>		<p>Students with a concern can submit a report via an electronic form, which is routed to the appropriate school, office, or person, depending on the type of complaint. The electronic database Maxient, which tracks the type and resolution of all complaints, routes discrimination, harassment and retaliation, Title IX violations, and reports of sexual misconduct complaints to the Office of Institutional Equity, grade appeals to the Graduate School, and violations of the Code of Student Rights and Responsibilities to the Dean of Students' Office. For complaints routed to the Dean of Students' Office, a hearing officer is assigned to investigate and decide on the outcome. For complaints routed to the Office of Institutional Equity, the Title IX coordinator or a designee investigates. For complaints routed to the Graduate School that have not been resolved by the division director, department chair, or dean, the Graduate Appeals Committee holds a hearing and makes a final decision.</p> <p>Students confirmed during the site visit that they were informed of the grievance process during orientation and have received the student handbook. They were able to describe the process in detail to the site visit team. They confirmed that faculty and administrators including the</p>		

		<p>dean have an open-door policy that students take advantage of. The site visit team validated that all complaints are processed and documented.</p> <p>There have not been complaints or student grievances submitted to the Office of Institutional Equity or the dean of students. Two school-level complaints were filed in the last three years. In December 2018, a student was accused of plagiarism, and the student denied the accusation. The MPH coordinator, the student’s advisor, and the course instructor had a phone call with the student who understood the error and received a zero for the assignment, which resolved the complaint. The second complaint was in May 2019 regarding the student’s advisor not signing the required graduation form by the deadline, which impacted her ability to graduate. The academic services coordinator contacted the Graduate School to ensure that the student could obtain her degree and also contacted the director of commencement and special events to ensure that she could participate in graduation, resolving the complaint.</p>		
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H4. STUDENT RECRUITMENT & ADMISSIONS

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The school’s recruitment plan targets undergraduates in pre-professional programs, current students in the health and social sciences, and professionals in the public health and health care workforce. The school’s marketing strategy is to inform potential students of public health needs and the affordability of the school’s programs. The	Click here to enter text.	

<p>Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers</p>		<p>school advertises through its website. Potential students who express interest in public health are contacted by the academic services coordinator and assistant dean. The school also participates in university recruitment events such as the UofM Graduate School Fair and networks with dual degree programs to recruit qualified individuals. The school also regularly visits local colleges and universities, particularly HBCUs, to give presentations and recruit students, and the school recruits at professional meetings such as at the American Public Health Association annual meeting.</p> <p>The school's Marketing and Recruitment Committee developed a formal plan to increase admissions of qualified, diverse individuals. Tactics to increase applications include a redesigned website with plans for videos and quotes from previous students; increasing national, regional, state, and local visibility; concentrating on high urban need and affordability; increasing the number of graduate assistantships with faculty researchers; participating in the SOPHAS Virtual Fair; and posting on the school's Facebook page and LinkedIn account.</p> <p>The Admissions Committee for each degree program reviews student applications for GPA, GRE scores, the applicant's statement of purpose, letters of recommendation, and a CV. Admissions criteria are consistent across graduate programs, but 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 as well as applicants enrolled in terminal degree programs.</p>		
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		<p>Applicants whose native language is not English must submit WES evaluations and TOEFL or IELTS scores. The school assesses PhD applicants for research topics to determine a good fit between the potential student and faculty research agendas. While the MS in biostatistics has the same admissions requirements as the MPH, the program requires additional math/statistics courses.</p> <p>The school measures its success in enrolling a qualified student body through undergraduate GPA and the number of applicants from three priority groups (first-generation students, African American students, and Hispanic/Latino students), which ties back to the school's mission and diversity goals. The school has met the 80% target for applications accepted for all three groups for the last three academic years. The school has also exceeded the target GPA of 3.25 for the last three years. Combined with the graduation data and known post-graduation outcomes, the school has successfully recruited and retained a qualified student body.</p>		
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Catalogs & bulletins used to describe educational offerings are publicly available		The school posts its academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements on its website, which is publicly available. The site visit team verified that all information is accurate.	Click here to enter text.	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity				

standards & degree completion requirements		The site visit team also reviewed sample promotional and recruitment materials and validated their accuracy.		
Advertising, promotional & recruitment materials contain accurate information				

AGENDA
University of Memphis School of Public Health

Tuesday, October 6, 2020

5:00 pm ET
Site Visit Team Executive Session 1

Wednesday, October 7, 2020

8:45 am CDT 9:45 am EDT; 7:45 am MDT; 6:45 am PDT
Site Visit Team Executive Session 2

9:15 am CDT 10:15 am EDT; 8:15 am MDT; 7:15 am PDT
Guiding Statements and Evaluation
<https://zoom.us/j/98201799578?pwd=M1VqWk1QZ2VJeFEySTFQcFpweWlzZz09>
 Meeting ID: 982 0179 9578
 Passcode: 646781

Participants	Topics on which participants are prepared to answer team questions
Dr. Jim Gurney, Dean; Hardin Endowed Professor of Epidemiology Dr. Marian Levy, Associate Dean; Social & Behavioral Sciences Professor Dr. Vikki Nolan, Assistant Dean for Academic Affairs; MPH Coordinator; Epidemiology Associate Professor	<i>Guiding statements – process of development and review?</i>
Dr. Vikki Nolan, Assistant Dean for Academic Affairs; MPH Coordinator; Epidemiology Associate Professor Dr. Aram Dobalian, Director Division of Health Systems & Policy; Health Systems & Policy Professor Dr. Ken Ward, Director Division of Social & Behavioral Sciences; Social & Behavioral Sciences Professor Dr. Hongmei Zhang, Director Division of Epidemiology, Biostatistics and Environmental Health; Biostatistics Professor and Program Coordinator	<i>Evaluation processes – how does school collect and use input/data?</i>

Dr. Jim Gurney, Dean; Hardin Endowed Professor of Epidemiology Ms. Deanna McMillian, Business Officer Ms. Ashley Yacoubian, Extramural Funding Coordinator	<i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?</i>
Dr. Jim Gurney, Dean; Hardin Endowed Professor of Epidemiology Ms. Deanna McMillian, Business Officer	<i>Budget – who develops and makes decisions?</i>
Total participants: 8	

10:30 am CDT 11:30 am EDT; 9:30 am MDT; 8:30 am PDT
Break

Covers these MPH concentrations: Generalist; Biostatistics; Epidemiology; Health Systems & Policy

11:00 am CDT 12:00 pm EDT; 10:00 am MDT; 9:00 am PDT Curriculum 1	
Participants	Topics on which participants are prepared to answer team questions
Dr. Marian Levy, Associate Dean, Social & Behavioral Sciences Professor Dr. Vikki Nolan, Assistant Dean; Epidemiology Associate Professor, MPH Coordinator	<i>Foundational knowledge</i>
Dr. SangNam Ahn, Health Systems & Policy Associate Professor, Health Systems & Policy PhD Coordinator Mr. Mark Hendricks, Health Systems & Policy Instructor, Exec MHA Director Dr. Chunrong Jia, Urban Health Associate Professor Dr. Marian Levy, Associate Dean, Social & Behavioral Sciences Professor Dr. Fawaz Mzayek, Epidemiology Associate Professor Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator Dr. Latrice Pichon, Social & Behavioral Sciences Associate Professor Dr. Paige Powell, Health Systems & Policy Associate Professor, MHA Director Dr. Meredith Ray, Biostatistics Associate Professor Mr. George Relyea, Biostatistics Associate Research Professor	<i>Foundational competencies – didactic coverage and assessment</i>
Generalist: Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator Dr. Marian Levy, Associate Dean, Social & Behavioral Sciences Professor	<i>Concentration competencies – development, didactic coverage, and assessment</i>

<p>Mr. George Relyea, Biostatistics Associate Research Professor</p> <p>Biostatistics: Dr. Meredith Ray, Biostatistics Associate Professor Dr. Yu (Joyce) Jiang, Biostatistics Assistant Professor</p> <p>Epidemiology: Dr. Fawaz Mzayek, Epidemiology Associate Professor Dr. Matthew Smeltzer, Epidemiology Associate Professor</p> <p>Health Systems & Policy: Dr. Paige Powell, Health Systems & Policy Associate Professor; MHA Director Mr. Mark Hendricks, Health Systems & Policy Instructor; Exec MHA Director</p>	
Total participants: 12	
<p>12:15 pm CDT 1:15 pm EDT; 11:15 am MDT; 10:15 am PDT</p> <p>Break</p>	

<p>1:00 pm CDT 2:00 pm EDT; 12:00 pm MDT; 11:00 am PDT</p> <p>Students</p>	
Participants	Topics on which participants are prepared to answer team questions
<p>Dr. Aniruddha Rathod (PhD Epidemiology) PHSA* President Mr. Darien Sproesser (MPH Health Systems & Policy/dual degree MA Anthropology) PHSA* Vice President Ms. Becky Kronenberg (MPH SBS) PHSA* Secretary Mr. Joshua Smith (MPH Epi) PHSA* Treasurer Mr. Brandon Harris (MPH SBS) PHSA* Social Action Chair Ms. Mayar Desouki (MPH Generalist/dual degree PhD Audiology) Ms. Allison Plaxco (MPH Biostatistics) Ms. Gabby Dowdy (MPH Urban Health/Environmental Health) Ms. Lu Xie (MS Biostatistics, now PhD Biostatistics) Mr. Nikhil Ahuja (PhD Social & Behavioral Sciences) Dr. Asos Mahmood (PhD Health Systems & Policy) Dr. Kiran Kamble (PhD Health Systems & Policy) Mr. Yash Patel, MHA Program, MHASA** President</p>	<p><i>Student engagement in school operations</i> <i>Curriculum (competencies, APE, ILE, etc.)</i> <i>Resources (physical, faculty/staff, IT)</i> <i>Involvement in scholarship and service</i> <i>Academic and career advising</i> <i>Diversity and cultural competence</i> <i>Complaint procedures</i></p>

Total participants: 13	

* (PHSA= Public Health Student Association)

** (MHASA= MHA Student Association)

2:00 pm CDT 3:00 pm EDT; 1:00 pm MDT; 12:00 pm PDT Break
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Covers these MPH concentrations: Social & Behavioral Sciences; Environmental Health/Urban Health

2:15 pm CDT; 3:15 pm EDT; 1:15 pm MDT; 12:15 pm PDT Curriculum 2	
Participants	Topics on which participants are prepared to answer team questions
<u>SBS:</u> Dr. Satish Kedia, Social & Behavioral Sciences PhD Coordinator; Social & Behavioral Sciences Professor Dr. Latrice Pichon, Social & Behavioral Sciences Associate Professor Dr. Ken Ward, Director Division of Social & Behavioral Sciences; Social & Behavioral Sciences Professor Dr. Yong Yang, Social & Behavioral Sciences Associate Professor <u>Env Health/Urban Health:</u> Dr. Debra Bartelli, Urban Health Research Associate Professor, Director, Undergraduate Programs Dr. Chunrong Jia, Urban Health Associate Professor	<i>Concentration competencies – development, didactic coverage, and assessment</i>
Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator	
Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator Dr. Marian Levy, Associate Dean, Social & Behavioral Sciences Professor	<i>Applied practice experiences</i>
Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator Dr. Marian Levy, Associate Dean, Social & Behavioral Sciences Professor	<i>Integrative learning experiences</i>
Dr. Debra Bartelli, Director of Undergraduate Programs; Urban Health Research Associate Professor Dr. Jennifer Turchi, Social & Behavioral Sciences Assistant Professor Ms. Emma Draluck, Social & Behavioral Sciences Instructor, BSPH Coordinator	<i>Public health bachelor's degrees</i>

Dr. Latrice Pichon, Social & Behavioral Sciences Associate Professor Dr. Marian Levy, Associate Dean, Social & Behavioral Sciences Professor Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator	<i>Distance education</i>
Total participants: 10	
3:30 pm CDT 4:30 pm EDT; 2:30 pm MDT; 1:30 pm PDT Site Visit Team Executive Session 3	

Adjourn 4:30 pm CDT; 5:30 pm EDT; 3:30 pm MDT; 2:30 pm PDT

Thursday, October 8, 2020

9:15 am CDT 10:15 am EDT; 8:15 am MDT; 7:15 am PDT Curriculum 3	
Participants	Topics on which participants are prepared to answer team questions
<p>PhD SBS: Dr. Satish Kedia, Social & Behavioral Sciences PhD Coordinator; Social & Behavioral Sciences Professor Dr. Ken Ward, Director Division Social & Behavioral Sciences; Social & Behavioral Sciences Professor</p> <p>PhD HSP: Dr. SangNam Ahn, Health Systems & Policy PhD Coordinator; Health Systems & Policy Associate Professor Dr. Aram Dobalian, Director Division Health Systems & Policy; Health Systems & Policy Professor</p> <p>PhD EPI & BIostat: Dr. Hongmei Zhang, Director Division Epidemiology, Biostatistics and Environmental Health; Biostatistics Professor and Program Coordinator Dr. Xinhua Yu, Epidemiology & Biostatistics PhD Coordinator; Epidemiology Associate Professor Dr. Meredith Ray, Biostatistics Associate Professor Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator</p> <p>MS BIostatistics:</p>	<p><i>Academic public health degrees</i></p>

Dr. Hongmei Zhang, Director Division Epidemiology, Biostatistics and Environmental Health; Biostatistics Professor and Program Coordinator Dr. Meredith Ray, Biostatistics Associate Professor Dr. Yu (Joyce) Jiang, Biostatistics Assistant Professor Dr. Xichen Mou, Biostatistics Assistant Professor	
MHA: Dr. Paige Powell, Health Systems & Policy Associate Professor; MHA Director	<i>Non-public health degrees</i>
Executive MHA: Mr. Mark Hendricks, Health Systems & Policy Instructor; Exec MHA Director	<i>Distance education</i>
Total participants: 12	

10:30 am CDT 11:30 am EDT; 9:30 am MDT; 8:30 am PDT
Break

10:45 am CDT 11:45 am EDT; 9:45 am MDT; 8:45 am PDT Instructional Effectiveness	
Participants	Topics on which participants are prepared to answer team questions
Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator Dr. Aram Dobalian, Director Division of Health Systems & Policy; Health Systems & Policy Professor Dr. Ken Ward, Director Division of Social & Behavioral Sciences; Social & Behavioral Sciences Professor Dr. Hongmei Zhang, Director Division Epidemiology, Biostatistics and Environmental Health; Biostatistics Professor and Program Coordinator	<i>Currency in areas of instruction & pedagogical methods</i>
Dr. Latrice Pichon, Social & Behavioral Sciences Associate Professor Dr. Matt Smeltzer, Epidemiology Associate Professor	<i>Scholarship and integration in instruction</i>
Dr. Debra Bartelli, Urban Health Research Associate Professor, Director, Undergraduate Programs Dr. Latrice Pichon, Social & Behavioral Sciences Associate Professor	<i>Extramural service and integration in instruction</i>
Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator Dr. Marian Levy, Associate Dean, Social & Behavioral Sciences Professor	<i>Integration of practice perspectives</i>
Dr. Marian Levy, Associate Dean, Social & Behavioral Sciences Professor Dr. Aram Dobalian, Director Division of Health Systems & Policy; Health Systems & Policy Professor	<i>Professional development of community</i>

Total participants: 8

11:45am CDT 12:45 pm EDT; 10:45 am MDT; 9:45 am PDT
Site Visit Team Lunch

12:30 pm CDT 1:30 pm EDT; 11:30 am MDT; 10:30 am PDT

Stakeholder Feedback/Input

Participants	Topics on which participants are prepared to answer team questions
Dr. Alisa Haushalter (Director SCHD)* Mr. David Sweat (Chief of Epidemiology SCHD)* Rev. Kenneth Robinson, MD (President & CEO, United Way) Dr. Jan Young (Executive Director, Assisi Foundation) Mr. Steve Barlow (President, Neighborhood Preservation) Rev. David Weatherspoon (Chaplain, Le Bonheur Children's Hospital)	<i>Involvement in school evaluation & assessment</i>
Ms. Ann Langston (Senior Director, Church Health) Ms. Shantelle Leatherwood (CEO, Christ Community) Dr. Webb Smith (Assistant Professor, UTHSC)** Mr. David Sweat (Chief of Epidemiology SCHD)* Ms. Rachel Depperschmidt (MPH Alum; Church Health) Dr. Daleniece Higgins (Epi PhD Alum; UM Postdoc)	<i>Perceptions of current students & school graduates</i>
Mr. David Sweat (Chief of Epidemiology SCHD)*	<i>Perceptions of curricular effectiveness</i>
Mr. David Sweat (Chief of Epidemiology SCHD)* Dr. Webb Smith (Assistant Professor, UTHSC)**	<i>Applied practice experiences</i>
Dr. Webb Smith (Assistant Professor, UTHSC)** Mr. David Sweat (Chief of Epidemiology SCHD)* Mr. Steve Barlow (President, Neighborhood Preservation)	<i>Integration of practice perspectives</i>
Dr. Alisa Haushalter (Director SCHD)* Ms. Ann Langston (Senior Director, Church Health)	<i>School delivery of professional development opportunities</i>
Total participants: 11	

* SCHD= Shelby County Health Department

** UTHSC= University of Tennessee Health Science Center

1:30 pm CDT; 2:30 pm EDT; 12:30 pm MDT; 11:30 am PDT

Break

1:45 pm CDT; 2:45 pm EDT; 12:45 pm MDT; 11:45 am PDT

Strategies & Operations

Participants	Topics on which participants are prepared to answer team questions
Dr. Courtnee Melton-Fant, Health Systems & Policy Assistant Professor Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator	<i>Diversity and cultural competence – who develops the targets, who reviews the data and how are changes made based on the data?</i>
MPH: Dr. Debra Bartelli, Urban Health Research Associate Professor; Director, Undergrad Programs Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator Dr. Meredith Ray, Biostatistics Associate Professor Mr. Mark Hendricks, Health Systems & Policy Instructor; Exec MHA Director MS Biostatistics: Dr. Yu (Joyce) Jiang, Biostatistics Assistant Professor Dr. Meredith Ray, Biostatistics Associate Professor PhD: Dr. SangNam Ahn: Health Systems & Policy PhD Coordinator; Health Systems & Policy Associate Professor Dr. Satish Kedia: Social & Behavioral Sciences PhD Coordinator; Social & Behavioral Sciences Professor Dr. Fawaz Mzayek: Epidemiology & Biostatistics PhD Admissions Chair; Epidemiology Associate Professor	<i>Recruiting and admissions, including who chose the measures and why did they choose them</i>
Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator Dr. Marian Levy, Associate Dean, Social & Behavioral Sciences Professor	<i>Advising and career counseling, including who collects and reviews the data</i>
Ms. Deanna McMillian, Business Officer Ms. Shirl Sharpe, Academic Services Coordinator Ms. Chaundra Walker, Administrative Associate Ms. Ashley Yacoubian, Extramural Funding Coordinator	<i>Staff operations</i>
Dr. Vikki Nolan, Assistant Dean, Epidemiology Associate Professor, MPH Coordinator	<i>Complaint procedures</i>
Total participants: 14	

2:45 pm CDT; 3:45 pm EDT; 1:45 pm MDT; 12:45 pm PDT
Site Visit Team Executive Session 4

Adjourn 3:45 pm CDT; 4:45 pm EDT; 2:45 pm MDT; 1:45 pm PDT

Friday, October 9, 2020

8:30 am CDT; 9:30 am EDT; 7:30 am MDT; 6:30 am PDT University Leaders	
Participants	Topics on which participants are prepared to answer team questions
Provost Tom Nenon	<i>School's position within larger institution</i>
	<i>Provision of school-level resources</i>
	<i>Institutional priorities</i>
Total participants: 1	

9:00 am CDT; 10:00 am EDT; 8:00 am MDT; 7:00 am PDT
Break

9:15 am CDT; 10:15 am EDT; 8:15 am MDT; 7:15 am PDT
Site Visit Team Executive Session 5

1:00 pm CDT; 2:00 pm EDT; 12:00 pm MDT; 11:00 am PDT
Exit Briefing