UAB SCHOOL OF PUBLIC HEALTH

University of Alabama at Birmingham

Self-Study

Appendices Prepared for
Council on Education for Public Health

November, 2015

BE DISTINCTIVE | FORGE KNOWLEDGE | BUILD HEALTHY COMMUNITIES

University of Alabama at Birmingham
School of Public Health

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Table of Contents

Abbreviations

A&G, Admissions and Graduation
ACA, Affordable Care Act
ACHE, Alabama Commission on Higher Education
ADPH, Alabama Department of Public Health
AH, Administration-Health Services Program course designator
AIDT, Alabama Industrial Development Training
ALACRAO, Alabama Association of Collegiate Registrars and Admissions Officers
ARP, Animal Resources Program
ASPPH, Association of Schools of Public Health
ATSDR, Agency for Toxic Substances and Disease Registry
BPL, Birmingham Public Library
BS, Bachelor of Science degree
BSPH, Bachelor of Science in Public Health
BST, Biostatistics ("Department of" and course designator)
CBO, community-based organizations
CDC, US Centers for Disease Control and Prevention
CEPH, Council on Education for Public Health
CHA, Community Health Advisors
CHA, Community Health Assessment
CHES, Certified Health Education Specialist
CHIP, Community Health Improvement Plan
CIH, Certified Industrial Hygienist
CIRB, Conflict of Interest Review Board
CME, continuing medical education
CMSC, Consortium of Multiple Sclerosis Centers
CPCTP, Cancer Prevention and Control Training Program
CPH, Certified in Public Health credential
CPL, Comparative Pathology Laboratory
CRL, computer resource lab
CSCH, Center for the Study of Community Health
CSG, Certificate in Statistical Genetics
CTS, Clinical and Translational Science
DEHS, Department of Environmental Health Sciences
DHHS, US Department of Health and Human Services

DrPH, Doctor of Public Health professional degree
DSC, Deep South Center for Occupational Health and Safety
DVM, Doctor of Veterinary Medicine degree
EHS, Department of Environmental Health Sciences
ENH, Designator for EHS courses
ENSR, Environmental Health Sciences Research
EPC, Educational Policy Committee
EPI, Epidemiology ("Department of" and course designator)
F31, NIH individual training grant designator
FAC, Faculty Affairs Committee
FAR, Faculty Activity Report
FTE, full-time equivalent
GBS, Graduate Biomedical Sciences
GMAT, Graduate Management Admission Test
GPA, grade point average
GPS, Graduation Planning System
GRD, Graduate School course designator
GRE, Graduate Record Exam
GSGHIG, Graduate Student Global Health Interest Group
HB, Health Behavior ("Department of" and course designator)
HC, head count
HCO, Designator for HCOP courses
HCOP, Department of Health Care Organization and Policy
HIPAA, Health Insurance Portability and Accountability Act
HOSA, Health Occupations Students of America
HPP, Hospital Preparedness Program
HSRA, Health Resources and Services Administration
IDEA, Individual Development & Educational Assessment
IH, Industrial Hygiene
IHAP, Industrial Hygiene Accelerated Program
IHGS, International Health and Global Studies
IHHS, Industrial Hygiene/Hazardous Substance
IHY, Industrial Hygiene Program
IIE, Institute for Innovation and Entrepreneurship
IO, Institutional Official
IRB, Institutional Review Board

IUCUC, Institutional Animal Care & Use Committee
JCDH, Jefferson County Department of Health
JD, Juris Doctor degree
LHL, Lister Hill Library of the Health Sciences
MBA, Masters in Business Administration degree
MCAT, Medical College Admission Test
MCH, Maternal and Child Health Program
MCHB, Maternal and Child Health Bureau
MD, Medical Doctor degree
MPA, Masters in Public Administration degree
MPH, Master of Public Health degree
MS, Master of Science degree
MSN, Master of Science in Nursing degree
MSPH, Master of Science in Public Health degree
MSW, Master of Social Work degree
MTO, Material Transfer Office
MUA, medically underserved areas
MUP, medically underserved populations
NARCOMS, North American Research Committee on Multiple Sclerosis
NGO, Non-governmental organization
NIAMS, National Institute of Arthritis and Musculoskeletal and Skin Diseases
NIDDK, The National Institute of Diabetes and Digestive and Kidney Diseases
NIH, US National Institutes of Health
NIOSH, US National Institute for Occupational Safety and Health
NSF, National Science Foundation
NT, non-tenured
OD, Doctor of Optometry degree
OH&S, Department of Occupational Health and Safety
OHRP, US Department of Health and Human Services' Office of Human Research Protections
OHS, Occupational Health and Safety
OIRB, Office of the Institutional Review Board
OSHA, Occupational Safety and Health Administration
OSIP, Office of Sponsored International Programs
OSP, Office of Sponsored Programs
PH, public health
PHAB, Public Health Accreditation Board
PhD, Doctor of Philosophy degree
PHEP, Public Health Emergency Preparedness
PHS, US Public Health Service

PHSA, Public Health Student Association
PHTC, Public Health Training Center
PI, principal investigator
PIV, personal identity verification
PRC, Prevention Research Center
PUH, undergraduate public health course designator
QEP, Quality enhancement plan
QM, quality matters
SACNAS, Society for Advancement of Chicanos/Hispanics and Native Americans in Science
SACS, Southern Association of Colleges and Schools
SAGE, Student Association for Graduate Education
SAS, Statistical Analysis System software
SCPERLC, South Central Preparedness and Emergency Response Learning Center
SEBLAB, Southeastern Biosafety Laboratory Alabama Birmingham
SFR, student-faculty ratio
SIFAT, Southern Institute for Appropriate Technology
SIP, Special Interest Project
SOE, School of Education
SOPH, School of Public Health
SOPHAS, Centralized Application Service for Public Health
SPSS, IBM's SPSS statistical analysis software
SW, Social work (Course designator)
SWOT, strengths, weaknesses, threats and opportunities
T, tenured faculty
T32, NIH institutional training grant designator
TA/ESC, Transgenic Animal/Embryonic Stem Cell resource
TKC, The Kirklin Clinic of UAB Hospital
TOEFL, Test of English as a Foreign Language
TT, tenure-track faculty
UA, University of Alabama
UAB, University of Alabama at Birmingham
UPOC, Undergraduate Program Oversight Committee
USAID, US Agency for International Development
USDA, US Department of Agriculture
USGA, Undergraduate Student Government Association
UWIRC, University-Wide Interdisciplinary Research Centers

Criterion 1.0
The School of Public Health

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

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

The vision of the University of Alabama at Birmingham (UAB) School of Public Health (SOPH) is to inspire the people who change the world. Our mission is to create, disseminate, and apply scientific knowledge to improve public health and well-being in Alabama and beyond by nurturing a diverse community of outstanding scholars.

1.1.b. A statement of values that guides the school.

The School of Public Health's core values provide the foundation for our education, research, and service enterprise.

- **Discovery & Innovation:** creating new knowledge, expanding understanding and refining approaches to improve the health and well-being for populations and individuals the world over;
- **Leadership & Service:** playing a central role in improving public health by applying our collective expertise in the service of promoting national and global public health;
- **Integrity & Inclusion:** abiding by the highest moral and ethical standards while soliciting and embracing the contributions of all;
- **Collegiality & Diversity:** working toward a common purpose while valuing differences and being informed by a full-range of perspectives; and
- **Communication & Transparency:** recognizing that timely information sharing and transparent decision-making build trust.

1.1.c. One or more goal statements for each major function through which the school intends to attain its mission, including at a minimum, instruction, research and service.

This strategic plan for the school consists of five goals that align with the strategic goals of the university. The five goals of the 2011-2016 Strategic Plan are Educational Excellence, Collaborative and Innovative Research Enterprise, Commitment to Service, Resource Development, and Living/Learning/Working Environment. The specific outcome measure with the accompanying target is provided in Table 1.2.c (1).

- **Goal 1: Educational Excellence:** The school will offer exceptional undergraduate, graduate, and professional programs that prepare diverse students to lead, teach, conduct research, provide professional services, become the prominent scholars and societal leaders of the future, and contribute to our region's prosperity.
- **Goal 2: Collaborative and Innovative Research Enterprise:** The school will expand its capability to discover and share new knowledge that benefits society, spurs innovation, fosters the region's economic development, and further positions UAB as an internationally-renowned research

university.
- **Goal 3: Commitment to Service:** The school will partner with our community and state to improve education, health, quality of life, and economic development.
- **Goal 4: Resource Development:** The school will partner with our community and state to secure gifts, endowments, and engage with alumni.
- **Goal 5: Living/Learning/Working Environment:** The school will create a consumer friendly, positive, supportive, and diverse environment in which students, faculty, and staff may excel.

1.1.d. A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c. In some cases, qualitative indicators may be used as appropriate.

The objectives and quantifiable indicators for each of the five goals are presented below.

Goal 1: Educational Excellence

Measureable Objectives:

Objective 1.1 Attract and retain the most highly qualified students possible.
- Undergraduate enrollment = 50 and graduate enrollment = 400.
- Average Scores: B.S. Degree > ACT 20; Masters GRE: verbal > 146; quantitative > 146 .
- >15 doctoral degrees awarded annually.
- >25% of new undergraduate and new graduate students receive tuition support
- >20% minority enrollment (i.e., undergraduate and graduate students who self-reported race is Black, Asian, Hispanics, American Indian, or multicultural among US citizens/permanent residents).
- >15% of the graduate student body are international students.

Objective 1.2 Demonstrate educational competency of all graduates.
- >85% masters students demonstrate mastery of public health competencies during the integrative experience course (PUH 695).
- >80% of MPH students very satisfied or satisfied with quality of educational program according to the Graduation Survey.
- >70% of MPH students graduate within two years.
- >70% of MPH graduates seeking employment are employed within 6 months.

Objective 1.3 Demonstrate excellent teaching, mentoring, and advising.
- >80% teaching evaluations scored >4 on the IDEA Survey.
- >80% of students very satisfied/satisfied with advising according from Graduation Survey.
- >95% of faculty members have terminal degree.

Objective 1.4 Provide faculty members with the tools necessary to excel.
- >20% of faculty members participate in at least one faculty development offering annually.

Goal 2: Collaborative and Innovative Research Enterprise

Measureable Objectives:

Objective 2.1 Demonstrate a community of outstanding scholars.
- >60% of faculty who are PIs on grants.
- >75% of extramural salary coverage at 65% or higher.
- >85% of faculty who have two or more articles each year.
- >60% of faculty who participate in boards and/or study sections.

Objective 2.2 Utilize The Edge of Chaos (the school's new space devoted to facilitate interdisciplinary research and development)
- # of interdisciplinary scholarship meetings held.

Goal 3: Commitment to Service
Measureable Objectives:

Objective 3.1 Foster active faculty participation in external professional activities that advance public health knowledge and foster closer local, state, national and international collaboration.
- >80% of faculty members participate in a professional organization.
- >50% of faculty members participate in boards and/or study sections.

Objective 3.2 Educate Alabama Public Health Workforce.
- >50 funded continuing education activities taught to the public health workforce.
- >50% of MPH graduates remain in Alabama.

Goal 4: Resource Development
Measureable Objectives:

Objective 4.1 Increase donor contributions.
- Total private gifts > $2,000,000.
- Total number of unique donors > 300.

Objective 4.2 Increase endowments.
- >1 endowed professorship.
- >1 endowed scholarship.

Objective 4.3 Maintain connections with alumni.
- >135 Alumni society membership.
- > 235 unique alumni donors.

Goal 5: Living / Learning / Working Environment
Measureable Objectives:

Objective 5.1 Attract and retain the most highly qualified faculty, staff, and students possible.
- >95% of faculty have terminal degrees.
- >90% of faculty salaries at peer group mean.
- >10% of administrators who are minority.
- >40% of administrators are women.
- >20% of faculty are minority.
- >30% of faculty are women.

1.1.e. Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.

The dean and Executive Committee review the school's mission, values, goals and objectives annually. Revisions of the mission, values goals and objectives are revised if revisions are determined necessary. In fact, an extensive update of each and the processes involved were implemented in 2014 as described below in 1.1.f. The school's strategic planning process (including it mission and values) is integrated with that of the University of Alabama at Birmingham. The current plan was developed in 2011 for the period of 2011-2016. The process was lead by the dean and the Executive Committee. The Executive Committee is comprised of the dean, the associate and assistant deans, department chairs, director of administration and finance, and the chair of the faculty. Once the draft was developed, the 2011-2016 plan was then reviewed by both internal and external stakeholders. Internal stakeholder groups included the school's Staff Council, the Faculty Council, the Public Health Student Association and alumni. External stakeholders include the school's external advisory group (i.e., the Broad Street Committee) and community leaders (see Table 1.1.e (1)). Following input from internal and external stakeholder groups, the 2011-2016 Strategic Plan was distributed to faculty, staff, students, alumni and stakeholders

for further input and revision through email. A web-based survey with a response field was available so faculty, students, staff and external stakeholders could anonymously provide input; this was used by the Executive Committee to revise the plan. The final 2011-2016 plan was approved by the school's faculty in spring 2012.

Table 1.1.e (1): External advisory group and community leader group members	
Committee	**Members**
Broad Street Committee	William Bryant, attorney
	Cameron Vowell, community volunteer
	Ann Florie, Executive Director Leadership Birmingham
	Ann McMillan, community volunteer
	Mark Wilson, Health Officer, Jefferson County
	Joy Carter, Director of Marketing, ACIPCO
	Terry Kellogg, President and CEO of Blue Cross/Blue Shield of Alabama
Community Leader	Mike Fleenor, Former Jefferson County Health Officer
	Reverend Don Solomon, Chair, Congregations for Public Health
	Don Williamson, State Health Officer & AL Dept. of Public Health Leadership

1.1.f. Description of how the mission, values, goals and objectives are made available to the school's constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.

Success in achieving the mission, values, goals and objectives is reviewed each summer before the start of the academic year, first with dean and the Executive Committee, and secondly with the dean and the president, provost, and selected stakeholders. The meeting between the dean and the provost and president includes a focus on the alignment of the school's goals with that of UAB. These reviews address achievement of benchmarks, school-specific goals, and institutional challenges. The dean receives a summary of the president-provost review to serve as a planning guide for the coming year. The Executive Committee also receives a summary that is subsequently shared with the faculty and staff through minutes and other communications.

In the summer of 2014, the Executive Committee identified several strategic threats and opportunities important for the school. The threats included the decline in the NIH pay line (a major component of the school's extramural activities) and tensions between the teaching and research enterprises of the school. Several initiatives were implemented to address changing internal and external environments, particularly with respect to academic program development. The school launched a B. S. in Public Health in the fall semester, 2013. Two fully online MPH programs were launched, one in Health Care Organization and Policy and one in Environmental Health Sciences. Collectively, these new programmatic initiatives brought new revenues into the school, but also increased the efforts related to teaching. Because of the significant expansion of academic programs coupled with the timeframe of the existing strategic plan (2011 – 2016), the school implemented a new strategic planning process in 2014.

A Strategic Planning steering committee was created that represented the Executive Committee, representatives from the academic programs, research, public health service, and diversity. The initial meeting of the Steering Committee was held September 22, 2014, where a strengths, weaknesses, threats and opportunities (SWOT) analysis was conducted. The results of the SWOT analysis were then discussed at the October departmental faculty meetings. The Steering Committee reconvened November 3, 2014 to prioritize activities. This list of priorities was then summarized and discussed in the December faculty meetings. The Steering Committee also recommended a revision of our values, mission and vision statements, and a task force for each was created. The mission task force was lead by Dr. Allison; the values task force was lead by Dr. Fontaine, and the vision task force was lead by Dr. Arnett. The values, mission, and vision were revised. The prioritized activities, the vision, mission, and the values statements were presented in town hall meetings with the undergraduate students (December 4, 2014), graduate students (December 9, 2014), and faculty (December 9th and 11th, 2014). In

February, the dean and director of finance drafted the plan that included the list of priorities and aligned it with the 5 pillars of the university's Strategic Plan (see http://www.uab.edu/plan/). The dean constituted a series of focus groups of the faculty in the school during the spring semester, 2015, to assure that the SWOT analysis and the list of priorities widely represented the faculty's viewpoints. The school also conducted seven focus groups with students to develop a deeper understanding of the motivations of our students for attending graduate school in public health at UAB. These efforts were summarized and returned to the Steering Committee. The updated plan was reviewed with the Steering Committee in April, and at the Executive Committee meetings in April and May. Objective metrics for evaluation were created, and individuals assigned to each of the strategic initiatives. As of November, 2015, the plan is being reviewed by external stakeholders (as described above). This 2016-2020 UAB SOPH Strategic Plan is included in the Electronic Resource File for reference. This self-study provides the revised vision, mission, and value statements. However, the goals and metrics associated with the 2011-2016 plan's goals are included herein.

1.1.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The SOPH implemented a strategic planning process that involves faculty, staff, students, alumni, and community partners for the period 2011-2016.
- The annual planning process is fully and completely integrated with the university's plans.
- Goals and objectives have been clearly stated, and indicators of success with measurable outcomes identified.
- A 2016-2020 plan has been developed and is currently under review by external stakeholders.

Weaknesses
- None.

Future Plans
- The 2016-2020 strategic plan will be discussed quarterly at the Executive Committee meetings, and annually at the Faculty Assembly and the fall meeting of the Public Health Student Association (PHSA).

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

1.2.a. Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across all objectives, they need be described only once. If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.

Progress towards achievement of the objectives is monitored on a regular basis, and reviewed by the Executive Committee. The associate dean for academic and strategic programs and the associate dean for science and staff in the Office of Student and Academic Support collect, analyze and interpret the outcomes for each benchmark. The responsible parties and data systems for each objective are shown in Table 1.2.a (1). As Table 1.2.a (1) confirms, there is a comprehensive data system platform for evaluation, and the responsible parties are clearly delineated.

Table 1.2.a (1): Responsible Parties and Data Systems for Measurement for Each Objective		
Objective	**Responsible Parties**	**Data System**
Attract and retain the most highly qualified students possible.	Department Chairs, Associate Dean for Academic and Strategic Programs, Assistant Dean for Undergraduate Education	Banner; BlazerNet; SOPHAS; ApplyYourself; XTender Document Repository
Demonstrate educational competency of all graduates.	Department Chairs, Associate Dean for Academic and Strategic Programs, Assistant Dean for Undergraduate Education	Banner; BlazerNet; Cognos Data Warehouse; Graduation Survey; InternTrack; WEAVEonline
Demonstrate excellent teaching, mentoring, and advising.	Department Chairs, Associate Dean for Academic and Strategic Programs, Assistant Dean for Undergraduate Education	IDEA Survey; InternTrack; Graduation Survey
Provide faculty with the tools necessary to excel.	Dean, Department Chairs, Associate Dean for Academic and Strategic Programs, Associate Dean for Science	Faculty Activity Report
Demonstrate a community of outstanding scholars.	Dean, Department Chairs, Associate Dean for Science	Faculty Activity Report
Utilize the Edge of Chaos to facilitate interdisciplinary research and development.	Dean, Director, Edge of Chaos	
Foster active faculty participation in external professional activities that advance public health knowledge and foster closer local, state, national and international collaboration.	Dean, Department Chairs	Faculty Activity Report
Educate Alabama Public Health Workforce.	Associate Dean for Academic and Strategic Programs, Department Chairs	InternTrack; Graduation Survey; Alumni Survey
Increase donor contributions.	Dean, Associate Dean for Science	Banner; Cognos Data Warehouse
Increase endowments.	Dean, Associate Dean for Science	Banner; Cognos Data Warehouse
Maintain connections with alumni.	Dean, Associate Dean for Academic and Strategic Programs, Associate Dean for Science	Banner; Cognos Data Warehouse
Attract and retain the most highly qualified faculty and staff.	Dean, Department Chairs, Associate Dean for Academic and Strategic Programs	Oracle

There are multiple sources of data that are used in tracking progress and evaluating the objectives of the SOPH (Table 1.2.a (2)). These sources of data are comprehensive. The only apparent weakness in these systems is that the student and alumni databases are not integrated. We have recently purchased an enrollment management system that will help to manage student and alumni information.

Table 1.2.a (2): Sources of data that are used in tracking progress and evaluating the objectives	
Data Sources	**Purpose**
ApplyYourself	Centralized Application Service for Public Health (Dual Degree MPH, MSPH and MS and PhD degrees)
Alumni Survey	Survey Monkey implemented survey to evaluate proficiency of task execution given training, current employment, location, industry, salary
Banner	Academic Registration, Records, Financial Aid, Student Accounting, Graduate and admissions information reporting system
Blazernet	System for faculty, student and staff that combines information about students in one easily accessible interface (grades, schedules, student registration, class rosters, student information, faculty and student resources)
Cognos / Data Warehousing	Data extraction, analysis and reporting tool
Faculty Activity Report	Performance evaluation system that records all teaching, research and service activities of faculty
Graduation Survey	Survey Monkey implemented survey to evaluate competencies, advising, employment, and satisfaction with the program.
Individual Development & Educational Assessment (IDEA)	Course evaluation assessment
InternTrack	SOPH student internship document management system.
Oracle Administrative System	The Oracle Administrative System is an integrated suite of Human Resource (HR) and Finance (FN) modules used by the University of Alabama at Birmingham for administrative operations and record keeping. It is a web-based system that includes a Self Service Application for all employees, as well as, HR and FN Applications for staff and faculty to conduct day-to-day business.
SOPHAS	Centralized Application Service for Public Health (most MPH, MSPH, DrPH degrees)
Xtender Document Repository	Academic Transcripts, Graduate Test Scores, admission applications
WEAVEonline	Facilitates the assessing of student learning outcomes and internal information dissemination. Development of the learning outcomes, measures, targets, findings, and action plans are the responsibility of the program faculty.

1.2.b. Description of how the results of the evaluation processes described in Criterion 1.2.a are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.

Monitoring and analysis of the progress of the SOPH is implemented continuously through a variety of activities, meetings and committees at the school level and the department level. Specific objectives are tracked at certain times that are determined by the academic calendar or the fiscal year. For example, enrollment is tracked at the beginning and end of each semester, as are graduation data. Educational excellence objectives are quantified each fall semester. The research enterprise and service objectives are quantified annually. The person responsible for measurement determines the specific timetable for measurement. As new data are analyzed and trends identified, decisions are made that inform plans for moving forward.

School Level

At the SOPH level, the persons responsible for monitoring data (typically, the associate deans or the director of the Office of Public Health Practice) meet with the dean to discuss the analysis, results, and suggested plans to address any noted weaknesses. These meetings are held on an as-needed basis. The associate deans, assistant dean, director of Administration and Finance, and the dean meet bi-

weekly to discuss issues related to the SOPH, and this often includes review of data and alignment of these data with our strategic objectives. The dean meets monthly individually with department chairs to review data relevant to their training, research and service missions. The dean meets with the chair of the Faculty Assembly on an as needed basis. Finally, the Executive Committee meets monthly where critical issues concerning the SOPH are discussed and strategies are discerned for addressing them.

For larger strategic issues related to the SOPH, the dean appoints special task forces to address particular areas of potential concern for the SOPH. As an example, in 2010 the dean created a task force to evaluate themes for innovation (i.e., SPH21). A copy of the recommendations from this task force is available in the Electronic Resource File. In 2010, the dean created a task force to evaluate excellence in the MPH program. The task force was charged with assessing student and faculty perceptions of excellence in the MPH program, and to create a set of recommendations for increasing excellence. A copy of this report is also included in the Electronic Resource File. In 2013, the dean worked with a faculty member in a leadership development program to evaluate teaching and financial models for the SOPH in light of the new undergraduate program. This report is also included in the Electronic Resource File. More in-depth retreats are held as needed for high priority issues, such as the decision to proceed with the undergraduate program.

One of the challenges we have noted is the lack of ability to integrate the student databases (i.e., Banner) with our alumni database. We have just purchased an enrollment management system to help us create seamless transitions between student and alumni databases in the future.

Department Level
Each department holds faculty meetings monthly to discuss strategic issues and to plan for the future. More intensive retreats are held as needed to specific issues. Most academic programs are developed, monitored and evaluated at the department level, and each department has a faculty member who serves as the graduate program director who oversees the department's programs in collaboration with the chair and the faculty. For school-wide programs, such as the undergraduate program, departments are represented on a school-wide oversight committee.

University of Alabama at Birmingham
The University of Alabama at Birmingham has processes in place to monitor the SOPH's activities and program quality. UAB also reports to external agencies. Monthly, the dean meets with the provost. Annually, the dean reports to the provost and the president regarding academic programs, research initiatives, and successes in the SOPH.

UAB is accredited by the Southern Association of Colleges and Schools (SACS). The site visit for SACS accreditation occurred in February 2015, a preliminary report was generated, and the school awaits approval from the Board for 2015-2025 accreditation (see http://www.uab.edu/2015compliancecertification/). In its review of UAB's adherence to the Principles of Accreditation, the SACS committee required no follow-up, and there were no recommendations regarding our Quality Enhancement Plan. The process of accreditation for SACS provided us with the opportunity to evaluate each of our primary academic programs and their faculty. The university also reports annually academic program objectives and student learning outcomes and makes recommended changes, if required.

1.2.c. Data regarding the school's performance on each measurable objective described in Criterion 1.1.d must be provided for each of the last three years. To the extent that these data duplicate those required under other criteria (eg, 1.6, 1.7, 1.8, 2.7, 3.1, 3.2, 3.3, 4.1 and 4.3), the school should parenthetically identify the criteria where the data also appear. See CEPH Outcome Measures Template.

The SOPH's goals, objectives and outcome measures for the calendar years of 2011 through 2014 are provided in Table 1.2.c (1). These data are discussed in more detail is subsequent sections of the self-study. The goals and associated metrics were determined as part of the SOPH Strategic Plan (2011-2016). For new programs, such as the undergraduate program, the goals and metrics were decided as part of our processes for review of our strategic plan. In aggregate, the SOPH is meeting or exceeding its educational, research, service and work environment goals. We did not quite meet the development goals that we aspired to, partially due to two major issues: the tornados of 2011 that killed about 300 people and economically devastated areas in and around Birmingham, and the recent votes of no confidence for our UAB president, which put our capital campaign on hold.

Table 1.2.c (1): SOPH Goals, Objectives, and Outcome Measures by Calendar Year				
		Actual		
	Target	2012	2013	2014
Goal 1: Educational Excellence				
Objective: Attract and retain the most highly qualified students possible.				
Graduate enrollment (fall term)	400	405	391	459
Undergraduate enrollment (fall term)	50	-	46	128
Master only Average GRE				
Verbal	>146	153	153	151
Quantitative	>146	151	151	151
Doctoral only Average GRE				
Verbal	>146	157	154	152
Quantitative	>146	154	153	155
Average Undergraduate ACT	>20[a]	-	24	24
Doctorates awarded	>15	19	24	14
Number of new graduate students receiving scholarships support based on new student total enrollment, %	>25	10	7	8
Undergraduate scholarship recipients based on academic year starting fall, %	-	-	25	57
Number of new students receiving scholarships based on total enrollment, %	>25	23	21	24
Minority Enrollment %	>20	47	41	44
International Students, %	>15	16	17	14
Objective: Demonstrate educational competency of all graduates.				
Competencies (mastery), %	>85	87	92	93
Program Satisfaction – Academic Year, %	>80	85	86	78[b]
Graduation Rate (MPH) Academic Calendar [1] Cohorts, %	>70	87	67[b]	N/A
Employment, %	>70	63	74	69
Objective: Demonstrate excellent teaching, mentoring, and advising.				
Excellent Course (Teaching Evaluations), %	>80	83	86	84
Teaching Instructor (Teaching Evaluations), %	>80	86	86	87
Advising Evaluations, %	>80	100	80	78
Faculty who have terminal degrees, %	>95	100	100	100
Objective: Provide faculty members with the tools necessary to excel.				
Faculty members participate in at least one Faculty Development offering annually, %	>20	23	28	28
Goal 2: Collaborative and Innovative Research Enterprise				
Objective: Demonstrate an outstanding community of scholars				
PI on Grant, %	>60	85	81	78
Extramural Salary Coverage at 65%+, %	>75	75	72	70
Faculty who publish at least 2+ articles per year, %	>85	85	85	90
Faculty who participate in boards and/or study sections, %	>60	66	68	68
Objective: Utilize The Edge of Chaos to facilitate interdisciplinary research and development				
Interdisciplinary scholarship meetings occurring at the Edge of Chaos, #	365	694	833	973
Goal 3: Commitment to Service				
Objective: Foster active faculty participation in external professional activities that advance public health knowledge and foster closer local, state, national and international collaboration.				
Faculty Professional Organization, %	>80	88	91	90
Faculty Boards/Study Sections, %	>50	66	68	69

Table 1.2.c (1) (continued): SOPH Goals, Objectives, and Outcome Measures by Calendar Year				
		Actual		
	Target	**2012**	**2013**	**2014**
Objective: Educate Alabama Public Health Workforce.				
Funded Continuing Education Activities, #	>50	52	54	48
Graduates who remain in Alabama Workforce, %	>50	45	43	40
Goal 4: Resource Development				
Objective: Increase donor contributions				
Total Private Gifts, $ (in thousands)	>1,000	337	890	794
Unique Donors, #	>300	280	299	289
Objective: Increase endowments				
Newly Endowed Professorships	>1	1	0	1
Newly Endowed Scholarships	>1	1	1	2
Objective: Maintain connections with alumni				
Alumni Society Membership	135	148	175	152
Alumni Giving, # of unique donors	235	156	190	194
Goal 5: Living, Learning, Working Environment				
Objective: Attract and retain the most highly qualified faculty and staff				
Faculty with terminal degrees, %	>95	100	100	100
Faculty salaries at ASPPH peer group mean, %	>90	50	54	55
Administrators who minority, %	>10	0	0	0
Administrators who are women, %	>40	50	63	55
Faculty who are minority (T or TT), %	>20	32	30	33
Faculty who are women (T or TT), %	>40	50	53	52
ACT, American College Test; GRE, Graduate Record Exam; MPH, Master of Public Health; PI, principal investigator; SAT, Scholastic Assessment Test; T or TT, tenured or tenure track [a]No goals set in 2011, 2012 [d]Incomplete				

1.2.d. Description of the manner in which the self-study document was developed, including effective opportunities for input by important school constituents, including institutional officers, administrative staff, faculty, students, alumni and representatives of the public health community.

The self-study process began in August 2013 with the dean's appointment of the school's Accreditation Steering Committee. The associate dean of academic and strategic programs chaired the Steering Committee. Five working groups were formed. Each working group was comprised of faculty, staff, and a student where appropriate. The self-study included four stages:

Stage One
June 2013-December 2014: The chairs of each working group convened meetings and gathered information to address specific accreditation criteria. Meetings were generally one-on-one and small groups. The committee chairs and the staff members responsible for data collection met with the associate dean of academic and strategic programs to review progress and to address school-wide issues. During this period major activities included a critical review of our vision, mission, values, and strategic goals and review and revision of our instructional program competencies.

Stage Two
January 2015-May 2015: The school's Accreditation Steering Committee and subcommittees reviewed draft documents to discuss content changes, strengths and weaknesses, and corrective actions. Throughout the process, faculty, staff, students and the larger public health community were invited to review and comment on the self-study document. The Alabama Department of Public Health, the Broad Street Committee, alumni, and community leaders reviewed the document. Recommendations were reviewed and incorporated.

Stage Three
June 2015-July 2015: Strengths, weaknesses and future plans completed. Corrective actions were implemented. The self-study was refined and submitted to CEPH for preliminary review on July 14,

2015.

Stage Four

July 2015-September 2015: A preliminary review was conducted by CEPH. Documents were collected for the Electronic Resource File and the agenda was distributed for the site visit. The improvement plan was finalized and the Strategic Plan was adapted to reflect identified problems. The draft self-study document was distributed to the Alabama Department of Health, the SOPH Educational Policy Committee (school-wide curriculum committee), the SOPH Faculty Assembly (governing body of the SOPH faculty), the SOPH Office of Student and Academic Support staff, and the SOPH Public Health Student Association (elected student government body).

November 10, 2015: The final copy of the self-study and Electronic Resource File was sent to CEPH and site visitors (Hard Copy and USB).

December 14-16, 2015: The CEPH Site Visit occurs.

To secure review of the final draft of the self-study by both internal and external stakeholders, the school posted a link on our SOPH website homepage (http://soph.uab.edu) on July 20, 2015. Web designers placed the self-study document in a prominent position and requested comments from website visitors. Once the link was opened, the web page explained that that the preliminary self-study was submitted on July 14, 2015 and that the final self-study was due November 10, 2015. The web page welcomed comments and suggestions regarding the self-study, with an email link to the associate dean for academic and strategic programs (arnett@uab.edu). The site also noted that the CEPH accepts written comments until 30 days before the site visit and provided the address (i.e., 1010 Wayne Avenue, Suite 220 Silver Spring, MD 20910).

1.2.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The SOPH has a well-defined planning process with an established set of procedures and accountability assured thru the Steering Committee and each subcommittee that provided appropriate analysis and evaluation of progress.
- The SOPH solicits engagement from a broad representation of external/internal stakeholders.
- UAB has improved some data systems for tracking.

Weaknesses
- Student data systems at UAB do not link well to alumni systems.

Future Plans
- Continue to monitor, track and analyze progress on the SOPH objectives; revise activities to correct deficiencies.
- Create plan for tracking objectives for the 2016-2020 Strategic Plan.
- Invest in an enrollment management system to enhance communication, attract the best students, and engage them from first contact to matriculation.
- Work with the university to create a seamless data system to track students to alumni.

1.3. Institutional Environment. The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

1.3.a. A brief description of the institution in which the school is located, and the names of accrediting bodies (other than CEPH) to which the institution responds.

UAB is a comprehensive urban university with a nationally recognized academic health center. UAB is the only public, four-year degree granting university in the state's largest metropolitan area. UAB is the largest research institution in the state and the largest employer in Birmingham. In 1966, the Extension Center of the University of Alabama became the UAB, and a College of General Studies was established. It is a nationally- and internationally-respected center for educational, research and service programs and has been designated by the Carnegie Foundation as one of the top 95 research institutions in the country. Student enrollment in fall 2014 was 18,698 and faculty and staff number 20,202. See http://www.uab.edu/institutionaleffectiveness/. UAB is one of three institutions comprising the University of Alabama System. UAB offers 51 baccalaureate-level academic programs, 51 master's programs, and 40 doctoral programs through one college (Arts and Science) and ten schools: Business, Dentistry, Education, Engineering, Health Professions, Medicine, Optometry, Nursing, Public Health, and the Graduate School. It also provides primary, secondary, and tertiary health care through the University of Alabama Hospital and affiliated clinics. Post-baccalaureate degree programs are offered individually and cooperatively by each of the schools through the Graduate School. Individual schools offer professional degrees (i.e. MPH, MSPH and DrPH are administered by School of Public Health). UAB has a number of special centers and institutes that focus on specific research and service areas.

Undergraduate Education

UAB offers a full range of undergraduate programs in liberal arts, technical, pre-professional, and professional studies. Also, the Schools of Nursing, Public Health and Health Professions provide accredited health profession instructional programs at the baccalaureate levels.

Health Professions Training

UAB has achieved a position of national prominence for the training of health professionals. The Schools of Dentistry, Health Professions, Medicine, Nursing, Public Health, and Optometry offer a comprehensive range of programs from basic preparation to sophisticated graduate and specialty training. The Schools of Dentistry and Public Health are the only such schools in the state, and the School of Optometry is the only such public facility in the Southeast. The exceptional quality of all its programs enables the UAB to attract substantial external funding in support of its educational, research, and service activities. Among the ten schools and one college on campus, the SOPH ranks second in total active extramural support from grants and contracts. However, based on per faculty level of extramural support, the SOPH ranks first. Currently, the SOPH is ranked 4th in support from the National Institutes of Health among publicly supported universities.

Graduate Education

The Graduate School offers post-baccalaureate graduate programs. Graduate education transcends the presentation of existing knowledge and specifically trains individuals to generate new knowledge through research and creative thinking. Currently, the Graduate School administers doctoral programs in 40 areas and master's level programs in 51 areas. Graduate School programs offered in the SOPH include PhD and Masters of Science (MS) programs.

Accrediting Bodies

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award degrees at the bachelor's, masters', specialist and doctoral levels accredits UAB. The SACS

Commission on Colleges reaffirmed the accreditation of UAB in December 2005 and UAB has completed the accreditation process and anticipate accreditation this year (2015). UAB is the only accredited school of public health in Alabama, and target area includes Alabama, Mississippi, Tennessee, western Georgia, and the Panhandle of Florida.   Listed in Table 1.3.a (1) are the Academic Health Center schools and their corresponding accrediting bodies:

Table 1.3.a (1): Accrediting Bodies for Academic Health Center Schools	
School	Accrediting Bodies
Dentistry	American Dental Association Commission on Accreditation
Health Professions	Commission on Accreditation of Allied Health Education Programs of American Medical Association; Council on Accreditation of Nurse Anesthesia Educational Programs; Accrediting Commission on Education for Health Services Administration; American Dietetic Association; American Physical Therapy Association; American Board of Examiners in Audiology and Pathology
Medicine	Liaison Committee on Medical Education
Nursing	Commission on Collegiate Nursing Education
Optometry	Accreditation Council on Optometric Education
Public Health	Council on Education for Public Health

1.3.b. One or more organizational charts of the university indicating the school's relationship to the other components of the institution, including reporting lines.

An organizational chart is presented in Figure 1.3.b. (1) for UAB.
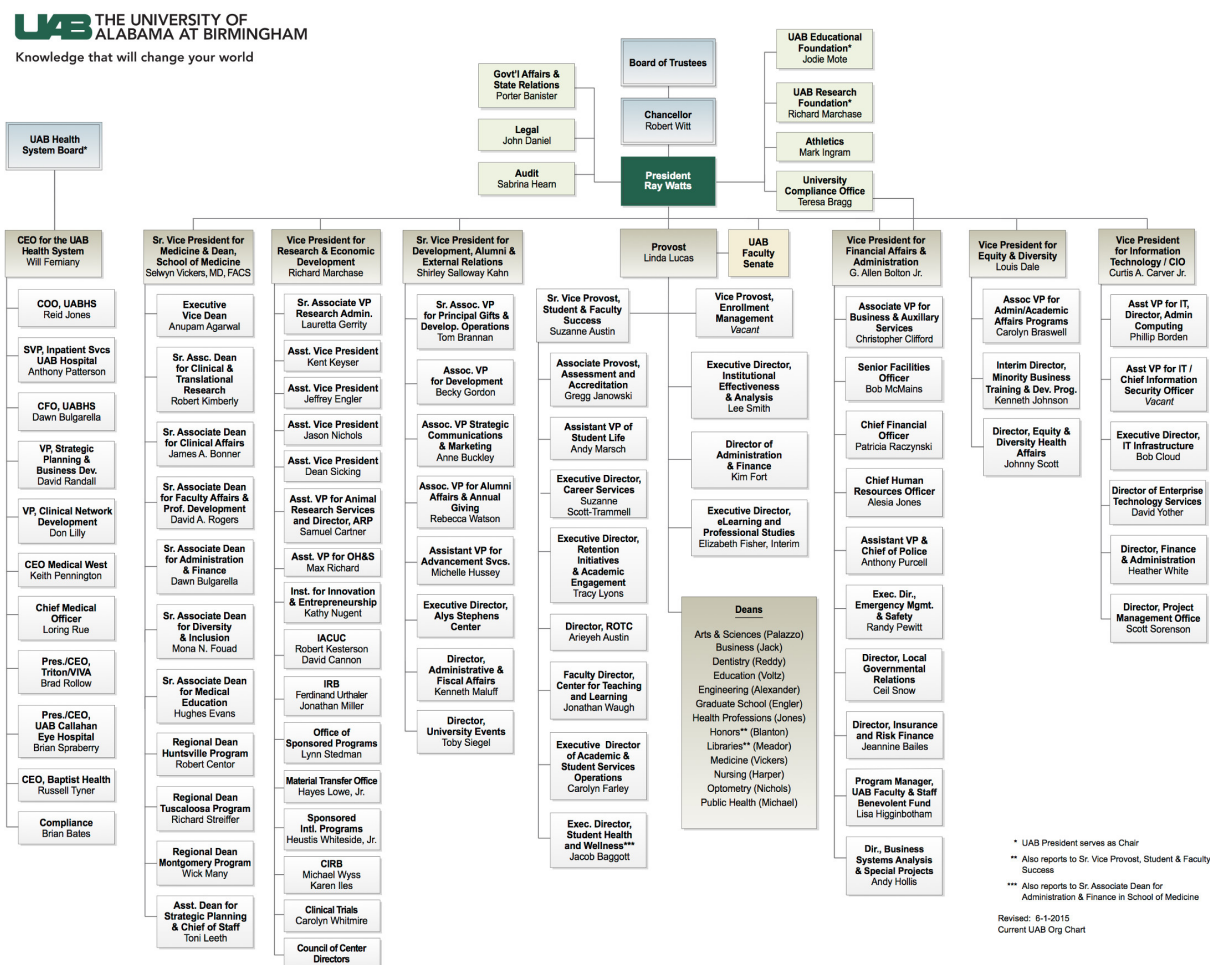

Figure 1.3.b (1): UAB organizational structure. (Image is of sufficient resolution for enlarging and viewing electronically.)

Dr. Watts reports to Chancellor Robert E. Witt, chief executive officer of the University of Alabama System. Dr. Witt was appointed by and reports to the University of Alabama System Board of Trustees, which is composed of three members from the Congressional district in which the Tuscaloosa campus is located and two members from each of the other six Congressional districts. The Governor and the State Superintendent of Education are ex-officio members of the Board. Those members who are not ex-officio are elected by the Board.

The SOPH has equal status to all schools within UAB. All UAB deans report to the provost. Dean Max Michael reports to Provost Linda Lucas within the UAB organizational structure (Figure 1.3.b (1)) and the provost reports to UAB President Dr. Ray Watts.

1.3.c. Description of the school's level of autonomy and authority regarding the following:

Budgetary authority and decisions relating to resource allocation

The SOPH, similar to other Academic Health Center schools, annually receives revenue from three sources as determined by the provost and president: 1) "state funding" (i.e., Special Education Trust Fund), 2) tuition and fees, and 3) grants and contracts. Funds received as gifts to the schools are processed centrally but go in full to the recipient school. The dean controls the SOPH budget, and the budget follows a formula that incorporates the faculty and student numbers by department, extramural salary support and indirect cost recovery, credit hour production, and the fixed costs of administering departments, as well as dean's office expenses.

State funding is allocated to UAB through the Chancellor based on the amount appropriated from the Alabama Special Education Trust Fund by the state legislature. Within UAB, state appropriations are allocated as follows: 80-90% by Alabama Commission on Higher Education (ACHE)-adjusted formula using the lower ratio for graduate to undergraduate credit hours; and 10-20% through "University-wide Goal Performance Pool" according to scorecard performance based on indicators such as extramural-research funding, credit-hour production, and student performance. Outside of the annual allocation of state funds are special appropriations for capital expenditures that are made by the president and provost according to a review of proposals and requests by various units on campus.

Tuition and fee revenues are allocated to each of the university's academic units by a formula incorporating credit hour production and the fees actually charged by the respective units. An administrative tax of approximately 14.5% is applied by UAB central administration.

Grant and contract revenues received by the schools are dispersed according to allocation rules applied respectively to direct and indirect extramural revenues. Direct revenues are allocated fully to the schools according to budgets approved by the respective granting agencies. Indirect expense recovery is distributed according to the market shares of all schools and units based on actual annual indirect cost expenditures between April 1 and March 31. The indirect cost revenues, minus approximately 50% in revenue reallocation to the university, are allocated directly to schools in accordance with the primary faculty appointment unit of the of the grant/contract's principal investigator. In cases where there is collaboration among several schools, the respective schools enter into a formal Indirect Cost Revenue Redistribution Agreement with the UAB Office of Grants and Contracts to share indirect revenues. The shared amounts are negotiated taking into account such factors as personnel, space and administration across the respective schools. The academic units within the unviersity are assigned space and utility costs according to the type and amount of space occupied.

University-wide Centers

UAB has a strong history of collaboration across academic units. To foster collaboration, UAB provides financial support to qualifying University-Wide Interdisciplinary Research Centers

(UWIRCs) and Pilot UWIRCs. Support of these designated centers derives from an agreed upon percentage of the indirect expense recovery revenues received by the university, generally 4%. All 11 deans agreed to this allocation. Applicants for UWIRC status exhibit substantive involvement of faculty from more than two schools. A formal review process is conducted by the Office of the Vice President for Research and Economic Development with final approval coming from the president in consultation with the provost. A description of each of the funded centers can be found online at http://www.uab.edu/institutionaleffectiveness/uwircs.

Lines of accountability, including access to higher-level university officials
Oversight of the management of UAB is the responsibility of the University of Alabama System Board of Trustees, which is composed of three members from the Congressional district in which the Tuscaloosa campus is located and two members from each of the other six Congressional districts. The Governor and the State Superintendent of Education are ex-officio members of the Board. The Board elects members who are not ex-officio. The Board of Trustees sets policy for UAB, and serves as its final authority.

The president, Dr. Watts, serves as the chief executive officer of UAB, and is appointed by the University of Alabama System Board of Trustees. Dr. Watts is responsible for oversight of all UAB activities. His direct reports include the senior vice president and dean of the School of Medicine, the vice president for research and economic development, the senior vice president for development, alumni and external relations, the provost, the vice president for financial affairs and administration, the vice president for equity, diversity, and inclusion, and the vice president for information technology.

The dean of the SOPH, and all deans within the university, is under the auspices of the provost with regard to faculty and academic matters. He is equal to all other deans, and has the same rights and responsibilities of all deans. All deans meet monthly with the provost, and special meetings are held on an as-needed basis. The dean participates as a full member in the Council of Deans, Academic Programs Council and Campus Planning Committee.

The dean serves as the chief executive officer of the SOPH and is responsible for oversight of its administration. He can create new administrative, faculty, and staff positions in the school in compliance with the university's budget allocation and anticipated levels of revenue and expense. For example, he recently created a position for the assistant dean for undergraduate programs. However, creation of new departments, centers, or programs requires approval from the university.

Personnel recruitment, selection and advancement, including faculty and staff
UAB has established processes for recruiting and appointing faculty and other personnel. A detailed summary of all policies related to personnel appointment can be founds on the SACS reaffirmation of accreditation website (http://www.uab.edu/2015compliancecertification/). While the SOPH must comply with UAB's policies regarding recruitment, selection and advancement, these policies give schools considerable power and autonomy in matters of importance to the academic mission. The UAB Senate Faculty Policy and Procedures Committee develops, monitors, and reviews university-wide policies on faculty recruitment, retention, promotion and tenure. Appointment, and promotion policies are set forth in Section 2 of the UAB Faculty Handbook (http://www.uab.edu/policies/Pages/Faculty-Handbook.aspx) and in Section 4 of the handbook for administrative, professional and support personnel (http://www.uab.edu/humanresources/). The recruitment process involves department chairs, search committee members, and staff working collaboratively with the dean's office to ensure compliance with the university's affirmative action policies and other applicable personnel system requirements. Changes in current faculty appointments and promotions are recommended by the department chairs and reviewed by the

school's Faculty Affairs Committee that, in this capacity, is advisory to the dean. Requests for changes in rank and tenure status may be initiated by the individual rather than the chair, although this is atypical. Criteria for faculty appointment and promotion are contained in the UAB Faculty Handbook (Sections 2.15-2.16) and the bylaws of the Faculty Affairs Committee of the SOPH found at http://www.soph.uab.edu/resources/faculty. Faculty Affairs Committee recommendations are forwarded to the dean. If the dean agrees with a recommendation for promotion, it is forwarded to the provost for review. The president grants final approval.

Staff personnel are recruited and interviewed primarily by the individual supervisor within the department, center or unit, with the dean's office ensuring compliance with affirmative action policies and assisting with the review of credentials. The dean reviews requests for hiring and promotion of staff; he forwards the requests to the attention of the provost.

The dean appoints the associate and assistant deans as well as the department chairs, and is authorized to change the administrative organization of the SOPH as is needed and in alignment with UAB's policies and procedures for reassignment of duties.

Annual performance reviews of faculty are done with the chair, and approved by the dean. Annual performance reviews of the staff are done by immediate supervisors and form the basis of merit increases. Reclassification for advancement is based on job performance and requirements for the position.

Academic standards and policies, including establishment and oversight of curricula
The SOPH Faculty Assembly is responsible for approving or terminating all degree programs of the school. The approval of the content of specific courses and the structure of programs of study is the responsibility of the Faculty Assembly. This responsibility has been delegated to the school's Educational Policy Committee (EPC). The EPC, as delegated by the SOPH Faculty Assembly, develops, reviews, and monitors academic standards and policies for the school as a whole in accordance with university policies, and presents them to the Faculty Assembly for ratification. Individual departments are responsible for curriculum development, but the EPC must review and approve new or modified degree programs, new courses, and changes in curricula or course content. Approval remains subject to review by the Faculty Assembly. The development and adoption of policies that underlie the specific criteria for admission to, and graduation from, the schools' various programs is the responsibility of the Faculty Assembly. The development and application of these criteria to individuals are delegated to the SOPH Committee on Admissions and Graduation.

For creation of new programs, tracks, specializations and concentrations, the program must be first approved by the SOPH and subsequently at UAB (see http://www.uab.edu/institutionaleffectiveness/). Following this internal review, the Board of Trustees for initial review, and subsequently to ACHE forwards chief academic officers at other state institutions or the Alabama Council of Graduate Deans for comments the program externally for review and approval.

1.3.d. Identification of any of the above processes that are different for the school of public health than for other professional schools, with an explanation.
The SOPH processes are identical to other professional schools within UAB. All deans report to the provost. Medicine is the only school that differs. The dean of medicine is also executive vice president of the health system. Dr. Vickers reports to the provost for all academic matters, but for matters related to the health system (i.e., the hospital, the faculty practice plan, and affiliated hospitals and practices), Dr. Vickers reports to the president. This dual reporting structure for the dean of medicine is quite similar to many academic health centers in the US.

1.3.e. If a collaborative school, descriptions of all participating institutions and delineation of their relationships to the school.
Not applicable.

1.3.f. If a collaborative school, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the school's operation.
Not applicable.

1.3.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
This criterion is met.

Strengths
- The SOPH is one of eleven schools/colleges, all of which enjoy equal status and independence regarding management of funds, programs, and resources, administratively operating under the University of Alabama System Board of Trustees.
- The school follows all policies and practices in accordance with the university's guidelines.
- The SOPH has considerable autonomy and flexibility in allocation of its budget and in creating faculty and staff positions.
- UAB is a fully accredited institution of higher learning from the Southern Association of Colleges and Schools, with reaccreditation for 2015-2025 anticipated in December 2015.
- The SOPH is the only accredited school of public health in Alabama; target area includes Alabama, Mississippi, Tennessee, western Georgia, and the Panhandle of Florida.
- The dean participates as a full member in the Council of Deans, Academic Programs Council and Campus Planning Committee.

Weaknesses
- None.

Future Plans
- None.

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

1.4.a. One or more organizational charts showing the administrative organization of the school, indicating relationships among its component offices, departments, divisions or other administrative units.

The SOPH is organized into five departments and five centers/networks. The dean's office is divided into two administrative units. The departments, centers and units are described in Section 1.4.b. The SOPH organizational chart is shown in Figure 1.4.b (1).

The dean of the SOPH serves as chief executive officer of the school and shares administrative responsibilities with five department chairs, five center directors, two associate deans, one assistant dean and directors of various administrative offices. The associate deans, department chairs, center directors, and directors of development, finance and administration, public health practice, and diversity, equity and inclusion report directly to the dean. The directors of the Office of Student and Academic Services, assistant dean for undergraduate education and public health practice report to the associate dean of academic affairs and strategic programs. The department chairs, the chair of the Faculty Assembly (elected by the faculty), and the dean constitute the school's Executive Committee. The associate deans, assistant dean and ex officio members of the committee and are invited to attend all meetings.
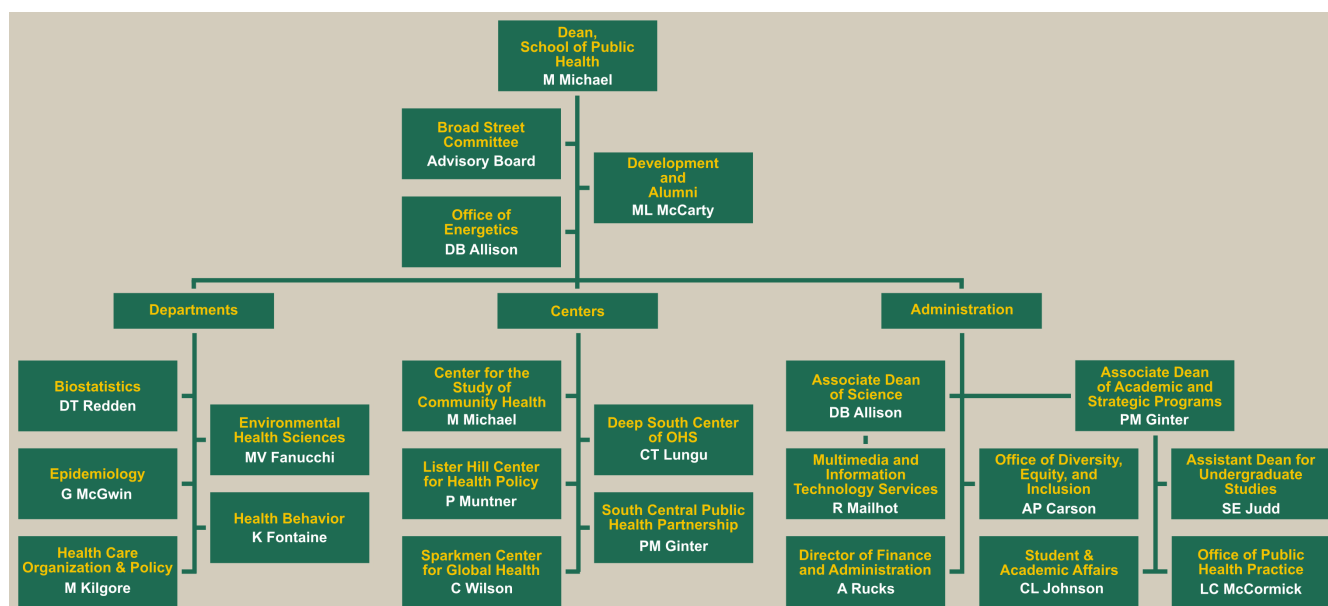
Figure 1.4.b (1): UAB SOPH Organizational Chart

1.4.b. Description of the roles and responsibilities of major units in the organizational chart.

The **dean** is responsible for oversight of all aspects of the school's activities and operations. Dean Max Michael serves as the primary representative of the school at meetings of the Council of Deans, Academic Programs Council and Campus Planning. The dean is appointed by and reports to the provost. He also represents the school and serves as chief advocate and spokesperson to external

constituencies.

The **associate dean for academic and strategic programs** has primary responsibility for the organization and coordination of all academic programs and for strategically managing internal and external programs. Activities and responsibilities within these programs include oversight of faculty affairs, student services, monitoring and representing the school on behalf of the dean when required. The associate dean serves as an ex officio member of the Educational Policy, Executive, and Admissions and Policy Committees. Dr. Donna Arnett served as associate dean for academic and strategic programs through October, 2015 and Dr. Peter Ginter has assumed the role as of November, 2015.

The **associate dean of science** has responsibility for promoting higher levels of scientific investigation and developing a comprehensive research support program that offers programs, seminars and services to facilitate, encourage, and support the school's scientific enterprise. The office facilitates the establishment of research priorities, enhances research administration and facility interdisciplinary relationship within the SOPH and the university. The associate dean serves as ex officio member of the Executive Committee. Dr. David Allison serves as associate dean of science.

The **assistant dean of undergraduate education** has responsibility for the B.S. in Public Health. The assistant dean has responsibility for organization, implementation and coordination of all undergraduate programs and for representing the school at university wide undergraduate meetings. The assistant dean serves as an ex officio member of the Executive and the Undergraduate Program Oversight Committee. Dr. Suzanne Judd serves as the assistant dean.

The **Office of Public Health Practice** provides a liaison with the Alabama Department of Public Health and other health departments in the Southeast, facilitating collaborations and interactions for faculty and students. Dr. Lisa McCormick leads this office to coordinate public health practice activities for SOPH faculty and students.

The **Office of Equity, Diversity and Inclusion** is responsible for developing and implementing school-wide strategies to promote diversity, equity, and inclusion among faculty, staff, students, and the local community. The Office ensures that the undergraduate and graduate curricula, recruitment and retention of faculty and students, and partnerships with local community organizations foster diversity, equity, and inclusion. The Office is led by Dr. April P. Carson and is advised by the School's Committee on Diversity, Equity, and Inclusion that includes faculty, staff, and student representation from all departments.

The **Office of Energetics** (i.e., the study of the causes, mechanisms, and consequences of the acquisition, storage and utilization of the energy of biological organisms) is responsible for developing unique programs and initiatives for this unique and innovative area of investigation. These programs and initiatives address obesity and related factors from multiple perspectives in ways that provide new insights in to the epidemic that ravages huge segments of the population. Dr. David Allison serves as director of the Office of Energetics.

The **director of administration and finance** is responsible for financial analysis; forecasting; budgeting; personnel policy management and enforcement; space and facilities planning and management; and grants administration relevant to the dean's office, and for the rest of the school as needed. The director establishes administrative and financial accounting systems to track expenditures across the school and directs the staff to support these systems. Dr. Andrew Rucks serves as the director of administration and finance.

The **director of development and alumni** is responsible for these major activities. She is responsible for developing, implementing and managing alumni relations; identifying and cultivating individual,

foundation and corporate donors; and managing fund-raising events. This includes planning alumni events, maintaining alumni records, assessing alumni needs, and managing the school's alumni association. As director, Mona McCarty works closely with the UAB Office of Development to enhance scholarships and other endowments.

The **director of media and information technology services** has primary responsibility for providing information technology support throughout the school including management of the computer resource labs, software development, project management, multimedia support, and management of the school's web site. Its director, Robbie Nix, serves as an ex officio member of the Advisory Committee on Information Technology.

The **director of student and academic services**, Cheryl Johnson, has primary responsibility for all functions relating to recruitment, outreach and promotion; admissions and enrollment; financial aid; maintenance of graduate student records and databases; graduation; and orientation and convocation events planning.

The **Broad Street Committee**, the SOPH external advisory committee, includes outstanding members of the corporate, civic, academic, and public health communities. The committee has a threefold mission: 1) to counsel the dean and faculty on the quality of existing programs and review new programs, services and activities; 2) to assist in interpreting the school's goals and objectives to its constituents in other parts of the state and nation; and 3) to advance those objectives by helping to identify, cultivate and solicit support from individuals, foundations, and other organizations to secure a continuing standard of excellence for the school. The Broad Street Committee meets quarterly. A list of its members is included in Table 1.1.e (1).

Departments

Responsibility for the administration and implementation of academic programs within the SOPH rests with five departments: Biostatistics, Environmental Health Sciences, Epidemiology, Health Behavior, and Health Care Organization and Policy. The departments are highly decentralized which promotes growth and effective decision-making at the department level. Department chairs head departments; chairs are responsible for oversight of the administration, budget, teaching, research, and service. Chairpersons are also responsible for conducting annual performance reviews and evaluations of progress towards tenure and promotion.

Centers

There are five centers/partnerships within the school:

Deep South Center for Occupational Health and Safety (DSC). The DSC's mission is to develop professionals who protect and promote the health and safety of workers through interdisciplinary education, research, training and outreach. This center is sponsored by the CDC National Institute for Occupational Safety and Health. For additional details see: www.uab.edu/dsc.

Sparkman Center for Global Health. The mission of the endowed Sparkman Center is to contribute to solutions of health problems in developing countries through graduate-level public health education, research, and training programs. These programs are organized collaboratively with academic institutions, international agencies, and health ministries within the host country. The center has lead the development of a Certificate in Global Health Studies at the Master's level, and a concentration in global health at the undergraduate level. Administratively, these certificate programs are managed outside the dean's office, which adds complexity for tracking tuition revenues. Additionally, the center works to enhance the capacity of the UAB community to engage in global health. For additional details visit the Sparkman web page at http://www.soph.uab.edu/sparkman.

Lister Hill Center for Health Policy. This endowed center has a university-wide mission to facilitate the conduct of health policy research and to disseminate the findings of that research beyond the usual academic channels. The center fosters research through the work of its Scholars whose primary research interests are: pharmacoepidemiology and pharmacoeconomics, health care markets and managed care, maternal and child health, management in public health organization, clinical health services research, and aging policy. Additional information may be found at the Lister Hill Center web page at http://www.soph.uab.edu/listerhill.

Center for the Study of Community Health. The center focuses on reducing health risks among underserved populations throughout Alabama and plays a leading role in the development of community-based research at UAB. The center's high-quality research is grounded in the development of the Community Health Advisors model (CHA), adapted by the center in the early 90's and piloted in a rural Alabama African-American community. As a University-Wide Interdisciplinary Research Center, the Center for the Study of Community Health offers a unique prevention research environment that includes over 130 faculty clinicians, researchers, and health professionals. Further details may be found at the CSCH web page at http://www.soph.uab.edu/csch/.

South Central Public Health Partnership. This partnership has two different grant-funded centers that have at their major theme to train public health practitioners in emergency response. The South Central Preparedness and Emergency Response Learning Center (SCPERLC) was launched in 2010 to strengthen and improve the nation's public health preparedness and response capabilities, and provides training and technical assistance to the public health workforce and other responder communities in Alabama, Louisiana, and Mississippi. The SCPERLC is funded under a cooperative agreement with the CDC. For additional details see the South Central Public Health Partnership web page at http://www.southcentralpartnership.org. The Alabama-Mississippi Public Health Training Center (AL-MS PHTC) is funded by HRSA. The center strengthens the technical, scientific, managerial, and leadership competence of the *current workforce* in Alabama and Mississippi by advancing the knowledge and skills of the *future public health workforce* through programs that meet identified needs in medically underserved areas throughout the states. Training and education programs developed by the AL-MS PHTC are competency-based, grounded in core public health functions and Essential Public Health Services, and designed to improve the capacity of the public health workforce, including those in community-based organizations providing public health services in underserved areas. Training and education programs are tailored for specific target audiences and delivered through distance education technologies and on-site programs.

1.4.c. Description of the manner in which interdisciplinary coordination, cooperation, and collaboration occur and support public health learning, research and service.

Collaboration is embedded in the culture and values of the SOPH and a driver to our success in instruction, research and service. Interdisciplinary coordination, cooperation and collaboration are carried out at several levels, a reflection of our institution and school's strong culture and history. UAB is exemplary in the absence of barriers between schools and of boundaries between departments. The richness of opportunities for cross-campus interdisciplinary collaboration is a critical element in our ability to recruit outstanding scholars to join our faculty. Formal structures and policies, as described below, are in place to foster and ensure cooperation and collaboration, though the collegial environment of the campus encourages this regardless of the presence or absence of formal mechanisms.

Collaboration is also a hallmark of the UAB. Under the leadership of Dr. McCallum in the 1980s, UAB created a large number of university side centers that built collaborations across multiple schools to address issues of critical public health impact. In 2008, UAB received a Center for Translational

Science Award, and this was recently competitively renewed, and the SOPH is integrated into the community engagement, biostatistics and training components of that center. In terms of education, our SACS Quality Enhancement Plan (QEP) is focused on "Learning in a Team Environment". The SOPH is also engaged in simulations (e.g., poverty) that cross multiple schools as part of the UAB Office of Interprofessional Simulation for Innovative Clinical Practice (see https://www.uab.edu/simulation/).

- **Joint Appointments.** Many SOPH faculty members that have their primary appointments in the school have secondary appointments in other schools as well as in centers. In addition, 59 faculty members with primary appointments in other schools have secondary appointments in the SOPH, and there are 60 external faculty appointments in SOPH centers. The former arrangements allow us to contribute a public health perspective to the scholarly and educational efforts of other groups on campus, while the latter arrangements allow us to benefit from specific expertise in disciplines related to the advancement of public health.
- **University-Wide Centers.** The SOPH previously provided financial support to 8 University-Wide Interdisciplinary Research Centers (UWIRCS) across campus. The funding policy has just been revised, and in 2015, the SOPH supports all 24 UWIRCS.
- **Courses.** Students from across campus enroll in and complete courses in the SOPH. During fall 2015, 289 non-SOPH students from different undergraduate and graduate programs on campus completed public health courses.
- **Coordinated Degrees.** The SOPH offers 21 dual degrees with other UAB schools (Business, Medicine, Nursing, Optometry, Social and Behavioral Sciences) and other Universities (Samford Cumberland School of Law, University of Alabama at Tuscaloosa, Auburn University).
- **Campus-wide events.** The school has active and productive programs that host presentations on a variety of public health-related topics. These include the Public Health Lecture Series which includes: the Carole W. Samuelson Endowed Lectureship in Public Health Practice, the Glenwood Endowed Lectureship in Childhood Mental Health, the Janet L. Norwood Award for Excellence by a Woman in the Statistical Sciences, the Ann Dial McMillan Endowed Lecture in Child and Family Health, and the Alumni Award for Scientific Excellence. Presentations are open to UAB and the community. The Broad Street Committee presents the Lou Wooster Public Health Hero Award, named in honor of Birmingham's heroic madam of the late 19th century, annually.
- **Joint Research.** The faculty members of the school often seek and are sought to participate in research and educational programs outside their respective departments, outside the SOPH, and outside the university. Over the time interval covered in this report, the school's primary faculty members (~85 as on mid-2015) served as *principal investigators* on more than 150 extramurally funded research projects. At any single point in time, they typically also serve as co-investigators on more than 15 funded research projects with principal investigators at other universities outside of UAB, indicating their national reach.

At the school level, the Executive Committee works to ensure collaboration and cooperation by establishing and implementing budgetary, administrative, and evaluation policies and procedures that are applied equitably across the SOPH. All new tenured and tenure-earning faculty positions are reviewed and voted on by the Executive Committee's voting members (i.e., department chairs and chair of the Faculty Assembly). A key component of this review is the extent to which the new position supports achievement of UAB and SOPH goals, rather than just departmental goals.

The SOPH has established five centers (Section 1.4.b) that conduct interdisciplinary and interdepartmental activities with different foci on teaching, research and service to further ensure interdisciplinary coordination and collaboration across UAB's departments and schools. Each has its own director that reports to the dean. Faculty may be appointed as scholars or investigators within these centers. Governance of the centers are contained in Guidelines for School of Public Health Centers -

Policy and Management Procedures (see Electronic Resource File) approved in July 1999. These guidelines address mission and goals, annual budget development and review, appointments, oversight, internal and external advisory committees, and annual reports and evaluations.

1.4.d. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- Collaboration is embedded in the culture of the SOPH and is prominent in our academic, research, and service enterprise.
- The school provides a highly participatory organizational setting to support its academic, research and service programs.
- Roles and accountability are clearly established.
- Five school-wide centers are in place and they support collaboration within the SOPH and UAB.
- The Sparkman Center for Global Health has lead the development and oversight of a certificate program in Global Health.
- The SOPH supports 8 university-wide centers, and plays a leadership role in our Clinical and Translational Research Award in the areas of community engagement, biostatistics, and education.
- The Office of Energetics engages a highly multidisciplinary and collaborative group of investigators and trainees addressing a critical public health research need, namely, obesity.
- The departmental structure is highly decentralized, which promotes growth and effective decision making at the department level.
- Faculty and students are involved in collaborative academic and research projects with multiple UAB schools and centers.

Weaknesses
- The Global Health Studies Certificate Program adds administrative complexity since it is operated outside the dean's office.

Future Plans
- Continue our excellent multidisciplinary training and collaborative research and service.
- Develop a transparent administrative system for oversight of the multidisciplinary offices and centers.

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

Governance within the SOPH is conducted through standing committees. Two administrative committees exist, the Senior Leadership Team and the comprised of the dean, associate and assistant deans, and the director of finance and administration. The Executive Committee is comprised of the dean, department chairs, the chair of the faculty, and the other members of the Senior Leadership Team as ad hoc members. The charter of the Faculty Assembly governs the membership of three standing committees (i.e., the Educational Policy Committee, Admissions and Graduation Committee, and the Faculty Affair Committee; see the faculty assembly charter documentation at http://www.soph.uab.edu/files/faculty/). Other committees support the administrative functions of the SOPH.

1.5.a. A list of school standing and important ad hoc committees, with a statement of charge, composition, and current membership for each.

Senior Leadership Team

The Senior Leadership Team is responsible for advising the dean regarding administrative policy development and implementation. The team is composed of the dean (chair), the associate and assistant deans, and the director of finance and administration. The team also reviews the quantitative and qualitative data related to the strategic goals and objectives of the school, and advises the dean on initiatives to address any noted deficiencies. The current members include Dean Max Michael, Associate Deans David Allison and Peter Ginter, Assistant Dean Suzanne Judd, and Director of Finance and Administration Andy Rucks.

Executive Committee

The Executive Committee advises the dean on issues and policies related to administration, budgeting and resource allocation, compensation, and planning and evaluation polices and procedures. It assesses the extent to which the SOPH is achieving its mission and goals and also serves as the oversight body for ongoing self-evaluation and for accreditation.

This committee consists of the dean (chair), department chairs, chair of the Faculty Assembly, the associate dean for academic and strategic programs, the dean of Science, the director of finance and administration, the assistant dean of undergraduate education and at large faculty appointed by dean. Only chairs and the Faculty Assembly chair are voting members, all others are ex-officio. Appointments are made by position held (i.e., chairs, associate deans). Current members include Dean Max Michael, Associate Deans David Allison and Donna Arnett, Assistant Dean Suzanne Judd, Director of Finance and Administration Andy Rucks; department Chairs Donna Arnett, Michelle Fanucchi, Kevin Fontaine, Meredith Kilgore, and David Redden; the Chair of the Faculty Leslie McClure, and Susan Davies (HB) as an at-large member.

Admissions and Graduation Committee (A&G)

The A&G Committee monitors compliance with established policies and procedures for admissions and graduation for all degree programs that are the responsibility of the SOPH including the BS, MPH, MSPH and DrPH. This responsibility includes, but is not limited to, conducting reviews and developing recommendations for admission status for applicants who do not meet approved admissions guidelines and developing general admission and graduation guidelines that the committee deems necessary. This committee also solicits nominations and selects winners for the annual SOPH outstanding student awards.

The committee consists of one faculty member from each of the five SOPH academic units. Full-time faculty members within a department elect one representative. Current members include Xiangqin Cui (committee chair, BST), Dale A Dickinson (EHS); Wynne Norton (HB); Kari L White (HCOP) and Nalini Sathiakumar (EPI). The student representative is the vice-president of the PHSA, Sloane Bowman.

Educational Policy Committee (EPC)

The EPC is responsible for the development of policies and discharge of certain responsibilities in academic affairs. These responsibilities include, but are not limited to: approving new courses and modifications to the description, objectives or credit hours of existing courses; new tracks and/or degree programs; and substantial modifications to existing tracks and/or degree programs which involve more than one department and/or are deemed substantial by the associate dean of academic affairs.

The EPC includes one faculty member from each of the five academic units and one student. The primary full-time faculty within their departments elects faculty members. Current members include Robin Lanzi (HB), Julia Gohlke (ENH), Julie Preskitt (committee chair, HCOP), Sadeep Shrestha (EPI), and Jeffery Szychowski (BST). The student representative is Joanne Perley, president of the PHSA. The associate dean for academic and strategic programs and the assistant dean for the undergraduate program are ex-officio members.

Two committees report up to the EPC, the Undergraduate Oversight Committee and the Online Committee.

Undergraduate Program Oversight Committee (UPOC)

The undergraduate oversight committee serves in an advisory capacity to review curriculum, policy, and monitor student success. Recommended changes are submitted to the EPC for approval. Each department is represented on the committee while the assistant dean for undergraduate education serves as ex officio members. Members include Henna Budhwani (HCOP), Dale Dickinson (ENH), Russell L Griffin (EPI), Robin Lanzi (HB), Craig Wilson (GHS) and David Redden (BST).

Online Committee

The online committee is the newest of the committees in the SOPH, constituted in May, 2015, and serves in an advisory capacity to the EPC. The goals of the committee are to assure the quality of the online courses, direct policy related to the best practices for online education, integrate Quality Matters certification into the instructional and delivery methods, engage faculty in online teaching, recommend support for online instruction, and create the communications for advertising and marketing our online programs. The department chairs from the faculty engaged in online education appointed members, and the current membership includes Stella Aslibekyan (EPI), Stacey Cofield (BST), Dale Dickinson (ENH), Robin Lanzi (HB), and Julie Preskitt (chair, HCOP). Ex officio members include the associate dean for academic and strategic programs, and Instructional Designers, Florence Williams and Valerie Wellborn.

Faculty Affairs Committee (FAC)

The FAC develops and reviews the criteria for appointment, promotion and tenure and evaluates proposals for the appointment, promotion and/or tenure of faculty. This committee also conducts interim reviews of all faculty members at the assistant and associate professor levels, and may develop recommendations on other faculty-related matters.

Membership consists of one faculty member from each of the six academic units and three at-large faculty members. Departmental faculty members are elected within their departments; the dean appoints at-large faculty members. Elected current members are Susan Davies (HB), George Howard (BST), Claudiu Lungu (ENH), Bisakha Sen (HCOP), and Christine Skibola (EPI). At large members

are Leslie McClure (BST) and Craig Wilson (chair, EPI).

Faculty Assembly

The Faculty Assembly consists of all members of the faculty with primary appointments within the school. Its Charter is included in the Electronic Resource File. The chair of the Faculty Assembly is elected from the school's primary full-time faculty for a three-year term. The Faculty Assembly meets twice a year (fall and spring) unless there is reason to meet more frequently.

While the SOPH has very strong faculty governance in place, faculty members are challenged with competing demands of teaching, research and service. For example, the school has added new programs (i.e., undergraduate and online programs) without expanding the number of faculty. This has occurred during the same time that the competition for research grants is at historic high. This has created challenges with for faculty to engage in governance and academic policy creation and oversight.

Faculty Council

The Faculty Council (an elected chair and five additional members, each representing different departments) represents and is empowered to act in the stead of the Faculty Assembly when the majority of them judge that they should do so. This is expected to occur only in circumstances when it is impractical to convene the Faculty Assembly.

Membership consists of the chair of the Faculty Council and five primary faculty members from separate departments. The primary full-time faculty members elect members. Current members include Faculty Council include Emily Levitan (chair, EPI), Jeff Szychowski (BST), Claudiu Lungu (EHS), Olivia Affuso (EPI), Dori Pekmezi (HB), and David Becker (HCOP).

Diversity, Equity and Inclusion Committee

The Office of Diversity, Equity, and Inclusion is responsible for developing and implementing school-wide strategies to promote diversity, equity, and inclusion among faculty, staff, students, and the local community. The Office ensures that the undergraduate and graduate curricula, recruitment and retention of faculty and students, and partnerships with local community organizations foster diversity, equity, and inclusion. The Office is led by Dr. April P. Carson and is advised by the School's Committee on Diversity, Equity, and Inclusion that includes faculty, staff, and student representation from all departments. Members include Shauntice Allen (staff), David Allison (dean's office), Julie Brown (EHS), Henna Budwani (HCOP), Myrline Gillot (student), Bertha Hildalgo (EPI), Kimberly Hunter (staff), and Dori Pekmezi (HB).

Centers

Advisory Boards to the Sparkman Center for Global Health, the Lister Hill Center for Health Policy and the Center for the Study of Community Health, are technical/professional committees that contribute special expertise to the development of approved center projects and evaluation of new projects. They also facilitate implementation of the work to be done locally and internationally. Current committee members are listed below.

The Sparkman Center for Global Health. The internal advisory committee for Sparkman Center for Global Health was recruited by the dean and the director, and includes Lynda Wilson (Nursing), Eric Jack (dean, Business), Suzanne Austin (vice provost), Bob Hernandez (Health Professions), Kathryn Morgan (diversity), Isabel Scarinci (Medicine), Mike Saag (Medicine), Robert Palazzo (Arts and Sciences). The external advisory committee includes by Sten Vermund (Vanderbilt), Sanjay Singh (past-president, Birmingham Rotary), Linda Flaherty-Goldsmith (Human Rights First), Charles Holmes (former deputy U.S. Global AIDS Coordinator; Johns Hopkins University), Judy Wasserheit (University of Washington), and Joel Kohlers (University of Michigan).

Center for the Study of Community Health. The internal advisory committee has representatives from each of the college/schools, and consists of 14 members that meet quarterly to advise the center. The current members include Suzanne Austin (associate provost for faculty and student success), Tim Garvey (chair, Nutrition Sciences), Conan Davis (director of community collaborations), Iwan Alexander (dean, Engineering), Marcela Frazier (Optometry), David Pollio (Social Work), Mike Saag (Medicine), Cindy Selleck (Nursing), Larrell Wilkinson (Education), Stephen Yoder (Business), Andrea Cherrington (Medicine), Martha Wingate (MCH, SOPH), Susan Davies (HB, SOPH), Michelle Fanucchi (ENH, SOPH), and Lisa McCormick (HCOP, SOPH). The external advisory committee members include Errol Crook (University of South Alabama), Patricia Fairchild (John Snow, Inc), and Nicholas Freudenberg (Hunter College).

Lister Center for Health Policy. The Lister Center for Health Policy internal advisory board include two SOPH faculty members (Kevin Fontaine and David Redden) and two School of Medicine faculty (Ken Saag and Monica Safford). The external advisory committee has four members that reflect the academic pursuits of the center, and include Paul Whelton (Tulane University), Lesley Curtis (Duke University), Caroline Fox (Framingham Heart Study), and Dow Briggs (Blue Cross Blue Shield of Alabama).

Public Health Student Association (PHSA) and other Student Organizations

Since its creation in 1978, PHSA has supported the growth of the student experience. With its roots in the foundation of encouraging student involvement, advocacy, and leadership, PHSA has made many powerful strides in promoting the student voice and facilitating interactions between students, faculty, staff, and administrators. The constitution of the PHSA is provided in the Electronic Resource File. The responsibilities of the PHSA are to foster an academic, professional, and social environment for students; to facilitate an interactive relationship between faculty, staff, alumni, and students; to promote student involvement in the SOPH, university, and community through service, programming, and special events; to present suggestions and concerns of the student body to SOPH officials; and to contribute to the education and welfare of public health students in cooperation with public health organizations on a local, state, and national level.

The student body elects PHSA officers. For 2015-2016 academic years, the officers include the president, Sunil Gaikwad, vice president, Liz Townsend, and secretary, Jacqueline Upp. The departmental representatives include Katie Eversole (ENH), Bellamy Hawkins (EPI), Amanda Burnside (HB), Sunil Gaikwad (HCOP), and Aarin Palomares (Undergraduate). Biostatistics did not elect a representative. Kimberly Hunter (Office of Student and Academic Support) and Robin Lanzi (Faculty Advisor) assist the PHSA. Students also have representation on and provide valuable input to the following SOPH committees: the Admissions and Graduation Committee (PHSA vice president), the Educational Policy Committee (PHSA president), the ad hoc Honor Code Committee, and the Broad Street Committee.

Each fall and spring semester, in order to enrich campus life and the student experience, the UAB Undergraduate Student Government Association (USGA) allocates a large portion of its budget towards funding programs and events sponsored by Registered Student Organizations that will occur the following semester. PHSA average annual funding is $13,000.

Other Student Organizations

The school also has two other very active student groups. The MCH Student Association for Graduate Education aims to enrich and enhance MCH education and student leadership to forge meaningful and lasting relationships between students and faculty by promoting the field of MCH within the university and throughout our community. The UAB Global Health Interest Group (UABGHIG) was formed three years ago with the intention of bringing students interested in public

health research and practice outside of the United States together. Initially, established as a graduate organization, this student group has expanded to include undergraduate students. In addition to promoting global citizenship, this group sponsors a variety of awareness activities, from packing medications to be sent to South Sudan to providing volunteer evaluation services in Haiti.

1.5.b. Description of the school's governance and committee structure's roles and responsibilities relating to the following:

1.5.b.i. General school policy development

The dean, Faculty Assembly, and Executive Committee are responsible for policy development at the SOPH. General administrative policies and the dean with the advice and consent of the Executive Committee develops procedures. All policies relevant to curriculum are the responsibility of the Faculty Assembly through certain standing committees and units. Once proposed the appropriate committee or unit has considered policy changes, the policy issue and recommendations are presented at a regular scheduled meeting of the Faculty Assembly. If this is not possible due to time constraints, the issue is presented to the Faculty Council, which consists of six elected faculty members who are authorized to act in place of the Faculty Assembly. Changes may include, but are not limited to, policies regarding academic programs/requirements, admissions, faculty compensation strategies, and budget allocations. See Electronic Resource File for copies of the Faculty Assembly charter, EPC and A&G bylaws.

1.5.b.ii. Planning and evaluation

Within the SOPH, planning occurs at department, center and school level. The school's Executive Committee has final responsibility for school planning (see Section 1.5.c). The process of developing the strategic plan involved school faculty, staff and students; professional colleagues and alumni; and leaders in the fields of public health education and practice.

The dean meets annually with the provost and the president to discuss the school's accomplishments, short- and long-term goals, and assessment and evaluation activities; as well as coordination of the school's plan with UAB's plan.

1.5.b.iii. Budget and resource allocation

The dean is responsible for the budget and allocation of resources. This activity is done in consultation with the director of finance and administration and the Executive Committee. In October 2013, the Executive Committee voted to adopt the school's budgeting policy. This policy addresses the distribution of all SOPH revenues (state allocation, tuition and fees, and indirect expense recovery) to the departments and the dean's office. Funds are divided according to specific allocation rules based on principles of productivity. Costs are spread among departments based on consumption of resources (space, student services, administrative support, etc.). Direct revenue from grants, such as salary support, are not included in the school budget allocation, but are assigned directly to units as the funds are received. The Executive Committee monitors and evaluates the state budget allocation system on an ongoing basis, and has made minor revisions as necessary.

This responsibility-centered-management approach is designed to equitably allocate funds to the departments where authority and responsibility for budget management rests. All allocations are shared with the departments and faculty, and are open for review. This system trusts the departments to make the most prudent financial decisions about expenditures and investments. With revenues being linked to a department's ability to attract and graduate good students, there is a strong incentive to develop and maintain quality programs. The budget allocation system also motivates departments to compete successfully for extramural funds to support teaching, research and service programs. Reserve accounts derived from unspent funds are maintained by each department to be used in cases of funding shortfalls or to invest in future resources. Unspent funds may result from allocations made through the budgeting

system, but not immediately needed because of obtained extramural support. Budget reviews are conducted quarterly with the dean, the director of finance and administration, and the department chairs and administrators.

1.5.b.iv. Student recruitment, admission and award of degrees

The Office of Student and Academic Services oversees student recruitment, admission and the awarding of degrees. The associate dean for academic and strategic programs is the administrative head for this area. The Admissions and Graduation Committee of the faculty recommends and develops admissions policies, which are then ratified by the Faculty Assembly. This committee has developed policies for the required elements of an application package, criteria for admission, admission deadlines, and the process for reviewing exceptions to these policies. The Admissions and Graduation Committee continues to review and monitor policies they have developed even after ratification. Student recruitment and admission policies and procedures are described in criterion 4.4.

1.5.b.v. Faculty recruitment, evaluation of performance, retention, promotion and tenure

The UAB Senate Faculty Policy and Procedures Committee develops, monitors, and reviews university-wide policies on faculty recruitment, retention, promotion and tenure. These policies are published in the UAB Faculty Handbook and Policies, and may be augmented at the school level. The SOPH Faculty Assembly has approved the UAB SOPH Policies and Procedures for Faculty Search Committees to direct recruiting efforts, and bylaws of the Faculty Affairs Committee to further specify the policies, procedures, and criteria to be followed in promotion and tenure decisions.

1.5.b.vi. Academic standards and policies, including curriculum development

The Educational Policy Committee (EPC) of the faculty develops, reviews, and monitors academic standards and policies for the school and presents them to the Faculty Assembly for ratification. Individual departments are responsible for curriculum development, but the EPC must review and approve new or modified degree programs, new courses, and changes in curricula or course content. EPC meetings are open to all faculty members, with agendas distributed one week prior to the meeting. Following all meetings, EPC minutes are distributed to the full faculty. A decision by the EPC becomes accepted policy of the school one month after distribution of the minutes unless a primary full-time faculty member requests a review of the decision; such a request has not occurred since the last accreditation. A review of the decision is a request for open discussion during the next school-wide faculty meeting. A request for review must be made in writing to the chair of the EPC and the chair of the Faculty Assembly and must be co-signed by at least two other primary full-time faculty members. After review of the decision at a faculty meeting, a vote of the faculty will be taken to either reject or accept the EPC's decision. Each department's EPC representative may poll at the faculty meeting or this vote. If rejected by the majority, the decision is overruled. A request for a review automatically suspends an EPC decision from becoming policy until after the faculty has voted on the issue. No further action is required by the EPC on the issue unless new proposals are submitted for review.

It is the responsibility of the associate dean of academic and strategic programs to monitor and ensure compliance with academic policies. All requests for program transfer, course substitutions, course waivers and application for degree are reviewed and approved or denied by the associate dean of academic and strategic programs. It is also the responsibility of the associate dean of academic and strategic programs to seek clarification on academic policy from the EPC and to submit for their review and consideration policy questions that arise in the course of carrying out the responsibilities of the position.

1.5.b.vii. Research and service expectations and policies

Expectations for faculty regarding research and service are outlined in the criteria for appointment and

promotion as presented in the bylaws of the Faculty Affairs Committee. These are further articulated in the objectives described in Section 1.3. Besides faculty expectations for service performance, the school's interdisciplinary centers (see Section 1.4.c) have service as an integral part of their respective missions. The annual reports of these centers reveal a strong record of accomplishment in making a positive difference in communities. This subject is discussed in detail in Criteria 3.1 and 3.2.

1.5.c. A copy of the school's bylaws or other policy documents that determine the rights and obligations of administrators, faculty and students in governance of the school.

The rights and obligations of administrators, faculty and students in governance are reflected in the Charter of the Faculty Assembly of the SOPH, the UAB Faculty Handbook, the bylaws of the Faculty Affairs Committee, and the You and UAB Handbook for Administrative, Professional and Support Personnel. Copies of these are provided in the electronic resource file.

1.5.d. Identification of school faculty who hold membership on university committees, through which faculty contribute to the activities of the university.

At the university level, faculty members participate in a variety of committees, from the Faculty Senate to ad hoc committees designed to address specific short-term issues. In fact, our faculty are very well represented at UAB: Table 1.5.d (1) identifies a sampling of faculty who serve on various committees at the university level.

Table 1.5.d (1): SOPH Faculty and the Committees on which they Serve 2014-2015	
SOPH Faculty	**Committee**
Allison DB	Council of Center Directors, Committee for Redesign of UWIRC Review System, Committee for Review of UWIRCs, Diabetes Research and Training Center Leadership Committee, University-Wide Research Committee
Budhwani H	Global Health Interest Group, Universities Fighting World Hunger, Honors College Dean Search Committee, Boren Scholarship Committee, Global Citizenship Steering Committee, Honors Curriculum Development Committee
Cutter GR	Comprehensive Cardiovascular Center Executive Committee
Dickinson DA	Faculty Senate, Faculty Senate Curriculum Committee, UAB Library Advisory C, UAB Police Advisory Council, eLearning Quality Curriculum Committee, Center for Teaching and Learning Academic Advisory Council, CTL Academic Technology Support Task Force
Fanucchi MV	Pulmonary Injury and Repair Center Steering Committee, Institutional Animal Care and Use Committee, Graduate Biomedical Sciences Admissions Committee, Pathobiology and Molecular Medicine Graduate Program Curriculum Committee, Medical Scientist in Training Program Advisory Committee, Graduate Biomedical Sciences Steering and Advisory Committee
Fontaine RF	UAB-Lakeshore Collaborative Research Advisory Committee. Lister Hill Center Internal Advisory Committee
Gohlke JM	Sustainability Committee
Howard, G	Comprehensive Cardiovascular Center Executive Committee
Howard VJ	Conflict of Interest Review Board
Irvin MR	Academic Programs Review Committee
Judd SE	Academic Programs Review Committee, eLearning Committee, Scholarship/Fellowship Committee, Vice President of Student Affairs Search Committee
Kaiser K	Sustainability Committee
McClure LA	University-Wide Research Committee
Skibola C	Comprehensive Cancer Center Breast Cancer Working Group Committee, Comprehensive Cancer Center Cancer Control and Prevention Program
Wingate MS	Grievance Committee
Wright NC	Commission on the Status of Women

1.5.e. Description of student roles in governance, including any formal student organizations.

The PHSA is responsible for fostering an academic, professional and social environment for students of the SOPH; facilitating an interactive relationship between faculty, staff, alumni and students of the school; promoting student involvement in the school and university through service, programming and

special events; and presenting the suggestions and concerns of the student body to school officials. Students participate in evaluation of the school's functioning thru their work as voting members on important committees: the Admissions and Graduation Committee (PHSA vice president), the Educational Policy Committee (PHSA president), the Undergraduate Committee, the ad hoc Honor Code Committee, and the Broad Street Committee.

1.5.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The school has clearly defined rights and responsibilities concerning governance and academic policies are in place and operational.
- Governance includes faculty members involved in and leading important committees.
- Students are involved, where appropriate, mainly through standing and ad hoc committees.

Weakness
- Challenges in balancing teaching, research and service in this historic period of constrained NIH funding and new online and undergraduate programs.

Future Plans
- The SOPH will continue to support robust faculty and student participation in governance of the SOPH and UAB.
- A new internship coordinator and student engagement (Kimberly Hunter) recently started. In the coming year, she will be focusing efforts on building student engagement in general, and in the PHSA in particular. The Office of Student and Academic Success believe that this will strengthen the student representation, particularly on committees.
- Faculty and staff climate surveys will be implemented in fall, 2015 and repeated biannually. This is to enable the leadership to determine how to better achieve balance in faculty activities so that there is more time for faculty engagement in importance governance and policy.

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

1.6.a. Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities. This description should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other policies that impact the fiscal resources available to the school.

The SOPH receives annual revenue from four major sources: state funding, tuition and fees, grants and contracts, and indirect-cost recovery, and two minor sources: endowments and gifts. State funds, tuition and fees, and indirect-cost recovery are allocated to the SOPH by formulas designed and administered by the president and provost. The budget model for the university is currently being evaluated. Research funding (grants and contracts) is the derived from the entrepreneurial activities of the faculty. Research funding which includes funds supporting research and public-health practice projects provide direct salary support to faculty and staff, travel, equipment, software, telephone, and office supplies required by each project. Endowment funds are distributed on the basis of the returns generated by the university's investments and use-of-funds stipulations specified by the endowment creators. Funds received as gifts flow through intact from the university to the SOPH. The SOPH major expenditures of funds are in the categories of faculty salaries and benefits, staff salaries and benefits, operations, travel, and student support. Until 2014, the university tax had been at the level of approximately one percent of expenditures; however, in 2014, the university imposed a special tax equal to 10% of school reserve funds, increasing the 2014 tax rate to almost five percent.

1.6.b. A clearly formulated school budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. This information must be presented in a table format as appropriate to the school. See CEPH Data Template 1.6.1.

Table 1.6.b (1) shows sources of funds and expenditures by major category for fiscal years 2008 through 2015.

Table 1.6.b (1): Sources of funds and expenditures by major category in $1000, 2011 to 2015 (Fiscal year is Oct – Sep). All values in dollars. (From CEPH Template 1.6.1.)					
	2011	**2012**	**2013**	**2014**	**2015**
Sources of Funds					
Tuition & Fees[b]	3,630	3,156	3,016	3,526	4,156
State Appropriation/UAB Funds[c]	5,791	5,575	5,296	5,296	5,296
Grants/Contracts[d]	34,245	35,999	29,544	30,637	27,025
Indirect Cost Recovery	4,058	4,645	4,479	3,849	3,545
Endowment	402	572	570	1,054	163
Gifts	269	337	890	794	719
Total	48,395	50,284	43,795	45,157	40,904
Expenditures					
Faculty Salaries & Benefits	15,444	15,886	15,978	15,462	13,614
Staff Salaries & Benefits	14,413	14,265	14,332	17,910	13,245
Operations/Travel	11,087	13,098	7,653	4,493	7,810
Student Support	2,011	1,893	1,695	1,718	1,595
University Tax[e]	431	445	481	1,985	903
Total	43,385	45,587	40,140	41,568	37,167
[b]Includes continuing education activities [c]Includes stimulus funds in 2010 and 2011					

As shown in Table 1.6.b (2), the SOPH arrested the decline in revenue from tuition and fees in 2015 after three years of declining revenue in this category. State funding declined by an average of 7.3 percent per year compared to the base year; however the base year, 2011 was extraordinary since it included federal economic stimulus funds. The SOPH has experienced level state funding for the three most recent years. Research funding (grants and contracts) and its derivative, indirect-cost recovery, have been up and down over the reporting period; however, the trend for indirect cost recovery may be most accurately described as level and the trend for grants and contracts is negative. Endowment revenue increased significantly for three years following the base year and then declined precipitously in the fourth year following the base year. Overall the trend in endowment revenue was positive; however, adjustments in accounting practices of the university make predicting the future in this area extremely difficult. Overall, expenditures have declined an average of 5.2% from the base year over the reporting period.

Table 1.6.b (2): Trends in the sources of funds and expenditures by major category in $1000, 2011 to 2015 (Fiscal year is Oct – Sep). All values in percent. (From CEPH Template 1.6.1.)						
	2011	2012	2013	2014	2015	Average
Tuition & Fes	0	-13.1	-16.9	-2.90	14.5	-4.6
State Appropriation/UAB Funds	0	--3.7	-8.5	-8.5	-8.5	-7.3
Grants/Contracts	0	5.1	-13.7	-10.5	--21.1	-10.1
Indirect Cost Recover	0	13.7	10.4	-5.2	-12.6	1.6
Endowment	0	42.3	41.7	162.2	-59.5	46.7
Gifts	0	25.3	231.1	195.2	167.3	154.6
Total	0	5.1	-7.5	-4.2	-14.3	-5.2

Table 1.6.b (3) shows changes in major expenditure categories from the base year. Overall, expenditures have declined 5.2% from the base year. Expenditures for faculty salaries and benefits declined at a rate less than the average. Staff salaries and benefits increased over the base period with a significant increase in 2014. Operations/travel and student support declined at a rate greater than the average overall rate. The greatest increase in expenditures is found in the university tax that increased by an average rate of 121.2% over the base year.

Table 1.6.b (3): Changes in the major expenditures by major category in percent, 2011 to 2015 (Fiscal year is Oct – Sep). All values in percent. (From CEPH Template 1.6.1.)						
	2011	2012	2013	2014	2015	Average
Faculty Salaries & Benefits	0	2.8	3.5	0.1	-11.6	-1.4
Staff Salaries & Benefits	0	-1.0	-0.6	24.3	-8.1	3.6
Operations/Travel	0	18.4	-31.0	-59.5	-29.6	-25.5
Student Support	0	-5.9	-15.78	-14.6	-20.7	-14.2
University Tax	0	3.3	11.6	360.62	109.5	121.2
Total	0	5.1	-7.5	-4.2	-14.3	-5.2

1.6.c. If the school is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall school budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by school of public health faculty who may have their primary appointment elsewhere.
Not applicable.

1.6.d. Identification of measurable objectives by which the school assesses the adequacy of its fiscal resources, along with data regarding the school's performance against those measures for each of the last three years.
As demonstrated in Table 1.6.d. (1) (abstracted from Table 1.2.c (1)), the school has outperformed its goals for extramural funding as a percentage of total revenue. The school did not meet its goals for

tuition and fees or development. We anticipate growth in the undergraduate and online degrees will help in this regard in the future. Any residual money at year's end is saved in the school's savings account.

Table 1.6.d (1): Outcome measures for FY 2013-2015				
Outcome Measure	**Target**	**2013**	**2014**	**2015**
Tuition and Fees as a percent of total revenue budget	15% by 2020	6.8%	7.8%	10.2%
Extramural funding as a percentage of total revenue budget	55% by 2020	67.5%	67.8%	66.1%
Five-year average year-over-year growth in gift income	50% by 2020	60.7%	44.9%	46.7
Value of student support per FTE (all degree-seeking students)	$4,000 by 2020	$2,864	$3,337	$5,032

1.6.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The SOPH has resources adequate to fulfill its mission and goals.
- The SOPH has been successful in maintaining research (grant and contract) funding.
- The SOPH has significantly increased tuition and fee revenue in the most recent academic year, because of success of the undergraduate and online masters programs.
- The SOPH has not experienced a proportionally larger reduction in state funds compared to other schools in the university.

Weaknesses
- There is an ongoing need to sustain research funding (grants and contracts).
- The university is contemplating changing the budget model and it is unclear how that will affect the school.

Future Plans
- The SOPH will support the expansion of extramural funding from traditional government funding agencies to NGOs and industry.
- The SOPH will expand and enhance its undergraduate program.
- The SOPH will expand and enhance its online MPH program
- The SOPH will seek additional support for development and alumni activities to support the school's goals.

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

1.7.a. A concise statement or chart defining the number (headcount) of primary faculty in each of the five core public health knowledge areas employed by the school for each of the last three years. If the school is a collaborative one, sponsored by two or more institutions, the statement or chart must include the number of faculty from each of the participating institutions. See CEPH Data Template 1.7.1.

The faculty headcount for primary faculty (n=67; November, 2015) by core knowledge areas is provided in Table 1.7.a (1). Additional information regarding the faculty is located under Criterion 4.1. The data indicate that the school is covered in each of the five core areas of public health. The total number of faculty and the faculty numbers in biostatistics and health behavior have declined, while the decreases in other areas are small. There are currently searches underway in each department, with multiple hires anticipated in biostatistics and health behavior before December, 2015.

Table 1.7.a (1): Headcount of Primary Faculty (From CEPH Template 1.7.1.)	2013	2014	2015
Biostatistics	25	21	15
Environmental Health Sciences	8	7	6
Epidemiology	27	26	22
Health Behavior	13	13	6
Health Care Organization and Policy	18	19	17

1.7.b. A table delineating the number of faculty, students and SFRs, organized by department or specialty area, or other organizational unit as appropriate to the school, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format (see CEPH Data Template 1.7.2) and include at least the following information: a) headcount of primary faculty (primary faculty are those with primary appointment in the school of public health), b) FTE conversion of faculty based on % time appointment to the school, c) headcount of other faculty (adjunct, part-time, secondary appointments, etc.), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of primary faculty plus other (non-primary) faculty, f) total FTE of primary and other (non-primary) faculty, g) headcount of students by department or program area, h) FTE conversion of students, based on definition of full-time as nine or more credits per semester, i) student FTE divided by primary faculty FTE and j) student FTE divided by total faculty FTE, including other faculty. All schools must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the school intends to include the contributions of other faculty in its FTE calculations. Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the school should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in Criteria 4.1.a (Template 4.1.1) and 4.1.b (Template 4.1.2).

Faculty, student and student/faculty ratios by area over the past three years are shown in Table 1.7.b (1). Full-time core faculty members have decreased from 91 FTE (fall 2013) to 67 (fall 2015), a decrease of 24, or 26%. During the past three years the university implemented a voluntary retirement plan, and multiple faculty members participated. The school has lost three outstanding full professors who left to become department chairs at other schools of public health; one is leaving to become dean of the University of Kentucky. Several others left because of spouses taking positions elsewhere. During the same period, other faculty, including part-time, secondary and adjunct faculty decreased by

69.9%. The reason for this large decline is that in preparation for our self-study, the FAC implemented an update of adjunct and secondary faculty members to include only faculty currently engaged in training activities within the SOPH. Many of the adjunct and secondary faculty members had left the institution or were deceased. Graduate student headcount increased from 304 to 378 in 2015, an increase of 24%. The student to primary faculty ratio has remained quite robust, with ratios ranging from 2.1:1 in biostatistics to 8.6:1 for health behavior. Note that we combined all of the joint degree students in one row since the individual numbers of students per program is quite small (see Table 4.3.e (1) for a detailed listing of enrollments by program).

Table 1.7.b (1): Graduate faculty, students and student/faculty ratios by department or specialty area 2013-2015. (From CEPH Template 1.7.2.)

	HC Primary Faculty	FTE Primary Faculty[a]	HC Other Faculty	FTE Other Faculty[a]	HC Total Faculty	FTE Total Faculty[a]	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
2015										
Biostatistics	16	16	11	0.5	27	16.5	41	33	2.1:1	2.0:1
EHS	6	6	15	0	21	6	36	32	5.3:1	5.3:1
Epidemiology	22	22	25	0.2	47	22.2	108	96	4.4:1	4.4:1
Health Behavior	6	6	23	0.7	29	6.7	68	51.5	8.6:1	7.7:1
HCOP	17	17	25	0.3	42	17.3	99	87.5	5.2:1	5.1:1
Joint Degree[b]	67	67	99	1.7	166	95.2	26	23	0.3:1	0.2:1
2014										
Biostatistics	21	21	28	3.8	49	24.8	41	34	1.6:1	1.4:1
EHS	7	7	26	3.4	32	10.4	28	24	3.4:1	2.3:1
Epidemiology	26	26	60	9.7	86	35.7	89	77	3.0:1	2.2:1
Health Behavior	13	12.5	31	5.7	44	18.2	50	38	2.9:1	2.1:1
HCOP	19	18.5	51	8	70	26.5	105	86	4.5:1	3.2:1
Joint Degree[b]	85	84.5	196	30.6	281	115.1	33	27.5	0.3:1	0.2:1
2013										
Biostatistics	25	25	16	0.2	41	25.2	40	32	1.3:1	1.3:1
EHS	8	8	20	0.2	28	8.2	36	29	3.6:1	3.5:1
Epidemiology	27	27	50	0.5	77	27.5	107	88	3.3:1	3.2:1
Health Behavior	13	13	23	0.2	40	13.2	74	64	4.9:1	4.8:1
HCOP	18	18	44	0.4	69	25.4	112	98	5.4:1	3.9:1
Joint Degree[b]	91	91	153	1.5	244	92.5	20	16	0.2:1	0.2:1

[a]FTE faculty calculated as sum of full- and part-time faculty members who support the teaching programs.
[b]Joint degree programs: Because of small enrollment in individual joint degrees, these are combined. Since each department contributes to the joint degree programs, all faculty members are combined.
[c]SFR student/faculty ratio, calculated as the FTE of students divided by the FTE of primary faculty or total faculty.
EHS, Environmental Health Sciences; FTE, full-time equivalent; HC, head count; Other, Adjunct, part-time, and secondary faculty; HCOP, Health Care Organization and Policy.

The undergraduate program faculty, students, and student/faculty ratios are presented in table 1.7.b (2). As evidenced in the table, we have very low student to faculty ratios for both primary and total faculty. We anticipate that with growth of the undergraduate program, these numbers will shift. For that reason, we have hired two teaching faculty specifically for the undergraduate program, one in BST and one in HCOP. Epidemiology is currently exploring a teaching faculty member hire.

Table 1.7.b (2): Undergraduate faculty, students and student/faculty ratios by department or specialty area 2013-2015. (From CEPH Template 1.7.2.)

Year	HC Primary Faculty	FTE Primary Faculty[a]	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students[b]	FTE Students	SFR by Primary Faculty FTE[c]	SFR by Total Faculty FTE[c]
2015	13	9	0	0	13	9	41	41	3.2:1	4.5:1
2014	12	5	0	0	12	5	27	27	2.3:1	5.4:1
2013	10	3	0	0	10	3	7	7	0.7:1	2.3:1

[a]Primary faculty in the undergraduate program are listed as those who teach undergraduate courses.
[b]Students are defined as undergraduates who have declared Public Health as their major and have 90 credits
[c]SFR student/faculty ratio, calculated as the FTE of students divided by the FTE of primary faculty or total faculty.

1.7.c. A concise statement or chart defining the headcount and FTE of non-faculty, non-student personnel (administration and staff).

As of November 1, 2015, non-faculty personnel within the school included 171 full time staff members supported by extramural and institutional funds. Departments and centers within the school have at least one administrative staff member. Other staffing of departments and centers may occur at their discretion based on institutional and extramural funding. Research projects and center grants are administratively staffed in accordance with their budget and cooperative agreements.

1.7.d. Description of the space available to the school for various purposes (offices, classrooms, common space for student use, etc.), by location.

The Frank and Kathleen Ellis Ryals School of Public Health is a six-story building with approximately 112,000 square feet of space. It houses the academic departments and the centers. All SOPH classrooms and seminar rooms are located within the Ryals Building. Over 40,000 square feet of usable space is dedicated to offices.

The Ryals Building is equipped with eight lecture classrooms, one computer lab, three seminar rooms, and a teaching wet lab. These areas include 8,364 square feet and can accommodate approximately 430 students. The classrooms are equipped with the latest technologies for teaching and presentations. Items available in each classroom include laptop computers, projectors, VCRs and other teaching aids. Teleconferencing equipment is installed in Room 407 that allows a bridge between the SOPH and the Alabama Department of Public Health and Auburn University Veterinary School.

The school also has about 17,000 square feet in The Edge of Chaos that is located on the 4th floor of the Lister Hill Library, directly across the physical location of the Ryals Public Health Building. This space contains a state of the art media room with two smartboards, a café area, and an open meeting area for hosting activities. The remainder of the space it devoted to offices. As this space was conceptualized as a place for innovative interdisciplinary activities in reseach and scholarship, there are two groups that occupy the space currently: The Office of Energetics and the Pharmacoepidemiology and Pharmacoeconomics (i.e., PEER) groups.

The school also has ~24,000 square feet of research space, primarily offices, in the 912 Building which sits nearly directly behind the school on 9th Avenue. This space houses the very large Reasons for Geographic Disparities in Stroke (REGARDS) study.

1.7.e. A concise description of the laboratory space and description of the kind, quantity and special features or special equipment.

The Ryals building laboratory space is designed with the concept of shared resources to promote efficient use of equipment and space. Approximately 10,000 square feet of wet lab space is available. Primary laboratory programs include Industrial Hygiene, Environmental Health, Environmental Toxicology, Infection and Immunity, Genetics of Obesity, Genetics and Pharmacogenetics of Cardiovascular Disease, Cancer Molecular Epidemiology, and Molecular Biology.

Individual Research/Teaching Laboratories

There are nine individual labs. Each has bench and floor space to accommodate equipment and supplies for teaching and performing research. Cabinets are positioned below and above benches for storage of supplies and consumables and several gas and vacuum lines are located along each bench. Each lab has phone and internet jacks and regular and emergency power outlets, both 110 and 220V. There are 10 chemical fume hoods in the nine labs and two sinks in each lab, each with regular and in-house deionized water.

Shared Laboratory Space

The laboratory space also provides general-use and specialized facilities in support of the faculty research and teaching interests. There is one tissue culture room with four positive flow hoods and

several incubators; one freezer room containing eight -80°C freezers that are connected to emergency outlets and to a campus alarm system; one cold room also connected to the campus alarm system; one wash room containing two autoclaves, an ice machine, PureLab water filter (18 ohm), and an automatic dishwasher; a dark room containing a film developer, and an accessory room containing an imaging analysis system. There are also two microscope rooms, two storage rooms, a room for PCR set-up with two laminar flow hoods, and three rooms for general use.

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

The school's computing resources are sufficient to meet the needs of the teaching program. Each student has full access to the computing laboratory. The Multimedia and Information Technology Services (MITS) Unit determine the resources (amount, location and types of computer facilities and resources); Robbie Nix leads this area. MITS is available to all departments within the SOPH as a resource for teaching and support of grant-based activities. Basic desktop support, classroom support, and email service are funded from school sources. Software development and multimedia production are funded by the requestor, typically as part of a grant or contract. The Advisory Committee on Information Technology advises MITS on areas such as information technology and computer technology changes and uses. Members of the advisory committee include Claudiu Lungu, Max Michael, Nengjun Yi, Russell Griffin, and Stephen Mennemeyer, and staffed by Richard Mailhot. The SOPH computer facilities occupy approximately 1,500 square feet and 945 square feet for offices and to house the school's computer servers.

MITS largest activity is data management for research. The programming staff has experience in producing stand alone, client server or web-based data management systems, using JAVA, XML, C++, VB, SQL, FoxPro, MS Access and with the ability to create applications on both Linux and Microsoft platforms. The Data Management group has developed three important lines of data collection applications. The first type of application is the SPIRIT system for paper form-based data collection and management. This system is responsible for collecting and managing data for studies having 30,000 participants, such as our REGARDS project, a longitudinal study of racial differences risk factors for stroke with a national sample followed over time. It is designed to be easy to use, to have accurate OCR capability and to provide timely reports on activities and data flows in the system. The second class of application is our multi-tier client server data collection application system that allows remote sites to maintain databases synched to our central database, along with the ability to automatically update the client software in the remote sites. The third product is our Clinical Study Data Management System Authoring Tool that is comprised of a set of four applications geared to the creation of web-based electronic data entry and management systems that meet CFR 21-11 guidelines. All of these systems are operational and in use in one or more collaborative studies.

Infrastructure support is provided by this MITS. It is responsible for server, desktop, laptop and computer laboratory equipment and software support. The SOPH currently maintains a server farm of 22 physical and 134 virtual machines running Microsoft Windows Server 2008 or 2012, VMWare, and Centos Linux. These machines provide file and print services, web server platforms, IIS, Apache, centrally managed anti-virus systems and SQL database support. Additionally, this group provides support for over 750 PCs and laptops used by SOPH faculty, staff and students. The IT support group also is used for troubleshooting in clinical sites if problems arise in our online or web-based systems.

Classroom Infrastructure: The Computer Resource Lab (CRL) is located in room 127 of the Ryals Building and is open to all students who have access to the building 24 hours a day, 7 days a week. This lab has 21 IBM compatible PCs using 3.2GGHZ PIV processors, 512MB memory, 40GB of hard drive storage, and running Windows XP. The SOPH provides 5 lecture rooms and 5 meeting rooms all equipped with large format displays, 80" or larger, attached to pc's. The lecture/meeting

room pc's are IBM compatible PCs using i7 processors, 8GB memory, 256GB of SSD storage, and running Windows 7 and have MS Office, SAS, SPSS, JMP installed.

Research Infrastructure: The IT support operates a server farm containing the following equipment: (6) Dell 610 servers running VMWare; (2) Dell 1950 servers running MS SQL; (3) Dell 720 servers running Linux; (1) Dell 610 running Windows Media Services; (2) Dell 1950 providing network fileshares; (2) Polycom capture stations; (4) Telesage IVR stations and (7) Promise fibre storage arrays in a fibre connected SAN. The Dell servers are the backbone of the SOPH's IT resources and they run Windows 2008 and Windows 2012 operating systems. These servers provide printer management via PHAROS printer management system, centralized antivirus and desktop firewall support, distance learning software using WebCT, streaming media using RealNetworks Helix server, and web support through Microsoft's IIS and Apache. The LINUX servers provide a platform for the development and operation of numerically intensive software, such as SAS and STATA. The SOPH provides a combined online network storage capacity of over 26 TB. Additional computing resources include Oracle, Microsoft SQL, MySQL as well as other database packages and computing software. Substantial university computing resources exist with access to HP cluster systems.

System security: Security is, at a minimum, maintained via tiered permissions, based on individual and group settings; centrally enforced password policy requiring complex passwords that must be changed on a periodic basis; centrally managed desktop and server antivirus packages; desktop firewalls; and daily backups of all server- based storage. All servers are physically secured, follow appropriate multi-level access control protocols, and maintain long term data security via daily and monthly archival procedures. Redundant cooling and power systems support the servers with projected off grid run times of at least 3 days. The SOPH maintains a remote hot site for fallover in the event the main facility is unavailable. All investigators at UAB are connected to a TCP/IP local area network within the SOPH building. UAB central IT group provides perimeter firewall along with intrusion detection and daily scans of networked equipment to detect unpatched or vulnerable systems. Perimeter firewall rules include vpn only access to rdp, Microsoft SQL, and Microsoft file and print services.

1.7.g. A concise description of library/information resources available for school use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services.

UAB provides a broad range of library resources in support of its academic programs. The two major libraries on campus are the Lister Hill Library of the Health Sciences (LHL) located in the Academic Health Sciences Center and the Mervyn Sterne Library, which primarily serves the undergraduate academic programs and includes materials in psychology, sociology, business and government. Because public health encompasses such a broad range of subjects and disciplines, faculty and students use both libraries extensively.

To engage our students in the understanding and use of library resources, during the fall and spring semesters the librarian from the Lister Hill Library holds a weekly "Tea with the Librarian" from 12:30-2:30 in the SOPH. The Lister Hill Library also hosts "Ask A Librarian" via the website, which provides for live "chats" with a librarian.

The Thomas W. Martin Memorial Library of the nearby Southern Research Institute is also a valuable research resource available to faculty and students. While materials are not circulated to persons outside of Southern Research Institute, they may be used in-house and photocopied. This library currently holds about 13,500 books; 55,000 bound volumes of periodicals; and 800 subscriptions to periodicals, abstracts and indexes. Approximately 60% are devoted to environmental health sciences. A full time Information Scientist with Master's degrees in biology and library services is available to conduct literature searches by computer using Lockheed's DIALOG Information Services and STN

International (CAS OnLine) or by manually abstracting and indexing in house sources. This collection is especially strong in chemical carcinogenesis and air pollution.

Another major resource is the Birmingham Public Library (BPL). It is significant that the BPL is a repository library for selected government documents. It has a full collection that covers house and senate hearings, legislation and committee prints as well as technical reports and announcements. The Code of Federal Regulations, the Federal Register, and full census materials are also held.

Departments in the SOPH maintain and share small collections of texts, journals and subscriptions to periodicals of professional interest for students and faculty. The reference collections are not intended to replace, but rather to complement, the existing library resources of UAB, Southern Research Institute, the Cumberland School of Law Library at Samford University in Birmingham.

1.7.h. A concise statement of any other resources not mentioned above, if applicable.

SOPH students and faculty benefit from strong and enduring relationships with other units on campus, as well as with a variety of resources in our immediate and surrounding communities.

- A long-standing formal contractual relationship between the school and the Jefferson County Department of Health supports practice-based internships for students.
- Agreements between the school and various state agencies (e.g., Alabama Department of Public Health, Alabama Medicaid Agency, Jefferson County Department of Health) support research, teaching and service.
- Faculty and students have also negotiated opportunities with other state and local public health agencies outside of Alabama.

The school's centers, described in Section 1.4.c help create and foster these relationships. Annual reports of the Center for the Study of Community Health, the Deep South Center for Occupational Health and Safety, the Sparkman Center for Global Health, and the Lister Hill Center for Health Policy are available in the Electronic Resource File. These reports contain additional information on community resources cultivated, supported and utilized by the school to enhance research, instruction, and service activities.

1.7.i. Identification of measurable objectives through which the school assesses the adequacy of its resources, along with data regarding the school's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.

The school has two measurable objectives and they are presented in Table 1.7.i (1). The objectives pertain to the ratio of students to faculty in the SOPH departments and the space the school has to deliver academic, research, and service enterprise.

Table 1.7.i (1): Resource Outcome Measures Outcome Measure				
Outcome Measure	Target	2013	2014	2015
Student Faculty Ratio < 10 in each for primary faculty in graduate program	8:1	3.4:1	3.1:1	5.6:1
Total square footage per faculty and staff	500	556	599	639

1.7.j. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

- Student faculty ratio assures a very robust ratio of students per faculty at the graduate and undergraduate levels.
- The new undergraduate program is growing quickly.
- The physical space is more than sufficient for offices, and the laboratory, computing, and library resources are excellent.

Weakness
 • None noted.

Future Plans
 • Maintain excellent student faculty ratio and continue development of the undergraduate program.

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

1.8.a. A written plan and/or policies demonstrating systematic incorporation of diversity within the school. Required elements include the following:

Birmingham, Alabama is often considered the birthplace of the civil rights movement in the United States. In 1963, The Birmingham Campaign was launched by activists to protest segregation laws and included a series of lunch-counter sit-ins, boycotts on merchants, and marches on City Hall. The violent attacks that occurred in response to the peaceful demonstrations produced some of the most troubling images of the Civil Rights Movement. A bombing of a black church in September, 1963 killed 4 schoolgirls. At the same time, Rev. Martin Luther King drafted the "Letter from a Birmingham Jail" and called for nonviolent activism. These activities led President Kennedy to state "The events in Birmingham…have so increased the cries for equality that no city or state or legislative body can prudently choose to ignore them." See **http://www.pbs.org/black-culture/**.

Because of this rich history, a commitment to diversity is foundational to the culture of the Birmingham community and UAB as well. At UAB, diversity is embraced as the full range of human difference and potential that manifests itself in individual members of the campus community. Human difference includes race, gender, ethnicity, age, culture, national origin, religious belief, physical ability, sexual orientation, socioeconomic class, lifestyle preference, political conviction and many other differences. UAB believes that campus diversity enriches the educational experience for students and contributes to a high quality intellectual and cultural educational environment for all members of the UAB community. In 2009, the Princeton Review ranked UAB third in the nation for student diversity. Like UAB, the SOPH has a very strong commitment to and reputation for its student diversity. As stated in its core values, the SOPH pairs diversity with collegiality, and describes this value as working toward a common purpose while valuing differences and being informed by a full-range of perspectives.

Table 1.8.a.i (1): [a]The percentage of Students, Faculty, and Staff by Self-Reported Underrepresented Racial / Ethnic Groups of Alabama, the University of Alabama at Birmingham, and SOPH Graduate students, 2012, 2013 and 2014. (From CEPH Template 1.8.1.)					
Racial / Ethnic Group	**2013 US Census Data,[b] State of Alabama (students / staff) or US Colleges and Universities (faculty)[c]**	**2013 UAB Total Group Population, Fall 2013[d]**	**2012 SOPH Graduate Students, Faculty or Staff[e]**	**2013 SOPH Graduate Students, Faculty or Staff**	**2014 SOPH Graduate Students, Faculty or Staff**
Hispanic/Latino Students (%)	4	2.6	2.9	3.0	3.9
African American or Black Students (%)	26	21.2	22.4	22.9	23.6
Hispanic / Latino Faculty (%)	3.8	3	3	3	2
African American or Black Faculty (%)	5.4	6	7	5	11
Hispanic / Latino Staff (%)	4	0.1	2	2	1
African American or Black Staff (%)	26	33	28	26	24
[a]Table 1.8.a.i (1) does not include information for our international students, who comprise between 13% and 18% of the SOPH student body between 2012 and 2014. These students add a wealth of cultural, racial and ethnic diversity to our student body. [b]United States Census Bureau, www.census.gov [c]Digest of Education Statistics, 2010, Table 260 [d]UAB Registrar [e]Graduate students only, fall semester					

1.8.a.i. Description of the school's under-represented populations, including a rationale for the designation.

The school is well-represented in terms of racial and ethnic diversity as indicated in table 1.8.a.i (1). The SOPH defines under-represented populations as African Americans and Hispanics. These populations are the racial and ethnic groups that are disproportionately under-represented among the students, staff and faculty of the school compared to their representation in Alabama and the greater southeast. (See below for criterion.) Other ethnic minority representation (Asians, Pacific Islanders, and Native Americans) is on par with that of the general population in Alabama and therefore not considered underrepresented for the purposes of this self-study.

Students

The school is committed to ensuring that the SOPH's student diversity is at least equivalent to that of the university. In 2013, 21.2% and 2.6% of students self-reported ethnicity as African American and Hispanic, respectively. As Table 1.8.a.i (1) indicates, the proportion of graduate students who were of self-reported African Americans or Hispanic and the school was slightly lower than the population of Alabama, and slightly better than the total UAB student population.

In the state of Alabama, 26% of the population is Black or African American and 4% are Hispanic. Within Jefferson County wherein UAB is geographically positioned, 42% are African American and 2.4% are Hispanic. One of our goals is to reflect the ethnic and racial make-up of Alabama. In this regard, the school is falling slightly below the metrics for African American and Hispanic students.

Faculty Diversity

The SOPH defines Hispanic/Latino and African Americans as the underrepresented populations among our faculty. The SOPH is committed to maintaining a diverse faculty in alignment with the population of Alabama, and on par with other Universities and Colleges. As evidenced in Table 1.8.a.i (1), the proportion of African American faculty is on par with other Colleges and Universities, slightly higher than UAB as a whole, and has increased to 11%; for Hispanics/Latinos, the SOPH is on par with UAB as a whole, but slightly lower than Colleges and Universities. Asians are well represented among the faculty of the SOPH (data not presented). The SOPH plans to further increase the number of African American and Hispanic/Latino faculty to come closer to the population distribution of the state of Alabama, particularly Hispanic / Latinos given the low representation to the proportion of Hispanic / Latino students in the SOPH.

Staff Diversity

The SOPH defines Hispanic/Latino and African Americans as the underrepresented populations among our staff. The associate dean for academic and strategic programs compared the percentage of staff members self-reporting these ethnicities to the population of Alabama, Jefferson County (where UAB is located), and UAB as a whole. Compared to the entire state, UAB as a whole is on par with respect to African American representation, but not well with respect to Hispanics. In comparison to Jefferson County where UAB is located, the SOPH is below in both African American and Hispanic representation. Compared to UAB, the school is below the university for African Americans but doing better than UAB for Hispanic / Latinos. For these reasons, both African Americans and Latinos are considered underrepresented.

1.8.a.ii. A list of goals for achieving diversity and cultural competence within the school, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.

The School of Public Health strives to assure the goals of faculty, staff, and student diversity are achieved through a variety of initiatives developed to attract and retain a diverse group of persons to the School of Public Health and address important issues of cultural competence. To lead our efforts to

promote diversity, equity, and inclusion in the UAB School of Public Health, the Office of Diversity, Equity, and Inclusion was established on October 1, 2015. The Director of this office, Dr. April P. Carson, will be working with the UAB School of Public Health Committee on Diversity, Equity, and Inclusion to devise and implement strategies to promote diversity, equity, and inclusion within our school. The committee has representatives from each department and from faculty, staff, and students.

The SOPH has established 4 goals to address issues of diversity, equity and cultural competence in the UAB School of Public Health. These current goals are:

- Goal 1: Foster an inviting campus environment that respects differences and encourages inclusiveness.
- Goal 2: Increase the recruitment, retention and representation of diverse students, faculty, administrators and staff to a level that is an appropriate reflection of the pool of availability for the target population.
- Goal 3: Develop and implement a comprehensive system of education and training focused on effectively managing diversity for students, faculty and staff.
- Goal 4: Build and enhance partnerships with diverse communities, businesses and civic organizations to support diversity at the SOPH and the surrounding communities.

For the 2016-2020 diversity plan, the Diversity, Equity, and Inclusion committee has identified 3 focus areas: curriculum, climate, and community connectedness. For the curriculum, the committee will ensure that our undergraduate and graduate courses integrate diversity, equity, and inclusion in the study and practice of public health. Additionally, the committee plans to develop an inter-disciplinary graduate certificate focused on health disparities and health equity. For the climate, we plan to increase the representation and retention of diverse administrators, faculty, staff, and students and cultivate an educational and workplace climate that espouses our values of diversity, equity, and inclusion. For the community, the committee plans to develop new partnerships and leverage existing collaborations to promote greater connectedness between the School of Public Health and the local Birmingham community. The school is committed to fostering a community and culture that embraces diversity, equity, and inclusion in our pursuit of excellence in education, research, and service.

These goals are consistent with the UAB's Diversity and Equity Program initiated through the UAB Office of the Vice President for Equity and Diversity. The university mission, goals and strategic plan can be found at http://www.uab.edu/equitydiversity/programs.

1.8.a.iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the school should also document its commitment to maintaining/using these policies.

UAB is expressly committed to maintaining and promoting nondiscrimination in all aspects of recruitment and employment of individuals at all levels throughout UAB. In accordance with applicable law, UAB prohibits, and will not tolerate, discrimination in any personnel actions, UAB programs, and UAB facilities on the basis of race, color, religion, sex, national origin, disability unrelated to job performance, veteran status, or genetic or family medical history. In addition, UAB prohibits, and will not tolerate, discrimination against individuals on the basis of their sexual orientation, gender identity or gender expression. UAB also complies with the Age Discrimination in Employment Act which prohibits employment discrimination against persons 40 years of age or older. UAB will not tolerate any conduct by an administrator, supervisor, faculty, or staff member which constitutes any form of prohibited discrimination. All personnel actions, programs, and facilities are administered in accordance with UAB's equal opportunity commitment and affirmative action plan.

UAB states its position as an equal opportunity/affirmative action employer in all solicitations and advertisements for employment vacancies placed by, or on behalf of, UAB. UAB broadly publishes

and circulates its policy of equal employment opportunity by including a statement in all media communication and printed matter for employment purposes. Further, UAB considers, through appropriate established procedures, complaints of any individual who has reason to believe that he or she has been affected by prohibited discrimination.

In keeping with its commitment to maintaining an environment that is free of unlawful discrimination and in keeping with its legal obligations, UAB prohibits unlawful harassment (and discouraging conduct that, while not unlawful, could reasonably be considered unwelcome). Discriminatory harassment of any kind is not appropriate at UAB, whether it is sexual harassment or harassment on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, age, national origin, disability unrelated to program performance, veteran status, genetic or family medical history, or any factor that is a prohibited consideration under applicable law. At the same time, UAB recognizes the centrality of academic freedom and its determination to protect the full and frank discussion of ideas. Thus, discriminatory harassment does not refer to the use of materials about or discussion of race, color, religion, sex, sexual orientation, gender identity, gender expression, age, national origin, disability unrelated to program performance, veteran status, or genetic or family medical history for scholarly purposes appropriate to the academic context, such as class discussions, academic conferences, or meetings. The policy for equal opportunity and discriminatory harassment policy is located at http://www.uab.edu/policies/. Harassment is also covered in the Faculty Handbook Section 3.8 (http://www.uab.edu/policies/). In addition to the policies and procedures stated in the UAB-wide Sexual Harassment Policy, specific procedures have been put in place to investigate claims of sexual harassment made by students against faculty. A student who believes that he or she has been sexually harassed should report the incident promptly to the vice president for student affairs. Specific instructions to students are provided in section 22 of the Non-Academic Student Conduct Policy (see http://www.uab.edu/students/).

An additional key policy associated with the equal opportunity and discriminatory harassment policy is the Duty to Report and Non-retaliation Policy (see http://www.uab.edu/policies/). This policy supports the UAB Enterprise Code of Conduct and the university's commitment to maintain an open environment in which UAB Members are able to raise Good Faith concerns and assist appropriate authorities in investigating potential Wrongful Conduct.

1.8.a.iv. Policies that support a climate for working and learning in a diverse setting.

UAB has established an Enterprise Code of Conduct in 2011 (see http://www.uab.edu/compliance/) that assures that faculty members, staff and students from every valued and appreciated as members of the UAB community. All new employees of UAB are required to complete an online training regarding the code, and to take an exam with a passing grade. The SOPH embraces this code of conduct that sets forth the standards of behavior expected of all UAB community members. There are 8 areas within the Code of Conduct, and one particularly devoted to the climate for working and learning in a diverse setting: "treat individuals with respect." The code explicitly states that UAB community members are to be respectful, fair, and civil; value diversity of opinion and contribution of others; avoid all forms of harassment, illegal discrimination, threats or violence; provide equal opportunity for access to programs, facilities, and employment; and promote conflict resolution.

As for faculty and staff, the students also have a policy regarding non-academic student conduct (see https://www.uab.edu/students/services/student-engagement/student-conduct). Within this policy there is a large section entitled Social Justice that states "UAB students recognize that respecting the dignity of every person is essential for creating and sustaining a flourishing university community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others." The social justice describes values that

fall within social justice, including bias, discrimination, harassment, and retaliation.

1.8.a.v. Policies and plans to develop, review, and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

The school has integrated competency in diversity and cultural considerations into our undergraduate and graduate curriculum and coursework. For example, when developing the undergraduate curriculum, the UPOC decided explicitly to weave cultural competency, diversity, and health disparities throughout the curriculum rather than to have it in one course because diversity is such a core value of the SOPH.

Through our service learning courses and our internships, particularly in community-based settings, the school further builds competency in diversity, health disparities, and cultural competencies. Listed below are a few examples from our SOPH and curriculum.

- **PUH202 Introduction to Global Health** engages all public health students in a campus wide scavenger hunt wherein students are required to interview an international student, an international scholar, and have a social engagement with a cultural frame outside of their own. This is the first activity for the course and establishes the foundation of culture for public health interventions and practice.
- **PUH320 Global Health Service Learning** is a service-learning course wherein students work with different public health agencies to apply principles of interprofessional collaboration, community partnership, and global health in the development and implementation of a project to address a global health problem in collaboration with a domestic or international community partner. During the 2015 spring semester, 48 students worked with 8 community partners: (Cahaba Riverkeeper, Cahaba Valley Health Care, Coosa Riverkeeper, Firehouse Shelter, Jones Valley Teaching Farm, One Roof, Project Hearts (Dominican Republic), and YWCA Woodlawn). Projects ranged from a completing a health care needs assessment of the local Hispanic population to creating training videos for volunteers working with the homeless population and from bacteriological sampling in the Cahaba River to installation of water catchment systems in the Dominican Republic.
- **ENH310 Environmentalism, Environmental Justice and Ethics and Diseases** is a Service Learning course. In fall 2014, students in ENH 310 worked in Uniontown, Alabama with the Black Belt Citizens Fighting for Health and Justice. Uniontown is mostly minority, economically poor and under-educated Alabamian residents (see this video for more information: http://vimeopro.com/selc/southernexposure/). Students met with the community partners, started to build relationships with citizens of Uniontown, and then worked with them to help identify their needs for disseminating their message, helped identify other appropriate groups they can partner with, then worked with community members to improve computer literacy skills to enhance their use of social media to reach more people in their community.
- **ENH611 Environmental & Occupational Exposure Assessment and ENH650 Essentials of Environmental and Occupational Toxicology**. Students worked with the Black Belt Citizens Fighting for Health and Justice along with the Alabama Rivers Alliance on a project involving environmental monitoring and toxicity assessment resulting from the run-off from a hazardous waste site on ground and surface water during fall 2014 and spring 2015. Students went to the homes of Uniontown residents, met with community leaders and political leaders, and presented a 2-hour talk at City Hall in which they presented their findings to the community.
- **HB636 Developing Interventions to Promote Public Health.** Students have numerous opportunities to demonstrate cultural competency and an appreciation for diversity. Students work in teams to design highly tailored interventions based on a specific population that they identify: they 1) research the unique needs of their audience and community; 2) prioritize and focus the

intervention goals based on their population's unique socio-demographic variables, behavioral risk and protective factors, and available physical resources; 3) describe how they will involve their intended audience in the intervention design to ensure they create a program that their intended audience finds feasible and effective; and describe how they will develop health communication components and materials that are culturally appropriate for their audience. As part of their final exam, they are given an intervention developed for a specific population to adapt it to another audience with different needs and resources.

- **HB605 Physical Activity and Health.** The course includes didactic lectures on physical activity related health disparities and journal club discussions devoted to issues surrounding diversity and cultural competency

- **HB624 Advanced Theory and Practice in Behavioral Science.** Lectures include content on using tailoring and targeting intervention strategies to reach underserved populations. Journal club discussions elaborate upon social marketing principles relevant to cultural competency such as audience segmentation.

- **SIFAT Field Course:** While students are on campus learning about appropriate technologies to be applied in low resource areas, they interact with representatives from up to fourteen different countries. The interchange is invaluable in that students are exposed to the experience of someone working in the developing world from the first person.

- **Jamaica Field Course:** Students spend ten days in Kingston, Jamaica working with local HIV treatment and prevention and environmental health agencies. While in country, our students interact with representatives from the Ministry of Health and public health practitioners who implement change and solutions across the island.

Currently, the SOPH does not have a formal mechanism to evaluate diversity and cultural competency systematically in our curriculum. The Educational Policy Committee will recommend a process for formally evaluating diversity and cultural competency in our curriculum. The school will use this framework moving forward to improve our curriculum if necessary.

1.8.a.vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.

UAB is strongly committed to hiring, developing, and promoting a diverse faculty. UAB has a set of policies in place that adheres to our policies regarding equal opportunity in employment. The policies dictating faculty hiring are located at http://www.uab.edu/faculty/hiring. The policy website for faculty hires provides detailed information regarding advertisement requests and approval processes, advertisement content requirements, requirements from the Department of Labor, and recruitment resources that promote best practices. A key element in UAB's policy is the inclusion of the Affirmative Action officer located in each school. The Affirmative Action officer is responsible for i) collecting and maintaining information on faculty vacancies, tenure decisions and promotions, ii) serving as a non-voting member of each faculty recruitment, tenure and promotion committee, iii) reviewing all advertisements for faculty vacancies before they are published, and iv) certify that all recruitment policies and procedures have been followed for each recruitment activity by signing the Faculty Recruitment Experience Report.

Advertisements for position must adhere to strict requirements outlined at UAB and must include the following: "UAB is an **Equal Opportunity/Affirmative Action Employer** committed to fostering a diverse, equitable and family-friendly environment in which all faculty and staff can excel and achieve work/life balance irrespective of, race, national origin, age, genetic or family medical history, gender, faith, gender identity and expression as well as sexual orientation. UAB also encourages applications from individuals with disabilities and veterans." See http://www.uab.edu/faculty/hiring/.

The Diversity and Equity Program of the UAB School of Public Health complements and builds on the programs initiated through the UAB Office of the Vice President for Equity and Diversity. There are

three specific programs for increasing diversity in faculty recruitment (see http://www.uab.edu/equitydiversity/programs/faculty-recruitment). Several university-wide programs are utilized by the SOPH (i.e., faculty recruitment, faculty development, scholarships for minority fellowships and career enhancement). Chairs may request resources to recruit, retain and mentor minority faculty. These programs have been utilized extensively in the SOPH, resulting in the assistance with at least 6 African American faculty members.

During the recent strategic planning process, diversity was noted as one of the objectives to be addressed in 2016-2020. The SOPH is considering the creation of an Office of Diversity within the dean's office and creating a leadership position to create initiatives for building an even greater awareness of diversity in the next few years.

Regarding promotion and retention of diverse faculty, the SOPH has been successful at promoting and retaining minority faculty members, but the SOPH has also not been able to retain 100% of our minority faculty. The challenge is that once successful, they are highly sought after by other Universities who are also working to build a diverse faculty. For example, one very successful African American Assistant Professor (tenure earning) was offered and took a position at another university even after UAB countered with a promotion to Associate Professor with tenure. Others have been successfully promoted: Dr. Bertha Hildalgo was moved from a post-doc position to a faculty position, and is now being offered a tenure-track position; both Dr. Olivia Affuso and April Carson were retained after being offered positions at other universities. The dean is very helpful in assembly retention packages for minority faculty.

1.8.a.vii. Policies and plans to recruit, develop, promote and retain a diverse staff.
As stated above, the recruitment, development, promotion and retention of staff follow the same employment policies dictated by UAB for faculty. Similar to it policies for recruitment of a diverse faculty, UAB is committed to recruiting a diverse staff, and has policies in place to assure a diverse workforce. A listing of the mission and services from Human Resources directed at hiring staff can be found at http://www.uab.edu/humanresources/.

One of the core values of our SOPH, as previously stated, is collegiality and diversity, and describes this value as working toward a common purpose while valuing differences and being informed by a full-range of perspectives. Other important SOPH values of relevance to promoting and retaining a diverse staff are integrity and inclusion, which the SOPH defines as abiding by the highest moral and ethical standards while soliciting and embracing the contributions of all, and communication and transparency, which the SOPH defines as recognizing that timely information sharing and transparent decision-making build trust. Collectively, these values provide the framework for creating a work environment that supports cultural competency and diversity. The SOPH also ensures staff are represented on our Diversity Committee.

1.8.a.viii. Policies and plans to recruit, admit, retain and graduate a diverse student body.
Recruitment, admitting and graduating a diverse student body is an important attribute of UAB and the SOPH. As dictated in our Equal Opportunity and Discriminatory Harassment Policy (http://www.uab.edu/policies/), UAB reaffirms its policy of equal educational opportunity. UAB prohibits, and will not tolerate, discrimination in admission, educational programs, and other student matters on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, age, national origin, disability unrelated to program performance, veteran status, or genetic or family medical history. Complaints by any applicant or student who has reason to think he or she has been affected by discrimination will be considered through appropriate established procedures. This policy statement is included in all student handbooks and catalogs. The following summary statement may be

printed in other UAB publications:

> "The University of Alabama at Birmingham prohibits discrimination in admission, educational programs, and other student matters on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, age, national origin, disability unrelated to program performance, veteran status or genetic or family medical history."

As mentioned, one of the core values of our SOPH, as previously stated, is collegiality and diversity, and describes this value as working toward a common purpose while valuing differences and being informed by a full-range of perspectives. As indicated in our current strategic plan, educational excellence is our first goal. At the SOPH, the faculty and staff aim to offer exceptional undergraduate, graduate, and professional programs that prepare diverse students to lead, teach, conduct research, provide professional services, become the prominent scholars and societal leaders of the future, and contribute to our region's prosperity. Because of our geographic location in the heart of the south, and the proportionately large representation of African Americans in Alabama, SOPH representatives attend all historically black colleges (HBCUs) and universities in Alabama for both graduate school fairs and classroom visits. Recruiters also visit the larger HBCUs in Mississippi for their graduate school fairs. SOPH representatives attend and exhibit at the Annual Biomedical Research Conference for Minority Students and SACNAS annual national conference. Recruiters also do a weeklong visit of public health programing at Carver High School (North Birmingham) for 11th and 12th graders. School representatives also participate in the annual UAB Minority Health and Health Disparities Research and Center summer enrichment program. Lastly, SOPH representatives participate annually in the UAB Health Career Opportunities Program (HCOP) for middle and high school students. All of these events and activities are geared towards minority students, and provide opportunities to increase our representation of minority students.

The Office for Equity and Diversity (http://www.uab.edu/equitydiversity/) also has programs and scholarships geared towards increasing the recruitment and retention of minority students. There are Graduate Fellowships available to qualified underrepresented minority or women students, newly enrolled at UAB and seeking to earn a Ph.D. degree. Applicants must be United States citizens or permanent United States residents and not hold a degree higher than a bachelor in order to be eligible to receive a fellowship. "These fellowships are for beginning graduate students only." The Office for Equity and Diversity provides fellowship support for three years and the particular department must agree to provide an additional one or two years of fellowship support as needed and assign a faculty mentor to assist the student. The school has funded PhD students thru this program. The school also has a training grant for minority students, and several minority students have been awarded administrative supplements from their advisor's NIH grants. These programs have been successful for retention and graduation of students.

The university also has an office for International Recruitment and Student Services that works to provide international students with the services, programs, and activities that help them get the most from their time at UAB. IRSS helps in matters of immigration, federal and state taxation, and introduction to UAB, Birmingham, and the United States. They also serve as a resource center to promote international understanding and awareness on campus and throughout the Birmingham community.

Retention of students is as important as recruiting students. UAB has an Office of Student Retention Programs that coordinates activities for success at UAB. One very successful program recently launched is the "Blazing Start", a program focused on student success. Students are identified on the basis of their academic record so that at risk students can be identified and early interventions initiated. Many of these students come from underserved communities. Through intensive advising and on-

going academic support, students in this program will spend their first year at UAB gaining the skills that will propel them to academic success and carve a clear path to graduation. The Minority Scholars Program (MSP) within the Office of Student Retention Programs provides special resources and services designed to help prepare students to further their education after graduation. MSP is a four-year multifaceted program focused on academic excellence and social development. The undergraduate program components include faculty/staff and peer mentoring, leadership development, internship and research opportunities, honors program, tutorial program, and course survey program. After graduation, students are invited to join the Minority Scholars Alumni Chapter (MSAC). MSP takes students from the freshman year to graduation and beyond, which exemplifies the program's motto: "Each one, reach one."

1.8.a.ix. Regular evaluation of the effectiveness of the above-listed measures.

As part of our current strategic plan, multiple areas regarding diversity are regularly examined and quantified. For example, annually the OSAS calculate the ethnic and racial distribution for students and faculty, and they are reported to UAB (see http://www.uab.edu/institutionaleffectiveness/) as well as to CEPH and ASPH. Within our 2011-2016 Strategic Plan, the SOPH has specific goals related to diversity for minority students, faculty and administrators. Graduate directors are responsible for review of their department's curriculum with respect to content in cultural competence, and the UPOC (Undergraduate Committee) oversees this in the undergraduate curriculum. The cultural competence of the students is assessed through their performance in coursework. The SOPH has a climate survey planned in its new Strategic Plan (2016-2020), and diversity and cultural competency are included in the survey to allow us to assess this in the future.

1.8.b. Evidence that shows the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.

Diversity is at the heart of Birmingham, at the center of the civil rights movement in the 1960s, and is a core value of the SOPH and embedded in our teaching, research and service activities. The most compelling evidence that the SOPH diversity policies are effective is the proportionately high number of minority students, staff, and faculty (particularly African American) within the SOPH. Nearly 1 in 4 students are African American and 11% of our faculty members are also African American. Data regarding diversity trends for students, faculty and staff trends are provided in Table 1.8.e (1). The listing of our recruitment efforts, particularly our visits to HSCUs and meetings that are directed towards diversity (i.e., Annual Biomedical Research Conference for Minority Students and SACNAS annual national conference) are further evidence of effective diversity policies. Regarding cultural competency, the school provides multiple opportunities for students and faculty to promote knowledge. These include:

- **Global Health Case Competition**: The GHCC puts forth an international case annually for interdisciplinary teams to address. Cultural limitations and practices must be addressed in all proposals. The past year's topic was open defecation in India.
- **Global Health Seminars**: Annually 2-4 seminars are held which address the topics of global health and development. Culture and cultural sensitivity is always included. For example, the seminar on Ebola included a section on how the cultural fear of western medicine propagated the spread of Ebola on the African Continent.
- **Moses Sinkala Travel Scholarship**: Ten scholarships were awarded to students to travel to Haiti, the Dominican Republic, Guatemala, and Zambia to engaged in public health research and practice.
- **Wilcox County / Black Belt:** Dr. Henna Budwani is working with BAMA Kids developing and

executing health education curriculum. Thus, far there has been development of twelve lessons specifically for BAMA Kids, a non-profit afterschool and summer program in Wilcox County, AL, focused on health issues of rural young men of color. Over 120 young students and 20 adults have been educated about community health, nutrition, violence, communication, and future opportunities. Through this Robert Wood Johnson Foundation Catalyst grant, the Black Belt Community Foundation is focusing on 12 largely rural counties of Alabama, where more than a third of the population lives below the poverty line; over the next 18 months, as each grantee redistributes funds to promising solutions in their regions, there will be documentation of the projects and use of the stories and lessons captured to boost investment more broadly in the South and in rural areas. This is part of the largest private investment in rural young men of color to date, but there is hope that it will be the spark for something even bigger. UAB students who are interested are invited to participate in this work as compliers of evidence-based curriculum and presenters. So far, three students have visited the county. Additionally, on Wednesday, April 15th, the Sparkman Center for Global Health hosted 25 middle and high school students from Wilcox County who visited UAB where they were introduced to higher education as an option. At this event three students spoke about personal challenges they overcame to attend college and other UAB students were in attendance. There is also a group of undergraduate and graduate students from the region who serve as an advisory board for the project.

1.8.c. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

The strategic planning process for the SOPH, for the current plan (2011-2016) and the newly developed plan (2016-2020) listed diversity as a strategic goal. Therefore, that strategic planning process has been instrumental in our success with diversity. Additionally, the values of the SOPH have diversity embedded as central to how it functions. The school also has the Diversity and Equity Committee comprised of 10 members appointed by the dean. Three at-large representatives of the faculty, the Affirmative Action officer (AAO), the AAO alternate, two staff representatives, one department administrator, one student representative, and the Community Affirmative Action Liaison Representative. The committee created the goals articulated in goals listed in 1.8.a.ii. The committee is charged to review the diversity and equity goals and recommends programs and initiatives that advance those goals. They also are charged with facilitating dissemination and promotion of UAB Diversity Plan in the school. This committee has not been active since 2011. In preparation for the self-study, the Diversity Committee has been reconvened and re-examining how well the SOPH is meeting is diversity and cultural competence objectives, potential areas for further growth, and systematic measures to evaluate cultural competency. As part of its 2016-2020 Strategic Plan, the SOPH is considering creating an administrative position within the dean's office that oversees diversity.

1.8.d. Description of how the plan or policies are monitored, how the plan is used by the school and how often the plan is reviewed.

As stated previously, the 2011-2016 Strategic Plan is monitored annually and trends in the data regarding minority student, faculty, and staff are recorded annually, both as part of the Strategic Plan as well as to UAB. The Diversity and Equity Committee of the SOPH is tasked with creating, planning and monitoring diversity activities in the SOPH.

1.8.e. Identification of measurable objectives by which the school may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the school must include four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity

reporting will be handled on a case-by-case basis. Measurable objectives must align with the school's definition of under-represented populations in Criterion 1.8.a.

The measureable objectives for which diversity among students, faculty and staff are listed in Table 1.8.e (1). As demonstrated in this table, we have exceeded our target of African American faculty, met our target for students, and nearly reached our target for staff. The school is slightly behind on the number of Hispanic faculty, staff, and students.

Table 1.8.e (1): Objectives and Targets for Diversity among Students, Faculty and Staff in the SOPH. (From CEPH Template 1.8.1.)					
Racial / Ethnic Group	**Data Source**	**Target**	**2012**	**2013**	**2014**
Hispanic/Latino Students (%)[a]	Banner	4%	2.9	3.0	3.9
African American or Black Students (%)[a]	Banner	24%	22.4	22.9	23.6
Hispanic / Latino Faculty (%)	Oracle	3%	3	3	2
African American or Black Faculty (%)	Oracle	7%	7	5	11
Hispanic / Latino Staff (%)	Oracle	4%	2	2	1
African American or Black Staff (%)	Oracle	26%	28	26	24
[a]US resident undergraduate and graduate students combined [b]Faculty Count as of December 31, 2014					

1.8.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- UAB is situated in Birmingham at the center of the civil rights movement in the US in the mid 1960s. Diversity is a core value of the SOPH. Nearly 1 in 4 students is African American, and the school has increased our African American faculty representation considerably, now at 11%.
- Recruitment of minority students has been a priority, and our student recruitment plan reaches out to local high schools that are predominantly minority, as well as historically black colleges and universities.
- UAB and the SOPH have graduate training programs that help in the retention of minority students.
- The school has an engaged Diversity, Equity and Inclusion Committee, and has established a director for the office.
- UAB has clear policies for students, staff and faculty regarding discrimination and harassment.
- The SOPH has benefitted from faculty recruitment assistance from the UAB Office of Equity and Diversity.
- Cultural competence is included in many course offerings, as well as in service courses, lectures, and internships.

Weaknesses
- The SOPH has a low percentage of Hispanic students, faculty, and staff as defined by percentages less than the goal of 4%, 3% and 4%, respectively.

Future Plans
- Create a student recruitment plan for increasing Hispanic student enrollment and success.
- Continue to utilize the Diversity, Equity and Inclusion Committee, and attain goals as outlined for 2016-2020.

Criterion 2.0
Instructional Programs

2.1. Degree Offerings. The school shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

The areas of knowledge basic to public health include the following:

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

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

Environmental health sciences – environmental factors including biological, physical and chemical factors that affect the health of a community;

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

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

2.1.a. An instructional matrix presenting all of the school's degree programs and areas of specialization. If multiple areas of specialization are available within departments or academic units shown on the matrix, these should be included. The matrix should distinguish between public health professional degrees, other professional degrees and academic degrees at the graduate level, and should distinguish baccalaureate public health degrees from other baccalaureate degrees. The matrix must identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix. See CEPH Data Template 2.1.1.

The School of Public Health offers the BSPH, MPH, MSPH, MS, DrPH and PhD degrees. The BSPH

began accepting students in the fall of 2013. There is a core course in each of the five areas of public health for the BSPH and MPH, and the MPH is offered in all five areas. To provide each student the opportunity to gain expertise in a specific area, each of these degrees has several areas of specialization that are listed in the instructional matrix (Table 2.1.a (1)). The MPH and the DrPH are professional degrees. The BSPH, MS, MSPH, and PhD are academic degrees. The MPH program was internally reviewed by a committee of faculty and students in 2011. The MPH online programs have been highly ranked in the Best of Colleges November, 2015 review.

Table 2.1.a (1): Instructional Matrix. (From CEPH Template 2.1.1.)			
		Degrees	
Specialization/Concentration/Focus Area	Hours	Academic	Professional
Bachelor's Degrees (Bachelor of Science in Public Health)			
Environmental Health Concentration	120		BS
General Public Health	120		BS
Global Health Concentration	120		BS
Master's Degrees			
Biostatistics (BST)			
Biostatistics	43-44		MPH
Biostatistics	46-49	MS	
Clinical and Translational Science	41-44	MSPH	
Environmental Health Sciences (EHS)			
[a]Environmental Health & Toxicology	43		MPH
Environmental Health & Toxicology	39	MSPH	
Industrial Hygiene	57		MPH
Accelerated Program in Industrial Hygiene	45		MPH
Industrial Hygiene Online	43		MPH
Industrial Hygiene	56	MSPH	
[a]Occupational Health & Safety	42		MPH
Epidemiology (EPI)			
Applied Epidemiology	42	MSPH	
Clinical and Translational Science	42	MSPH	
Epidemiology	42		MPH
Pharmacoepidemiology & Comparative Effectiveness Research	43	MSPH	
Health Behavior (HB)			
Clinical and Translational Science	42	MSPH	
Health Behavior	44-47		MPH
Health Care Organization and Policy (HCOP)			
General Theory & Practice	44		MPH
[a]Health Care Organization	44		MPH
Health Policy	44		MPH
[a]Maternal and Child Health Policy and Leadership	44		MPH
Outcomes Research	43	MSPH	
Public Health Preparedness Management and Policy	44		MPH
Doctoral Degrees			
Biostatistics	72-85	PhD	
Environmental Health Sciences (Masters)	53	PhD	
Environmental Health Sciences (Non-Masters)	72	PhD	
Epidemiology	60 minimum	PhD	
Health Education and Health Promotion (HB)	73	PhD	
Maternal Child Health Policy and Leadership (HCOP)	42 minimum		DrPH
Outcomes Research (HCOP)	42 minimum		DrPH
Public Health Management (HCOP)	42 minimum		DrPH
Joint Degrees in 2nd (Non-Public Health) Area			
Business Administration (HCOP)	74		MBA/MPH
Doctor of Medicine (General MPH)	42		MD/MPH
Doctor of Optometry (HCOP)	44		DO/MPH
Doctor of Veterinary Medicine (General MPH) with Auburn University	42		DVM/MPH
Environmental Health & Toxicology - Fast Track	43		BS/MPH
Epidemiology – Fast Track	42		BS/MPH

Table 2.1.a (1) (continued): Instructional Matrix. (From CEPH Template 2.1.1.)		Degrees	
Specialization/Concentration/Focus Area	Hours	Academic	Professional
Health Behavior – Fast Track	44-47		BS/MPH
Health Care Organization – Fast Track	44		BS/MPH
Juris Doctor (HCOP) with Samford University	45		JD/MPH
Maternal & Child Health and Leadership / Nursing (HCOP)	44		MSN/MPH
[a]Maternal & Child Health / Social Work (HCOP) with University of Alabama	44		MSW/MPH
Nursing (HB)	44-47		MSN/MPH
[b]Psychology PhD (HB) with University of Alabama	43-46		PhD/MPH
[b]Psychology PhD (HCOP) with University of Alabama	43	PhD/MSPH	
Public Administration (HCOP)	62		MPA/MPH
Sociology PhD (HB)	43-46		PhD/MPH
[a]Also Online Programs [b]with UAB Department of Psychology and University of Alabama			

Bachelor of Science in Public Health

The BSPH undergraduate degree trains students in the essential skills needed to plan, initiate, and manage public health programs. Students learn the fundamentals of public health history, theory, and practice, including the how biological, environmental, social and behavioral factors interacts to create health and disease. Identifying the health needs of communities and the role of health disparities is emphasized. Students gain a basic understanding of public health research, study design, and data interpretation. Students learn effective public health communication skills, but written and oral. Students are required to have 27 PUH credit hours (plus a 1 hour first year experience course), including 18 hours in their area of emphasis, all completed with a grade of C or better. The degree requires 120 total credit hours.

Department of Biostatistics

The Department of Biostatistics offers the MPH, MS, MSPH, and PhD degrees.

MPH. The MPH degree in biostatistics is intended for individuals from decision-making positions in public health and other health care settings who have an interest in data management, statistical analyses and interpretation, and presentation of analytical results. In particular, the degree is for those who want to improve their knowledge of biostatistics in order to better apply these skills in a public health setting. This degree can be completed in approximately 2 years. An internship is required and students may enroll for additional research credits. Successful completion of the program requires maintaining a GPA of 3.0, completing all required courses and an internship, and successful evaluation by the academic advisor.

The MS, MSPH in Clinical and Translational Science are described in 2.11.a, and the PhD degree is described in 2.12.

Department of Environmental Health Sciences

The Department of Environmental Health Sciences (EHS) offers three degrees (MPH, MSPH, and PhD), each with several options, for a total of 9 specializations.

MPH. The Master's of Public Health (MPH) is a professional degree for students who are preparing for a career in public health practice. The MPH in Environmental Health Sciences can be earned in each of the following four specializations: Environmental Health, Occupational Health and Safety, Industrial Hygiene, and Industrial Hygiene Accelerated Program. There is also a completely online format for the Industrial Hygiene MPH. Each specialization generally requires 1-2 years of study. The MPH training the department offers is quantitative and analytical, and emphasizes a strong foundation of biomedical and physical sciences. An internship (field practicum) is required. Research is not generally required for the MPH degree (with the exception of the IH and IHAP

tracks), although students may enroll for elective research credits.

Students interested in the IH track (who have undergraduate degrees in industrial hygiene from ABET-accredited, NIOSH-funded, programs) may complete the IH track on an "accelerated" basis. Students enrolled in the IHHS track are required to complete either the 40-hour hazardous waste site worker course [OSHA29 CFR1919.102 (3)] or the 45-hour hazardous materials emergency response technician course in addition to their SOPH coursework.

The MSPH degrees are described in 2.11 and the PhD degrees are described in 2.12.

Department of Epidemiology

The Department of Epidemiology offers three degrees (MPH, MSPH and PhD) with several options as described below.

MPH. The MPH degree in Epidemiology is a professional degree for students who plan a career in public health practice. The MPH degree in Epidemiology can be earned in 1½ - 2 years. MPH training is quantitative and analytical, with a strong bio-medical under-pinning. An internship (field practicum) is required. Research is not required although students may enroll for elective research credits.

The MSPH degrees are described in 2.11 and the PhD degrees are described in 2.12.

Department of Health Behavior

The Department of Health Behavior offers three degrees (MPH, MSPH in Clinical Research, and a PhD). The MSPH in Clinical Research is described in 2.11 and the PhD is described in 2.12.

MPH. The MPH degree is a professional degree for students preparing for a career in public health practice. The MPH in Health Behavior can be earned in four to five semesters of study. The MPH training provides students with a strong background in the development, implementation and evaluation of theory-based approaches to solving public health problems. An internship is required (field practicum). Successful completion of the program is marked by maintaining a graduate GPA of a least 3.0; completing all required core and track courses, the appropriate number of total credit hours, a final project, and an internship; and the assessment of the academic advisor that the student is ready to graduate.

Department of Health Care Organization and Policy

The Department of Health Care Organization and Policy (HCOP) offers three degrees with nine specializations (MPH/Health Care Organization, MPH/Health Policy, MPH/Maternal and Child Health Policy and Leadership, MPH/Public Health Preparedness Management and Policy, MPH/General Theory and Practice, MSPH/Outcomes Research, DrPH/Public Health Management, DrPH/Outcomes Research, and DrPH/Maternal and Child Health Policy). The MSPH degrees are described in section 2.11.

MPH. The MPH is a professional degree for students preparing for a career in public health practice. HCOP offers five specialty areas: 1) *Health Care Organization* emphasizes management in the health sector and provides students with training in health economics, public health management and planning, strategic management, finance, marketing, and health law. 2) *General Theory and Practice* is a professional degree intended primarily for students who are preparing for a career in advanced public health practice and are required to have a doctoral degree or at least 5 years of senior level experience in public health or a closely allied field prior to admission. This program is customized to the demands of practicing professionals and is directed by the academic advisor with a focus on public health systems theory and practice. In addition, students receive training in health economics, health policy, and health law. 3) *Maternal and Child Health (MCH) Policy and Leadership* is designed to educate individuals who will plan, administer, and evaluate

programs in maternal and child health. The coursework provides information about the special problems faced by women and children, including children and youth with special health care needs, and their families. Students develop and integrate skills from maternal and child health policy and leadership and demonstrate their application in problem solving and systems development. In addition to these specialized topics, the program requires mastery of major concepts from health economics, health policy, health paw, program evaluation, public health management, and leadership. 4) ***Public Health Preparedness Management and Policy*** emphasizes hazards preparedness and management and provides students with training in major hazards preparedness concepts including event typologies, response organization, leadership and management, hazard and risk assessment policy development, and risk communication. In addition to these specialized topics, the program requires mastery of major concepts from health policy, health law and program evaluation. 5). ***Health Policy*** is designed to train policy analysts to work in government agencies; voluntary health organizations; local, state, and federal legislative bodies; managed care organizations; private industry; and consulting firms. The quantitative policy analysis content emphasizes skills in statistical and economic analysis appropriate to an active mid-level research career designed for the individual who wants to contribute to the public discussion of health issues and policy making.

DrPH in Public Health Management, Outcomes Research, and Maternal and Child Health Policy. The DrPH degree is the highest professional degree in public health. The DrPH program develops leaders and research faculty who have proficiency in data analysis, management, critical thinking, teaching, and translating research into policy and practice. Students are exposed to complex practical problems facing public health practitioners and policy-makers. Three tracks are available within the DrPH program.

The Doctor of Public Health (DrPH) in ***Public Health Management*** is a professional degree that provides advanced education and training in public health management, policy, and planning and prepares current and future public health leaders to apply critical thinking and rigorous research methods to the complex practical problems facing practitioners and policy-makers in public health practice. This program has a specific focus on management, organizational, and leadership strategies and provides a unique opportunity for a research focus related to public health preparedness issues.

The Doctor of Public Health (DrPH) in ***Outcomes Research*** is a professional degree that provides advanced education and training in cost-effectiveness analysis, survey research methods, advanced statistical methods, clinical decision making, patient-based outcomes measurement, longitudinal methods, modeling and simulation, epidemiology, and clinical trials methodology. This program prepares current and future public health leaders to apply critical thinking and rigorous research methods and has a specific focus on clinical outcomes research.

The Doctor of Public Health (DrPH) in ***Maternal and Child Health Policy*** is a professional degree that provides advanced education and training in the special problems faced by women and children, including children and youth with special health care needs, and their families. The program has a specific focus on maternal and child health policy and practice related to planning, administering, and evaluating programs in maternal and child health, understanding complex maternal and child health issues, advanced leadership, and problem solving at a systems level. The program prepares current and future public health leaders to apply critical thinking and rigorous research methods to address complex practical problems in maternal and child health systems development, policy-making, and practice at the local, state, federal, or global level.

Students in any DrPH track must have completed a core set of advanced HCO courses. Other

requirements for the DrPH program include courses in research methods and statistical analysis, a specific set of courses related to management and leadership, and a set of elective courses.

Joint Degree Programs. <u>HCOP also offers seven coordinated degree program options with other disciplines;</u> more detailed information regarding these joint programs can be found in 2.13.

2.1.b. The school bulletin or other official publication, which describes all degree programs identified in the instructional matrix, including a list of required courses and their course descriptions. The school bulletin or other official publication may be online, with appropriate links noted.

The official school catalog for 2014-15, which provides a listing of the required courses and descriptions of each degree program and areas of concentration identified in the instructional matrix in Table 2.1.a (1), is available at www.soph.uab.edu/catalog. The catalog also contains additional information regarding academic and administrative practices, the student honor code, and university resources. Links are provided below.

• Course Catalog, http://www.soph.uab.edu/catalog
• Degree Requirements, http://www.soph.uab.edu/prospective/degreerequirement
• Student Handbook, https://www.soph.uab.edu/files/osas/SOPHStudentHandbook
• Class Schedules, http://www.soph.uab.edu/students/schedule
• Internships, http://www.soph.uab.edu/internships
• Registration, http://www.uab.edu/students/academics/item/843-register-for-classes

2.1.c. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
• The SOPH offers the MPH in the five core areas.
• The SOPH offers specialized tracks within the 5 core areas.
• The SOPH offers several coordinated degrees with other units on campus as well as other SACS accredited institutions in the State.
• The school has a robust combination of professional and academic degrees (see Table 2.1.a (1)).
• Links to catalog-type information to use in planning degree programs have been specified.
• An internal review and assessment of the MPH degree offerings was conducted in 2009, and an evaluation of the excellence in the MPH program was reviewed in 2011 (see the Electronic Resource File).
• Each department reviews its degree offerings, concentrations, curricula, and hours with any requested changes brought before the school-wide Educational Policy Committee for review and approval.

Weaknesses
• Some degree tracks have few students enrolled.

Future Plans
• Evaluate degree tracks with low enrollment and develop strategies to increase enrollment.
• Increase marketing of degree and track offerings.
• Increase the number of courses and degree options for online education and incorporate the Quality Matters best-practice guidelines and assessment rubrics to assure overall quality and student engagement.
• Engage in a comprehensive evaluation of the integrative capstone experience (PUH 695) and apply findings to inform course modifications.
• Continue to engage in discussions with the university and the Graduate School to explore options for consistent funding and support for graduate students.

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

2.2.a. Definition of a credit with regard to classroom/contact hours.

According to UAB Policy the Definition of Credit Hours is as follows:

"[A]n amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

"(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

"(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours."

This definition is used in all courses at all levels (graduate, professional, and undergraduate) that award academic credit (i.e., any course that appears on an official transcript issued by UAB) regardless of the mode of delivery including (i.e., self-paced, online, blended, lecture, seminar, laboratory, or internship). This definition of credit hours can be found Policies and Procedures Library (http://www.uab.edu/policies/).

2.2.b. Information about the minimum degree requirements for all professional public health master's degree curricula shown in the instructional matrix. If the school or university uses a unit of academic credit or an academic term different from the standard semester or quarter, this difference should be explained and an equivalency presented in a table or narrative.

Consistent with the Southern Association of Colleges and Schools Commission on Colleges, the University of Alabama at Birmingham offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level.

In accordance with CEPH requirements all MPH degrees have a minimum of 42 credit hours.

Table 2.1a (1) provides the semester hour ranges for each professional degree.

2.2.c. Information about the number of professional public health master's degrees awarded for fewer than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.

The SOPH has awarded no MPH degrees with fewer than 42 credits over each of the past three years.

2.2.d. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- All MPH degrees, including coordinated/joint degrees with the MPH, are at least 42 semester hours in length.
- The graduation hours for the MPH degree and each track are monitored by program coordinators and the Curriculum Planning Committee within each department. Any requested changes are

shared with all faculty members prior to discussion in the school-wide Educational Policy Committee (EPC). These requested changes are reviewed and approved by the EPC and final meeting minutes are shared with all faculty members.

- Undergraduate advisors now use the UAB Graduation Planning System (GPS), a web-based tool to help students and advisors monitor progress toward degree completion and plan for future coursework. GPS compares the degree requirements of the UAB Undergraduate Catalog and the coursework completed on the student's record to produce an easy-to-read degree audit.

Weaknesses
- None

Future Plans
- Continue to offer the BSPH, MPH, MSPH, MS, DrPH and PhD degrees.
- The School of Public Health's graduate student advisors will soon have access to the UAB Graduation Planning System currently in use by the undergraduate advisors. This will help student advising by tracking the remaining degree requirements, as well as a planning for degree completion using the curriculum planning sheets.

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

2.3.a. Identification of the means by which the school assures that all graduate professional degree students have fundamental competence in the areas of knowledge basic to public health. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program. See CEPH Data Template 2.3.1.

All students pursuing a professional degree (MPH, DrPH) are required to take at least one course that covers fundamental principles and concepts in *each* of the five core areas of public health. The courses are listed in Table 2.3.a (1). Syllabi are located in the Electronic Resource File. In the past three years, *no* students have been given a waiver for a core course.

Table 2.3.a (1): Required Courses Addressing Public Health Core Knowledge Areas for MPH and DrPH Degrees (From CEPH Template 2.3.1.)	
Core knowledge area/Course number and title	**Credits**
Master of Public Health (MPH)	
Biostatistics	
BST 601: Biostatistics (or)	4
BST 621, 622: Statistical Methods I & II (for those with BST majors)	3, 3
Epidemiology	
EPI 600: Introduction to Epidemiology (or)	3
EPI 610: Principles of Epidemiologic Research (for those with EPI majors)	4
Environmental Health Sciences	
ENH 600: Fundamentals of Environmental Health Science (or)	3
ENH 611: Environmental & Occupational Exposure Assessment (for those with ENH majors)	3
Social & Behavioral Sciences	
HB 600: Social and Behavioral Science Core (or)	3
HB 624: Advanced Theory and Practice in Behavioral Science (for those with HB Majors)	3
Health Services Administration	
HCO 600: Introduction to Population Based Health Programs (or)	3
HCO 630: Introduction to Organization and Policy in Public Health (for those with HCO Majors)	3
Master of Science in Public Health (MSPH)	
Clinical and Translational Science – Biostatistics	
BST 621: Statistical Methods, I	3
BST 622: Statistical Methods, II	3
BST 625: Design and Conduct of Clinical Trials	3
EPI 607: Fundamentals of Clinical Research	3
EPI 680: Topics in Clinical Research	2
Clinical and Translational Science – Epidemiology	
BST 611: Intermediate Statistical Analysis I	3
BST 612: Intermediate Statistical Analysis II	3
BST 625: Design and Conduct of Clinical Trials (option 1)	3
EPI 607: Fundamentals of Clinical Research (option 2)	3
EPI 610: Principles of Epidemiologic Research	4
Clinical and Translational Science – Social & Behavioral Sciences	
BST 611: Intermediate Statistical Analysis I	3
BST 612: Intermediate Statistical Analysis II	3
BST 625: Design and Conduct of Clinical Trials	3
EPI 610: Principles of Epidemiologic Research	4
Epidemiology (Applied Epidemiology and Pharmacoepidemiology)	
BST 611: Intermediate Statistical Analysis I	3
BST 612: Intermediate Statistical Analysis II	3
EPI 610: Principles of Epidemiologic Research	4
Environmental Health Sciences (Environmental Toxicology and Industrial Hygiene)	
BST 611: Intermediate Statistical Analysis I	3
BST 612: Intermediate Statistical Analysis II	3
EPI 610: Principles of Epidemiologic Research	4

Table 2.3.a (1) (continued): Required Courses Addressing Public Health Core Knowledge Areas for MPH and DrPH Degrees (From CEPH Template 2.3.1.)	
Core knowledge area/Course number and title	**Credits**
Health Services Administration (Outcomes Research)	
BST 611: Intermediate Statistical Analysis I	3
BST 612: Intermediate Statistical Analysis II	3
EPI 610: Principles of Epidemiologic Research	4
Doctor of Public Health (DrPH)	
Biostatistics	
BST 611: Intermediate Statistical Analysis I	3
BST 612: Intermediate Statistical Analysis II	3
Epidemiology	
EPI 600: Introduction to Epidemiology (or)	3
EPI 610/610L: Principles of Epidemiologic Research (for EPI majors and HCO-Outcomes Research majors without public health background at admission)	4
Environmental Health Sciences	
ENH 600: Fundamentals of Environmental Health Science	3
Social & Behavioral Sciences	
HB 600: Social and Behavioral Science Core	3
Health Services Administration	
HCO 600: Introduction to Population Based Health Programs (or)	3
HCO 630: Introduction to Organization and Policy in Public Health (for those with HCO Majors)	3

The core competencies of these required courses were developed to contribute to the five core areas of knowledge in public health (see criterion 2.6). In each of the five core areas, students who are enrolled in that major have a core course that is specifically for their major that covers the same material as the general core course but offers more credit hours (EPI 610) or a greater depth (e.g., BST 611 and BST 612, as one example). The set of core courses taken by most students (depending on major) is: BST 601, ENH 600, EPI 600, HCO 600, and HB 600. However, students in the MPH in Biostatistics take BST 621 & 622 rather than BST 601; in Epidemiology, EPI 610 rather than EPI 600; in Environmental Health, ENH 611 rather than ENH 600; in Health Care Organization & Policy, HCO 630 rather than HCO 600; and those in Health Behavior HB 624 rather than HB 600. These core courses encompass the same content in the five core areas of public health with greater depth for the students who will specialize in the area. Students may request transfer of MPH core coursework completed at another CEPH-accredited program or school if the credits have not been applied toward another degree and considered to be comparable to the school's MPH core course. The courses' contents are reviewed by the core course instructor to determine comparability of content and approved by the associate dean of academic and strategic programs.

DrPH students are required to have an MPH or its equivalent. If deficiencies are noted in the student's academic background, the student may be required to take additional MPH core courses or courses in their selected department to ensure that all MPH competencies are met before matriculating into the DrPH program of study.

Descriptions of the courses are as follows:

Biostatistics
BST 601 – Biostatistics, 4 semester hours. The purpose of this course is to provide non-biostatistics students with the ability to understand and utilize basic biostatistical concepts and tools and to facilitate their capability to seek and utilize biostatistical expertise as may be required when conducting their own practice or research or reviewing that done by others. As of fall of 2015, this course replaced BST 611 and BST 612 as the two required courses for all MPH students, thereby reducing the core credit hours by 2.

BST 611 – Intermediate Statistical Analysis I, 3 semester hours. Students gain a thorough

understanding of basic analysis methods, elementary concepts, statistical models and applications of probability, commonly used sampling distributions, parametric and non-parametric one and two sample tests, confidence intervals, applications of analysis of two-way contingency table data, simple linear regression, and simple analysis of variance. Students are taught to conduct the relevant analysis using current software such as the Statistical Analysis System (SAS).

BST 612 – Intermediate Statistical Analysis II, 3 semester hours. This course introduces students to the basic principle or tools of simple and multiple regressions. A major goal is to establish a firm foundation in the discipline upon which the applications of statistical and epidemiologic inference will be built. Prerequisite: BST 611 or permission of the instructor.

BST 621 - Statistical Methods I, 3 semester hours, (taken by MPH students in Biostatistics). Mathematically rigorous coverage of applications of statistical techniques designed for Biostatistics majors and others with sufficient mathematical background. Statistical models and applications of probability; commonly used sampling distributions; parametric and nonparametric one and two sample tests and confidence intervals; analysis of contingency tables; simple linear regression and analysis of variance. Prerequisites: A year of calculus and linear algebra.

BST 622 - Statistical Methods II, 3 semester hours, (taken by MPH students in Biostatistics). Continuation of concepts in BST 621, extended to multiple linear regression; analysis of variance, analysis of covariance, multiple analysis of variance; use of contrasts and multiple comparisons procedures; simple and multiple logistic regression, and an introduction to survival analysis. Prerequisites: BST 621.

Environmental Health

ENH 600 – Fundamentals of Environmental Health Sciences, 3 semester hours. This is an introductory course designed to teach public health graduate students the fundamental concepts of Environmental Health Science, the scientific research methods used to study the interaction between human health and the environment, and basic issues in environmental management.

ENH 611 – Environmental & Occupational Exposure Assessment, 3 semester hours, (taken by MPH students in Environmental Health). This course is designed to teach environmental health graduate students the fundamental concepts of environmental and occupational exposure assessment, the scientific research methods used to identify an exposure, measure the exposure, and manage exposure.

Epidemiology

EPI 600 – Introduction to Epidemiology, 3 semester hours. This course emphasizes principles of epidemiologic thinking, measures of disease frequency and association, determinants of disease, and distribution of factors influencing health and disease in populations. It is a core requirement for non-Epidemiology MPH majors.

EPI 610 – Principles of Epidemiologic Research, 4 semester hours, (taken by MPH students in Epidemiology). This course provides concepts and methods of epidemiology, measures of disease frequency, study design and analysis, indices of disease and health, an overview of major categories of acute and chronic disease, determinants of disease and analysis of epidemiologic data. This is the core requirement for Epidemiology majors.

Health Services Administration

HCO 600 – Introduction to Public Health Systems and Population-Based Health Programs, 3 semester hours. Topics concerning the structure, financing, and current status of the US health care system, as well as the history, organization, financing, and services of the public health care system are discussed from a population-based perspective. The purposes of the course

are to provide the student with fundamental concepts and information concerning the provision of public health services, enhance the student's ability to discuss and analyze population-based interventions appropriate for delivery through the public health system, and instill in the student a willingness to think creatively about the organization and financing of public health services.

HCO 630 – Introduction to Organization and Policy in Public Health, 3 semester hours, (taken by MPH students in Health Care Organization and Policy). This course introduces the history and legal basis of key components of public health, infectious disease control, maternal and child health, environmental health and the provision of health services. It then examines models of public health policy and the political context of policy making. Finally, the course includes an examination of the organization of the U.S. public health system and key strategic decisions facing the system. An examination of public health general and professional ethics is interwoven through the course.

Social and Behavior Science

HB 600 – Social and Behavioral Science Core, 3 semester hours. This course provides students the required competencies in social and behavioral science. Successful completion of this course will enable the student to describe the role of social and community factors in the onset and solution of public health problems; identify the causes of social and behavioral factors that affect health of individuals and populations; identify basic theories, concepts and models; apply ethical principles to public health program planning, implementation and evaluation; specify multiple targets and levels of intervention; identify individual, organizational and community concerns, assets, resources and deficits; apply evidence-based approaches in the development and evaluation of interventions; describe the merits of social and behavioral science interventions and policies; describe steps and procedures for the planning, implementation and evaluation of public health programs; and identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

HB 624 - Advanced Theory and Practice in Behavioral Science, 3 semester hours, (taken by MPH students in Health Behavior). This course is designed to introduce students into the complexities of health behavior and health behavior change, including its motivational bases, social and environmental determinants, as captured in theoretical models of health behavior. Inducing people to adopt and maintain health behavior and to give up on unhealthy habits is one of the greatest challenges for the public health care system in the 21st century. On this background, students taking this course shall (1) acquire knowledge of the most commonly used and successful theories of health behavior and their various theoretical constructs; (2) discuss the various theoretical constructs and their application potential in health behavior interventions; (3) apply theoretical knowledge in developing assessment measures for the various constructs; (4) analyze and interpret verbal materials in terms of theoretical constructs; (5) demonstrate critical thinking in asking questions and offering alternative ideas and solutions, and (6) apply theoretical knowledge in developing an intervention strategy for a specific health behavior problem. The course serves as the core for health behavior students.

DrPH Students

DrPH students are required to have an MPH or its equivalent before matriculating into the DrPH program. See Table 2.3.a (1) for required courses reflecting public health core knowledge for DrPH students.

2.3.b. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
This criterion is met.

Strengths
- The SOPH has carefully planned how to best present the core competencies and knowledge to its students. The demands of the public health work environment, as well as the changing needs of the students, are central to the planning and considerations given to presentation of the MPH core knowledge.
- All MPH and DrPH programs are grounded in the knowledge of the five core disciplines in public health through the core curriculum.
- The SOPH recently reduced required core hours for MPH students allowing more opportunities for concentration in their area of interest.

Weaknesses
- None identified.

Future Plans
- Continue to provide and require the five core courses for the MPH and DrPH degrees.

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

2.4.a. Description of the school's policies and procedures regarding practice experiences, including the following:

MPH Internship Requirements

All MPH students in the SOPH are required to complete a minimum of 3 credit hours in an internship experience. See http://www.soph.uab.edu/internships for more information. To begin an internship, students must complete the 5 core courses and some specialty track courses. These requirements ensure that students are familiar with the core areas of public health and are advanced in their specialty track courses. Usually, this means that students must wait until their third semester to complete the internship. Students must complete a minimum of 180 contact hours with the organization during the semester in which they register for the internship; the 180 contact hours aligns with the 3 credit hour requirement. Students cannot start the internship prior to the first day of classes, and must complete all required hours by the last day of class for that semester. Learning objectives for the internship must be selected based on the MPH school-wide and departmental competencies relevant to the student's course of study. These are selected by the student and site supervisor and approved by the faculty advisor. The internship is a practice-based (rather than administrative or research) experience; therefore, the student experience is required to include opportunities to engage with other professionals and to participate in activities that will advance their public health career potential.

The SOPH InternTrack is the internship document management system used to handle all documents related to the MPH internship. Students, site supervisors and faculty advisors are required to sign into the InternTrack system with a secure username and password to submit, review, and approve the required documents for the internship. A list of previous site supervisors and organizations that sponsored an intern is also listed in the InternTrack system.

Students register for the MPH Internship course, which is identified with the number 697 with the department prefix. This number is obtained from the department program coordinator. Students register for the internship experience through their faculty advisor, who serves as the course master for the student's internship experience. The grading method is Pass, No-Pass.

The following documents are required as part of the planning and evaluation of the internship, and can also be found in the Electronic Resource File:

• Internship Description and Agreement Form (completed by the student; approved by the faculty advisor, and preceptor);
• Student Midpoint Meeting Form (meeting confirmed by faculty advisor & preceptor);
• Final Student Evaluation of the Internship Experience;
• Student's Final Paper (minimum of 5 pages) (graded by faculty advisor);
• Student's Final Internship Poster Presentation (graded by faculty advisor);
• Preceptor's Final Evaluation of the intern.

Prior to initiating the internship, students must also complete IRB training and HIPAA training to certify their understanding of research protocols, protection of human subjects, and protected health information.

DrPH Practicum Requirements

All DrPH degree candidates in the School of Public Health are required to complete a minimum of

six credit hours (360 contact hours) in a practicum that incorporates higher-level skills (policy development, epidemiologic analyses, teaching) compared to the MPH internship experiences. See http://www.soph.uab.edu/practicums/policy. Students generally complete the core classes in their area of specialization before registering for a practicum. These higher-level skills reinforce the competencies attained in pursuing the DrPH degree.

Students register for the DrPH Practicum course (course number 793 with prefix depending on department). This number is obtained from the department program coordinator. Students register for the practicum experience through a faculty practicum advisor who serves as the course master for the student's practicum experience. The grading method is Pass, No-Pass.

At the conclusion of the practicum, the student develops a written report appropriate to the practicum assignment (examples include report summarizing results with suggested recommendations for action, course syllabus, grant, presentation materials). Some students may be required to prepare a 30-45 minute presentation to be presented to his/her DrPH colleagues in the SOPH depending on the student's level of prior experience. The final product is submitted to the program faculty advisor and the internship coordinator during the last week of the semester in which the practicum is completed. The student and the practicum supervisor complete an evaluation of the practicum and return it to the Internship Coordinator of the Office of Student and Academic Services.

Selection of Sites

MPH Internship. Students locate an internship site by speaking with faculty, program coordinators, other students and alumni about internship possibilities. Students may also locate internships using DragonTrail, the UAB Career and Professional Development Services' online job and career management system, or the SOPH InternTrack system; both store and display internship sites approved by Career Services or Public Health.

Once a site has been chosen and prior to the start of the internship, the student, site supervisor, and faculty advisor must complete and sign a form that will outline each of their roles, responsibilities and expectations. This form is titled "Internship Description and Agreement Form", which is completed by the student; approved by the faculty advisor, and the preceptor.

DrPH Practicum. Students can consult with their department's practicum faculty advisor to receive practicum requirements. Once a site has been chosen and prior to the start of the practicum, the student, on-site supervisor/mentor, and faculty advisor must complete and sign a form that will outline each of their roles, responsibilities and expectations. This form is titled "Internship Description and Agreement Form", which is completed by the student; approved by the faculty advisor, and the preceptor.

While the majority of the practicums will be completed with agencies and organizations in and around Birmingham, students are not required to stay in the local area for their practicums. There are a variety of other regional and national and international agencies and organizations that could provide practicums.

The student, faculty advisor, and practicum mentor/supervisor should develop project goals and objectives that are appropriate for each DrPH student, allowing for the practice of advanced skills and knowledge and providing evidence of achieving the competencies associated with this degree. DrPH students may currently be working in a public health organization and can only do a placement in his or her regular place of employment. Therefore, the practicum must be beyond or something other than his or her regular work duties, allowing for the application of advanced knowledge and skills acquired in the academic program.

Methods for Approving Preceptors

MPH Internships. All preceptors must complete a "Preceptor Registration" form. This form identifies the role of the preceptors as well as the number of hours that preceptors will be available to work with the intern. The Internship Coordinator reviews the form before the preceptor is given access to the student's documents in InternTrack. See the Electronic Resource File.

DrPH Practicum. In regard to the on-site supervisor or mentor, it is preferable that the student be assigned a mentor who has training and a degree beyond the master's level. This mentor could be a higher-level organizational official that would meet with the student on a regular basis, but someone may supervise the student's day-to-day work without that advanced training or degree. At least one initial meeting should occur between the high level official, the day-to-day mentor, the faculty advisor and the student.

Opportunities for Orientation and Support for Preceptors

For the preceptors' orientation to the internships, the Internship Coordinator provides an online internship orientation video as well as a Preceptor's Guideline (see Electronic Resource File). Each year the school invites its previous and current preceptors to a luncheon on campus to discuss policy and procedures, best practices and any changes that have occurred over the past year concerning the internships.

Approaches for Faculty Supervision of Students

Faculty members play a key role in supervision of the students in the internships. First, they assist students in identifying organizations interested in participating in the internships for the SOPH. Faculty members review and approve the interns' plan. Faculty also aid students in outlining the objectives, competencies, and activities, if necessary, ensuring that they meet CEPH requirements. Faculty members are accessible to students and the agency supervisors as needed during the period of field training. An important element in the supervision of students once the internship is underway is the formalized mid-term meeting between the students, the faculty supervisors, and the agency supervisors where they discuss the students' progress. Faculty members encourage the interns and the agency supervisors to provide constructive feedback regarding his/her academic preparation and the operation of the internship program. Finally, faculty members evaluate the progress of the interns using program goals, supervisor reports, his/her evaluation, final report, and the internship poster presentation at the end of the semester.

Means of Evaluating Student Performance

MPH Internships. Preceptors evaluate the student during and after the internship. At the midway point, they participate in the midterm evaluation with the student and the faculty supervisor. They also complete a final student evaluation that is reviewed by the faculty advisor and the Internship Coordinator. See the Electronic Resource File for a copy of this form.

DrPH Practicum. The DrPH is a professional degree designed to enhance an individual's public health skills to an advanced level, allowing graduates to pursue careers as practicing public health professionals in leadership positions. The Council on Education for Public Health (CEPH), our accrediting agency, requires that each DrPH student be able to demonstrate the application and achievement of the DrPH competencies through a practicum experience in addition to course work, qualifying examinations, written and oral proposal of original research Proposal, and a public final defense of the dissertation research. The practicum enhances the overall preparation and experience of the DrPH students allowing them to gain specific high-level skills related to competencies. The practicum is discipline-specific and individualized, allowing students to work in collaboration with an academic practicum advisor and a field mentor. Faculty advisors and preceptors provide feedback to students completing a practicum on an as needed basis during the

practicum, with frequencies dependent upon the student and experience. Preceptors complete a final student evaluation that is reviewed by the faculty advisor and the Internship Coordinator. See the Electronic Resource File for a copy of this form.

Means of Evaluating Practice Placement Sites and Preceptor Qualifications

The school has developed a rich resource of practice placement site throughout Alabama and beyond. Many of these sites involve our alumni, and others represent important points of access for public health throughout the state and beyond. When new sites are identified, the internship coordinator uses a preceptor registration form to determine the experience and training of the preceptor, as well as the relevance of the alignment of the site with public health practice. The internship coordinator also makes use of a formalized student evaluation of their internship experience through our web portal, InternTrack. Since 2012, between 98% and 100% of students strongly agreed or agreed with the question "I benefitted from my experience in the internship." Similarly, between 93% and 97% strongly agreed or agreed with the question "My internship experience will be useful in the area in which I plan to seek employment," and between 99% and 100% strongly agreed or agreed with the question "My experience allowed me to apply public health skills and knowledge." In response to the question "My faculty internship advisor answered my questions adequately and provided appropriate support", between 93% and 97% strongly agreed or agreed, and for the question regarding the preceptor "My agency supervisor(s) answered my questions adequately and provided appropriate support", between 99% and 100% strongly agreed or agreed since 2012. For sites where internships do not agree with these questions, the internship coordinator notes this to determine whether there is a particular trend for that site. The internship coordinators has not yet identified any negative sites, but the internship coordinator and OSAS staff are very careful with the selection process, and in particular, the midpoint evaluation, to identify if there are issues.

Criteria for Waiving, Altering, or Reducing Practice Experience

Students are not allowed to waive out of the internship or practicum requirements.

2.4.b. Identification of agencies and preceptors used for practice experiences for students, by program area, for the last two academic years.

Identification of agencies and preceptors used for practice experiences for the past two academic years are found in the Electronic Resource File.

2.4.c. Data on the number of students receiving a waiver of the practice experience for each of the last three years.

Students are not allowed to waive out of the internship or practicum requirements.

2.4.d. Data on the number of preventive medicine, occupational medicine, aerospace medicine and general preventive medicine and public health residents completing the academic program for each of the last three years, along with information on their practicum rotations.

Over the past three years, there were no residents completing the MPH.

2.4.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

• All MPH students are required to complete a formal, supervised practice experience in public health with relevance to their major. The MPH internship process is completely online, offering opportunity for the intern, the site supervisor, and the faculty member to evaluate the experience, both at a midpoint and end of the experience.
• All DrPH students are required to complete a formal, supervised practicum in public health with

relevance to their major. This experience requires higher-level skills than the MPH internship.
- Data from student satisfaction surveys related to the internship are consistently positive. At least 80% of respondents reported that they agree or strongly agree with the following statements: "I benefited from my experience in the internship," "My internship experience will be useful in the area in which I plan to seek employment," and "My experience allowed me to apply public health skills and knowledge."
- Site supervisors complete an assessment of student progress and performance at the midpoint and conclusion of the internship. If a site supervisor identifies a concern, the Internship Coordinator brings it to the faculty advisor and appropriate adjustments are made. Students also meet with their faculty advisors either virtually or in-person at the midpoint of the internship.

Weaknesses
- The internship coordinator has not implemented a formal plan for continuous improvement related to internship/practicum sites and the internship/practicum process, although the internship coordinator does keep abreast of any issues that arise and works with the associate dean on a case-by-case basis to resolve them. Specific problems identified during midpoint assessments are handled on a case-by-case basis.
- Coordination and tracking of the DrPH is not electronic. All paperwork is hard copy and must be forwarded to the Internship Coordinator by program coordinators. There is no electronic, school-wide internship tracking system similar to that used with MPH internships.

Future Plans
- The Internship Coordinator will comprehensively review practical experiences on an annual basis and report findings to the graduate program directors and the associate dean for academic and strategic programs so that any appropriate modifications can be made.
- Expand the school-wide electronic format or internship tracking system to capture and monitor the DrPH practicum.

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

2.5.a. Identification of the culminating experience required for each professional public health and other professional degree program. If this is common across the school's professional degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each.

MPH

The culminating experience is provided through The Public Health Integrative Experience (PUH 695). This required course is designed to fulfill the requirement that all MPH degree candidates have the opportunity, as defined by the Council for Education on Public Health, "to synthesize and integrate knowledge acquired in course work and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice." All MPH students, regardless of program affiliation, must complete this course to graduate. It is required that students take this course their last semester and that all core courses be completed before taking this course. The course is offered every term to accommodate the varying graduation schedules of MPH students.

This culminating experience emphasizes the application of public health concepts. Students complete a self-assessment regarding achievement of knowledge across the five core areas of public health including: Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy and Management, and Social and Behavioral Sciences. The student then identifies strengths and weaknesses across of the required competencies in each of the MPH core disciplines as well as the Public Health Core Functions and 10 Essential Services. Students identify qualifiers (skills, interests, attitudes, beliefs, experiences) gain while at the UAB SOPH, apply those qualifiers to the Public Health Core Functions and 10 essential services to identify top strengths, weakness and areas for improvement. Students also conduct systematic reviews of relevant literature and apply other planning, management and evaluation techniques to public health problems. Near the end of the course students complete a final reflection to 1) re-identify strengths and weaknesses in terms of the MPH competencies, the certification in public health practice exam, and in-class assignments; 2) determine how they can capitalize on the strengths they have identified as they move into their chosen career path; 3) determine what advantages their self-identified strengths give them in the job market or chosen field of study if they plan to further their education; and 4) describe any gaps seen in the course requirements, as well as skills and knowledge they wished they would have had a chance to learn and practice relevant to their particular field of study. The syllabus for PUH 695 can be found in the Electronic Resource File.

DrPH

The DrPH students conduct dissertation research as their culminating experience. They must also successfully complete a comprehensive examination to display their understanding and synthesis of concepts learned across the public health core knowledge areas, as well as within their specific concentration and area of expertise prior to entering degree candidacy and being permitted to begin dissertation work. DrPH dissertations are found in the Electronic Resource File.

2.5.b. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- All professional degree students earning an MPH or DrPH participate in a culminating experience. Examples of products are provided in the Electronic Resource File.
- A comprehensive examination is required before DrPH students enter degree candidacy and begin the dissertation phase of their academic program.

Weaknesses
- The integrative capstone experience (PUH 695) has undergone changes in professor, format, and content over the past several years. The instructor plans to evaluate the course and modify as needed to make improvements and to assure assessment of competencies.
- There is a lack of a formal, standardized process to evaluate DrPH dissertations.

Future Plans
- Engage in a comprehensive evaluation of the integrative capstone experience (PUH 695) and apply findings to inform course modifications.
- Develop a rubric to apply as a standardized evaluation for DrPH dissertations.

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

2.6.a. Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area, must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the school (eg, one set each for BSPH, MPH and DrPH).

Bachelor Degree Core Competencies

The core public health competencies expected of all graduates of the BS program are listed in Table 2.6.a (1) and below.

Table 2.6.a (1): BS in public health core competencies and learning experiences									
	Learning Experiences								
Core Competencies	PUH 201	PUH 202	PUH 204	PUH 210	PUH 220	PUH 250	PUH 302	PUH 307	PUH 495
Understand historical milestones in the public health and how they influence current practice.	P								R
Explain disease processes from a biological, environmental, social and behavioral perspective.			P	P			R		R
Identify the role of health disparities in studying the health needs of communities and improving population health.		R	P					R	R
Describe how data and study design methodology are utilized in quantifying public health problems.				R		P	P	P	R
Communicate public health approaches, messages, and findings effectively both orally and in writing.		P			R				R
PUH 201: Origins of Epidemics PUH 202: Intro to Global Health PUH 204: Health Meets Life: Sex, Drugs, Weight and other Health Behaviors PUH 210: Biological Basis of Public Health PUH 220: Environmental Factors in Public Health PUH 250: Biostatistics for Professionals PUH 302: Epidemiology: Beyond the Outbreak PUH 307: Public Health Systems PUH 495: Public Health Capstone Experience									

- **BS Core 1:** Understand historical milestones in the public health and how they influence current practice.
- **BS Core 2:** Explain disease processes from a biological, environmental, social and behavioral perspective.
- **BS Core 3:** Identify the role of health disparities in studying the health needs of communities and improving population health.
- **BS Core 4:** Describe how data and study design methodology are utilized in quantifying public health problems.
- **BS Core 5:** Communicate public health approaches, messages, and findings effectively both orally and in writing.

MPH Degree Core Competencies

The UAB School of Public Health has seven comprehensive and measurable competencies. These competencies are also reinforced in the internship and integrative experience. All revised competencies were reviewed, revised, and approved by the school-wide Educational Policy Committee and faculty in spring 2015 and went into effect summer 2015. See Table 2.6.a (2).

Table 2.6.a (2): Master of Public Health Core Competencies							
	Learning Experiences						
Core Competencies	BST 601 or BST 621/622	ENH 600 or ENH 611	EPI 600 or EPI 610	HB 600 and 624	HCO 600 or HCO 630	PUH 695	Internship
MPH Competency I. Apply design and analytical methods to describe, implement, evaluate, and interpret research addressing public health concerns.	P		P		P	R	R
MPH Competency II. Identify how environmental and occupational hazards impact health.		P				R	R
MPH Competency III. Apply legal and ethical principles in public health research and practice.			P	P	P	R	R
MPH Competency IV. Communicate public health issues, research, practice, and intervention strategies effectively.		P	P	P	P	P	R
MPH Competency V. Design public health programs, policies, and interventions, including planning, implementation, and evaluation.		P	P	P	P	P	R
MPH Competency VI. Discuss the history and structure of public health systems.	P	P	P	P	P	R	R
MPH Competency VII. Assess public health concerns in diverse cultures and communities.		P	P	P	P	R	R
BST 601: Biostatistics BST 621 and 622: Statistical Methods I & II (for Biostatistics majors) ENH 600: Fundamentals of Environmental Health Science ENH 611: Environmental & Occupational Exposure Assessment (Environmental Health Majors) EPI 600: Introduction to Epidemiology EPI 610: Principles of Epidemiologic Research (for Epidemiology majors) HB 600: Social and Behavioral Science HB 624: Advanced Theory and Practice in Behavioral Science (for Health Behavior majors) HCO 600: Introduction to Public Health Systems and Population-Based Health Programs HCO 630: Introduction to Organization and Policy in Public Health (for Health Care and Policy majors) PUH 697: Internships							

MSPH Degree Core Competencies

The UAB School of Public Health MSPH degrees have seven comprehensive and measurable competencies. All revised competencies were reviewed, revised, and approved by the school-wide Educational Policy Committee and faculty in spring 2015 and went into effect summer 2015. See Table 2.6.a (3).

Table 2.6.a (3): School-wide Master of Science in Public Health Competencies									
	Learning Experiences								
Core Competencies	BST 611	BST 612	BST 621	BST 622	BST 625	EPI 607	EPI 610	EPI 625	EPI 680
MSPH1. Design, conduct, and evaluate research studies	P	P	P	P	P		P		
MSPH2. Understand issues of data collection, analysis and study management			P	P		R		P	

Core Competencies	BST 611	BST 612	BST 621	BST 622	BST 625	EPI 607	EPI 610	EPI 625	EPI 680
MSPH3. Demonstrate an understanding of the ethics of scientific research	R	R			P	R	P		
MSPH4. Formulate a proposal for a research study, present it, and revise it appropriately for implementation	R	R			P			R	P
MSPH5. Effectively communicate research results orally and in writing across the spectrum of scientific venues			P	P			P	R	P
MSPH6. Critically evaluate published research	R	R	P	P					P
MSPH7. Demonstrate expertise in a area of specialization			P	P	P				P

BST 611: Intermediate Statistical Analysis I
BST 612: Intermediate Statistical Analysis II
BST 621: Statistical Methods I
BST 622: Statistical Methods II
BST 625: Design and Conduct of Clinical Trials
EPI 607: Fundamentals of Clinical Research
EPI 610: Principles of Epidemiologic Research
EPI 625: Quantitative Methods in Epidemiology
EPI 680: Topics in Clinical Research

DrPH Degree Core Competencies

The UAB School of Public Health DrPH degrees have four comprehensive and measurable competencies. All revised competencies were reviewed, revised, and approved by the school-wide Educational Policy Committee and faculty in spring 2015 and went into effect summer 2015. See Table 2.6.a (4).

Table 2.6.a (4): School-wide Doctor of Public Health Competencies

Learning Experiences

Core Competencies	HCO 630	HCO 703	HCO 706	HCO 708	HCO 711	HCO 713	HCO 715	HCO 718	HCO 721	HCO 722	HCO 728	HCO 772	HCO 777	HCO 781	HCO 787	HCO 788	HCO 791
DRPH1. Conduct a comprehensive review of literature in student's field dissertation and identify gaps	P	P		P	P	P		P									
DRPH2. Propose a study design appropriate for addressing a specific question in student's field	R	R						P	P	P	P	P	P	P	P	P	p
DRPH3. Successfully complete an original research project in student's field			P	P	R	P	P	R	R	R	R	R	R	R	R	R	R
DRPH4. Synthesize subject matter from student's field.	P	P	R	R	P	R	R	P									

Table 2.6.a (4) (continued): School-wide Doctor of Public Health Competencies																	
Core Competencies	**Learning Experiences**																
	HCO 630	HCO 703	HCO 706	HCO 708	HCO 711	HCO 713	HCO 715	HCO 718	HCO 721	HCO 722	HCO 728	HCO 772	HCO 777	HCO 781	HCO 787	HCO 788	HCO 791
HCOP Departmental Competencies																	
HCOP 22. Apply advanced management and research methods to strategic, organization, and management issues and problems.		P				R	P	P			P			P	P	P	
HCOP 23. Translate advanced academic policy and research skills into practice-relevant tools and techniques for the benefit of the MCH population.				P	P						P	P		P	P	P	
HCOP 24. Develop in-depth knowledge of methods used in outcomes research, including decision analysis, computer modeling, and simulation.									P	P	P		P	P	P	P	P
HCOP 25. Utilize advanced statistical and econometric methods for decision analysis and outcomes research.									P	P	P		P	P	P	P	P

Concentration and Methods Core
HCO 630: Introduction to Organization & Policy in Public Health
HCO 703: Public Health Policy
HCO 706: Strategic Management and Theory
HCO 708: Reproductive Health
HCO 711: Child Health & Development
HCO 713: Health IT Policy & Management
HCO 715: Finance for Health Professionals
HCO 718: Management Concepts in Public Health Programs
HCO 721: Clinical Decision-Making & Cost Effectiveness
HCO 722: Cost-Effectiveness Research
HCO 728: Qualitative & Mixed Methods Research in Public Health
HCO 772: Perinatal Health: Issues, Data, & Policies
HCO 777: Patient-Based Outcomes Measurement
HCO 781: Research Methods & Study Design
HCO 787: Empirical Methods for Health Research
HCO 788: Longitudinal Methods in Health Sciences Research
HCO 791: Modeling & Simulation

2.6.b. & 2.6.c. (b) Identification of a set of competencies for each concentration, major or specialization (depending on the terminology used by the school) identified in the instructional matrix. The school must identify competencies for all degrees, including graduate public health professional degrees, graduate academic degrees, graduate other professional degrees, as well as baccalaureate public health degrees and other bachelor's degrees. (c) A matrix that identifies the learning experiences (eg, specific course or activity within a course, practicum, culminating experience or other degree

requirement) by which the competencies defined in Criteria 2.6.a. and 2.6.b are met. If these are common across the school, a single matrix for each degree will suffice. If they vary, sufficient information must be provided to assess compliance by each degree and concentration. See CEPH Data Template 2.6.1.

The set of competencies (2.6.b) and the corresponding for each concentration and major or specialization and the matrix that identifies the learning experiences by which the competencies are met are provided in the Electronic Resource File. These are described in detail below by degree (i.e., BSPH, MPH, MS, MSPH, DrPH, or PhD) by department. Each follows template 2.6.1, and are numbered in sequential order as they appear in this document (2.6.c (#)).

Bachelor Degree Concentration Competencies

The BS degree includes three concentration areas that include Environmental Health Sciences, Global Health Studies, and General Public Health. The undergraduate committee has developed competencies for each. These competencies are now being vetted with students and faculty at large. It is anticipated that the final competencies for these concentrations will go to the Education Policy Committee in January, 2016.

Graduate Concentration Competencies
Department of Biostatistics

The Department of Biostatistics offers programs leading to the Master of Public Health (MPH), Master of Science (MS), Master of Science in Public Health (MSPH), Doctor of Philosophy (PhD), and a Certificate in Statistical Genetics (CSG). Tables describe the programmatic competencies for each of the degrees.

MPH. The biostatistics MPH degree competencies and corresponding matrix are located in the Electronic Resource File, Table 2.6.c (1).

MS. The MS degree competencies and corresponding matrix are summarized in Table 2.6.c (2) in the Electronic Resource File.

MSPH in Clinical and Translational Science. See Table 2.6.c (3) in the Electronic Resource File for the biostatistics MSPH in clinical and translational science specific competencies and corresponding matrix.

PhD. The biostatistics PhD program competencies and the associated matrix can be found in Table 2.6.c (4) in the Electronic Resource File.

Department of Environmental Health Sciences

The Department of Environmental Health Sciences (EHS) offers three degrees (MPH, MSPH, and PhD), each with several options, for a total of 9 specializations. Competencies 1-8 are repeated several times for different degree options since they have separate learning experiences to meet the competency.

MPH. The Environmental Health MPH has four specializations: Environmental Health (see Table 2.6.c (5) in the Electronic Resource File for competencies and corresponding matrix), Occupational Health and Safety (OHS; see Table 2.6.c (6) in the Electronic Resource File for the list of competencies and corresponding matrix), Industrial Hygiene (IH, see Table 2.6.c (7) in the Electronic Resource File for the list of competencies), and Industrial Hygiene Accelerated Program (IHAP; see Table 2.6.c (8) in the Electronic Resource File for the list of competencies and corresponding matrix). There is also a completely online format for the Industrial Hygiene MPH (see Table 2.6.c (9) in the Electronic Resource File for the competencies and corresponding matrix).

MSPH. The Environmental Health MSPH has two different tracks: Industrial Hygiene (see Table

2.6.c (10) in the Electronic Resource File for the list of competencies and corresponding matrix) and Environmental Health/Toxicology (see Table 2.6.c (11) in the Electronic Resource File for the competencies and corresponding matrix).

PhD. The Environmental Health department offers a PhD in Environmental Health Sciences Research (see Table 2.6.c (12) in the Electronic Resource File for the list of competencies and corresponding matrix) and PhD in Industrial Hygiene (see Table 2.6.c (13) for the list of competencies and corresponding matrix).

Department of Epidemiology
The Department of Epidemiology offers five degrees as described below.

MPH. The competencies and corresponding matrix for the MPH in Epidemiology are described in Table 2.6.c (14) in the Electronic Resource File.

MSPH. The Department of Epidemiology offers three MSPH degrees. The first, Applied Epidemiology, lists competencies and corresponding matrix in Table 2.6.c (15) in the Electronic Resource File. The MSPH in Clinical and Translational Science lists competencies and corresponding matrix located in Table 2.6.c (16) the Electronic Resource File. The MSPH in Pharmacoepidemiology & Comparative Effectiveness Research lists competencies and corresponding matrix in Table 2.6.c (17) in the Electronic Resource File.

PhD. The PhD in Epidemiology requires a master's degree in epidemiology for admission to the PhD program. Only the competencies and corresponding matrix beyond the master's level are listed on Table 2.6.c (18) in the Electronic Resource File.

Department of Health Behavior
The Department of Health Behavior offers three degrees (MPH, MSPH in Clinical Research, and a PhD).

MPH. The Health Behavior MPH degree competencies and corresponding matrix are located in Table 2.6.c (19) of the Electronic Resource File.

MSPH in Clinical and Translational Science. The MSPH in Clinical and Translation Science competencies and corresponding matrix in Health Behavior described in the Table 2.6.c (20), located in the Electronic Resource File.

PhD in Health Promotion and Education. The PhD students majoring in Health Promotion and Education will have the competencies and corresponding matrix described in Table 2.6.c (21) in the Electronic Resource File, through completion of the courses and research requirements indicated.

Department of Health Care Organization and Policy
The Department of Health Care Organization and Policy (HCOP) offers three degrees with nine specializations (MPH/Health Care Organization, MPH/Health Policy, MPH/Maternal and Child Health Policy and Leadership, MPH/Public Health Preparedness Management and Policy, MPH/General Theory and Practice, MSPH/Outcomes Research, DrPH/Public Health Management, DrPH/Outcomes Research, and DrPH/Maternal and Child Health Policy).

MPH. HCOP offers five specialty MPH areas: 1) *Health Care Organization* has both a normal and an accelerated program with identical competencies, and they are provided in the Electronic Resource File in Tables 2.6.c (22) and 2.6.c (23); each contains the corresponding matrix. 2) for the *General Theory and Practice*, see Table 2.6.c (24) for the competencies and corresponding matrix, located in the Electronic Resource File 3) *Maternal and Child Health (MCH) Policy and Leadership* competencies and corresponding matrix can be found in Table 2.6.c (25), located in the

Electronic Resource File. 4) *Public Health Preparedness Management and Policy*, Table 2.6.c (26) in the Electronic Resource File, lists public health preparedness management and policy competencies and corresponding matrix. 5). *Health Policy* competencies and corresponding matrix is summarized in Table 2.6.c (27) in the Electronic Resource File.

MSPH in Outcomes Research. The MSPH degree in Outcomes Research competencies and corresponding matrix is provided in Table 2.6.c (28) in the Electronic Resource File.

DrPH in Public Health Management, Outcomes Research, and Maternal and Child Health Policy. The DrPH in *Public Health Management* competencies and corresponding matrix is located in Table 2.6.c (29) of the Electronic Resource File. The DrPH in *Outcomes Research* is competencies and corresponding matrix are listed in Table 2.6.c (30) in the Electronic Resource File. The DrPH in *Maternal and Child Health Policy* summarizes the competencies and corresponding matrix in Table 2.6.c (31) in the Electronic Resource File.

Joint Degree Programs. HCOP also offers seven coordinated degree program options with other disciplines, competencies and corresponding matrix for each of these are located in the Electronic Resource File for the tables listed: MPH/JD with Cumberland School of Law at Samford University, Table 2.6.c (32); MPH/MBA, Table 2.6.c (33); MPH/OD, Table 2.6.c (34); MPH/MPA, Table 2.6.c (35); MPH/MSN, Table 2.6.c (36); MPH/MSW with University of Alabama, Table 2.6.c (37). More detailed information regarding these joint programs can be found in 2.13.

2.6.d. An analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.

An analysis of the completed matrix included in Criterion 2.6.c is an ongoing activity of the associate dean for academic and strategic programs, the assistant dean for undergraduate education, and the OSAS. An assessment of competencies is conducted in our exit surveys, and results of these surveys are monitored annually. Faculty members adhere to school wide and departmental competencies when proposing learning objectives for new courses and when revising learning objectives for existing courses. Course learning objectives are fashioned (or modified) to meet the competencies agreed upon, and also take into account feedback and suggestions from our alumni, our external advisors, specific accrediting bodies (as for Industrial Hygiene), and the research and practice experiences of our faculty. Our faculty emphasizes learning objectives and competencies of particular interest to our school in light of its location in the Deep South and our centers for global health and health policy. Thus, for example, the school offers several courses that include learning objectives that stress programmatic competencies relating to rural health, racial disparities in disease rates, cultural barriers to disease control, and public health problems of developing countries.

2.6.e. Description of the manner in which competencies are developed, used and made available to students.

The UAB School of Public Health has recently completed a process to consolidate the previous 53 school wide competencies (developed by the Association of Schools of Public Health – ASPPH) into seven comprehensive and measurable competencies. The school's Educational Policy Committee, including representatives from each academic department in the school, the associate dean for academic and strategic programs, and two instructional design specialists from the dean's office, developed new competencies. Each competency was drafted according to best practices established by CEPH and ASPPH and careful attention was directed in assuring that the new competencies reflect the five core disciplines and knowledge areas of public health, as well as key skills and abilities required to meet the demands of the public health work environment. New competencies were mapped to previous competencies to assure that all content areas were covered. The seven new competencies were

reviewed school wide and then discussed, brought to a vote, and approved by the school's Educational Policy Committee in January 2015.

During 2013-2015, departmental existing programmatic competencies were reviewed and revised in an effort to consolidate into a comprehensive, measureable set for each department. Departmental competency development followed a similar process to the school-wide effort, including best practice established by CEPH and ASPPH; faculty knowledge of specific public health practice needs based on working relationships and participation in national, state, and local level leadership activities; and other established sets of competencies relevant for and specific to each department and program area. This process occurred at the department level; departmental faculty approved the revised competencies. New departmental competencies were reviewed by the school's Educational Policy Committee and approved as informational items during the February and March 2015 meetings. As with the new school-wide competencies, revised departmental competencies went into effect summer 2015. All syllabi prior to summer of 2015 reflect our prior competency list and those in summer and fall of 2015 list the newly revised competencies.

The school wide MPH Core and departmental programmatic competencies are made known to our students in several ways. The revised competencies are located in a banner on the school's website (see http://www.soph.uab.edu/). The MPH competencies are given to each student during the fall orientation, placed on the SOPH web site, stated in core syllabi, evaluated on core course evaluations, and reinforced in the Integrative Experience (PUH 695). Students also complete a web-based pre/post-test on competencies through Canvas. For the departmental programmatic competencies, each department provides all students copies of the programmatic competencies at their departmental orientation, are placed on course syllabi and listed on the departmental website. All syllabi are required to list the programmatic competencies and corresponding learning objectives. Syllabi are provided in the Electronic Resource File. During fall orientation, departments give their incoming students a master's degree or doctoral degree handbook that describes each degree program's learning objectives and degree requirements.

2.6.f. Description of the manner in which the school periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.

Our school and its faculty remain current on local, state, regional, national, and international public health needs and research priorities, and have curricula content that prepares our students to address these needs. The schools remain in touch with these needs and priorities in several ways. SOPH representatives have a presence in the national public health arena – with our dean, associate dean and many of our faculty being very active on a number of committees (e.g., the DrPH sub-committee of the Education Committee of ASPPH, the Distance Education Committee, Practice Coordinators). The associate dean for academic and strategic programs and the assistant dean for undergraduate education attend the annual ASPPH dean's meeting to stay abreast of the latest trends in public health educational practice and research needs. Upon return, annually, these trends are discussed with the OSAS and the EPC to determine if a change is needed to establish competencies. For example, after the 2014 ASPPH meeting, the EPC decided to reduce the number of core credit hours by combining two biostatistics courses (6 credits) into one 4 credit course to provide more credit hours for specialized training.

Our school has a close working relationship with the Alabama Department of Public Health (ADPH) in Montgomery, Alabama. The school has an excellent relationship with the Jefferson County Alabama Department of Health (5 blocks from the school). Senior leaders from these health departments are frequently called upon to be guest lecturers and to provide internship experiences. Given the diversity of research and practice interests of our faculty, many faculty members also have developed meaningful working relationships with a wide range of state and local community groups and non-

profit organizations that address public health needs and priorities. The dean's Broad Street Committee (external advisory board) is also consulted regularly regarding the content of our curricula. Our Alumni Affairs Office conducts alumni surveys that include questions about the relevance of the content of our degree programs. Alumni are asked to reflect upon their education and training at our school, and to comment on the relationship it bears to their current job and career. And each year alumni are invited to our school to present information on their career paths and their assessment of which areas of our curricula were relevant to their jobs, and which other areas could be re-focused. The school links our curricula to public health practice needs and priorities, and modifies curricula to meet workforce and other changing needs. Specifically, our course evaluation tool allows us to add up to 20 questions specifically related to each course. All core course masters have placed the competencies on the course evaluation to determine if the material was covered sufficiently.

UAB utilizes "WEAVE," a software package that guides and provides for the alignment of multiple processes, such as assessment, planning, and accreditation. The school plans to explore the use E-portfolios as an assessment piece for our MPH students to demonstrate competencies and reflect upon experiences, documenting academic preparation and career readiness during the internship and the integrative experience.

2.6.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

- Both school wide and departmental competencies have been revised to create consolidated, comprehensive, and measurable statements that are in keeping with best-practice guidelines and reflect public health core knowledge and skills.
- Our school offers a vibrant curriculum with courses designed around specific learning objectives that are linked to competencies agreed upon by the school's faculty and administration.
- Our departments and the school-wide Educational Policy Committee review our degree programs and course syllabi.
- The school offers targeted instruction to teach the agreed-upon competencies, to ensure that each graduate will be well-prepared to assume a range of professional public health positions, academic, governmental and industry positions.
- Each course has specific learning objectives that relate to the competencies that the faculty have decided are appropriate for each course of study.

Weaknesses

- Rather than having a regularly scheduled assessment of each degree program and related competencies, the school does this annually through the review of data collected from alumni and preceptors and interactions with the ASPPH at the annual meeting.

Future Plans

- Explore the addition of ePortfolios to further enhance the integration of competencies in real-world, relevant practice settings. Create a regularly scheduled process for assessment of each degree program and related competencies.

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

2.7.a. Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice or research, as applicable, and in culminating experiences.

The primary procedures for measuring whether students have obtained the school-wide core public health competencies are course examinations/assignments, internship evaluations, and the school's post student self-assessment (described below). For measuring attainment of programmatic competencies, the primary procedures vary by program but include course examinations, final products/projects for courses, internship evaluations, theses or similar final products, and professional credentialing examinations (Industrial Hygiene/CHES/CPH). See Table 2.7.a (1) for the school-wide competency achievement processes.

Table 2.7.a (1): School-wide competency achievement processes	
Courses	**Outcomes Measures**
EPI 600 and 600Q	Readings, weekly quizzes, EPI exercises (problem solving), blog/ePortfolio assignments, current EPI article review, midterm and final, final paper.
EPI 610 and EPI 610Q	Readings, two mid-term exams as well as a cumulative final exam, review of journal articles, class participation and homework.
BST 601 and BST 601Q	Midterm exam, final exam, Microsoft Excel, homework.
BST 621, 622	Midterm exam, final exam, homework.
ENH 600 and ENH 600Q	Three non-cumulative exams representing 60% of the grade, quizzes, current news article reviews and group assignments.
ENH 611 and ENH 611Q	Two exams, administered during scheduled class time as the semester unfolds, each represent about 35% of the lecture content (and corresponding assigned readings). The third – administered during finals week – represents about 30% of the lecture content (and corresponding assigned readings). The third exam is NOT cumulative.
HB 600 and HB 600Q	Class participation (20% of grade), two test (60%), and public health fact sheet development.
HB 624	Students participate in Journal Club (25% of grade), one comprehensive test (30%) and a Program Development Project (45%), which is theory based change intervention study proposal on a health behavior topic of their choice.
HCO 600 and HCO 600Q	Mid-term examination and strategic planning exercise.
HCO 630 and HCO 630Q	Discussion posts (1 per week plus responses to at least 1 classmate post); 4 writing assignments
PUH 695 Integrative Experience	Discussion Boards (Unnatural Causes video) readings, assess, develop, implement and evaluate a professional development plan. Students are also asked to complete a pre and post school-wide competency assessment and implement a plan to develop areas of weakness.
Internship	Students identify competencies to be attained during the internship in consultation with their academic advisor. At the completion of the internship, students provide a final product to document the experience, participate in a poster session and are graded based upon the agencies preceptor evaluations and the students' final products. All internships are graded on a Pass/No Pass basis.

At the course level, evaluation of student progress is generally done by the course instructor(s). Although the course director has the flexibility to design his/her grading structure, didactic courses generally follow a competency-based (as opposed to norm-based "grading on a curve") assignment of points by which A=90% and up; B=80-89%; C=70-79% and below 70%=F. Non-didactic courses often carry a Pass/No Pass designation. For internships, both preceptor and instructor evaluate student progress. All student performance evaluation processes are submitted to the school's Educational Policy Committee for approval.

In addition to these assessment activities, the school has implemented a self-assessment on achievement of the competencies that students complete two times during their course of study: a

pretest upon entry into the MPH program and a posttest during the culminating course (PUH 695). Core courses also include and evaluation of the competencies at the final course evaluation.

For our online MPH programs, we plan to implement quality matters to enhance not only the quality of our courses, but the assessment of student learning. Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. There are three primary components in the Quality Matters Program that the online committee would like to focus on using. These include The QM Rubric, the Peer Review Process and QM Professional Development.

Rubrics will be created for the capstone course. The capstone provides a summative opportunity for students to draw upon, synthesize, and apply what they have learned to an original project and/or real life application. Depending on the discipline, the capstone may involve such components as collaborative projects, internships, service learning, fieldwork, independent research, community outreach, and/or thesis writing. In every case capstones include a set of well-defined learning outcomes, significant writing, and integration of discipline-specific competencies in quantitative literacy and in ethics and civic responsibility. Most importantly the capstone provides an enriching bridge experience for students between their undergraduate education and post-graduation lives.

The SOPH is considering developing an digital-format assessment portfolio that will showcase student competence gained throughout the their course of study. An assessment portfolio will demonstrate skill and competence in a particular domain or area, in particular the internship and the capstone. Additionally, the digital capstone will showcase student knowledge accumulated throughout the program to assess learning at the course, program, department, and institutional level.

2.7.b. Identification of outcomes that serve as measures by which the school will evaluate student achievement in each program, and presentation of data assessing the school's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees (including bachelor's, master's and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion's interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of the graduates at any level who can be located, an explanation must be provided. See CEPH Outcome Measures Template.

Table 2.7.b (1): Student Outcomes for School Performance 2012-2015				
			Academic Year	
Outcome	Target	2012 -13	2013 -14	2014 -15
GPA	>3.0	100%	100%	100%
Percent of MPH students completing the program within 2 years of matriculation	>70	80%	[a]63%	[b]1%
Percent of graduates employed in public health related field at one year post graduation or pursuing further education	>80	63%	74%	67%
Mastery of MPH school-wide competencies	>85%	87%	92%	93%
[a]One academic year [b]Less than one year; fall 2015 data not yet available				

The primary student outcomes by which the school evaluates its own performance are grade point averages, graduation rates, and post-graduation activities. Table 2.7.b (1) shows the specific desired outcomes and data on the school's performance with regard to each for each of the last three years. Note that the 2014-15 class is expected to graduate in the spring semester, 2016, making graduation

rates artificially low. The school has met or exceeded goals for GPA and mastery of school-wide competencies, but is slightly behind goals for graduation and graduates working in a public health related field at one year post-graduation.

Table 2.7.b (2) shows the destination of SOPH graduates by type of degree for the past three years. Table 2.7.b (3) (from CEPH Template 2.7.1) in the Electronic Resource File shows progress metrics (students entering, continuing, graduating, cumulative graduation rate) for cohort years between 2009-2010 and 2014-2015 by degree type. The majority of graduates are employed or continuing their education, while between 0% of DrPH graduates to 23% of PhD graduates were seeking employment.

Table 2.7.b (2): Destination of Graduates by Degree Type for Last 3 years. (From CEPH Template 2.7.2.)						
	2012		**2013**		**2014**	
	n	**Average**	**n**	**Average**	**n**	**Average**
Master of Public Health						
Employed	38	49%	63	63%	63	59%
Continuing education/training (not employed)	13	17%	13	13%	9	8%
Actively seeking employment	1	1%	8	8%	22	21%
Not seeking employment (not employed and not continuing education/training, by choice)	0	0%	0	0%	0	0%
Unknown	25	32%	16	16%	12	11%
Total	77	100%	100	100%	106	100%
Master of Science in Public Health						
Employed	8	50%	10	71%	17	65%
Continuing education/training (not employed)	1	6%	2	14%	5	19%
Actively seeking employment	0	0%	0	0%	2	8%
Not seeking employment (not employed and not continuing education/training, by choice)	0	0%	0	0%	0	0%
Unknown	7	44%	2	14%	2	8%
Total	16	100%	14	100%	26	100%
Master of Science						
Employed	4	67%	1	100%	1	50%
Continuing education/training (not employed)	1	17%	0	0%	0	0%
Actively seeking employment	0	0%	0	0%	0	0%
Not seeking employment (not employed and not continuing education/training, by choice)	0	0%	0	0%	0	0%
Unknown	1	17%	0	0%	1	50%
Total	6	100%	1	100%	2	100%
Doctor of Philosophy						
Employed	8	53%	10	83%	9	69%
Continuing education/training (not employed)	3	20%	0	0%	3	23%
Actively seeking employment	0	0%	0	0%	0	0%
Not seeking employment (not employed and not continuing education/training, by choice)	0	0%	0	0%	0	0%
Unknown	4	27%	2	17%	1	8%
Total	15	100%	12	100%	13	100%
Doctor of Public Health						
Employed	3	75%	2	50%	5	71%
Continuing education/training (not employed)	0	0%	0	0%	0	0%
Actively seeking employment	0	0%	2	50%	0	0%
Not seeking employment (not employed and not continuing education/training, by choice)	0	0%	0	0%	2	29%
Unknown	1	25%	0	0%	0	0%
Total	4	100%	4	100%	7	100%

2.7.c. An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The school must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.

Each October, the director of career services conducts an anonymous New Graduate Survey of the

previous academic year's graduates (December, May, and August of the previous year). This survey seeks information about the new graduate's first job including: job status (full- or part-time, not employed, etc.), as well as type of organization, discipline area, and salary. SOPH strategically expects over 90% of the student population will be employed within 6 months of graduation. Pooled data collected from 2012-2014 surveys indicates that 89% of graduates across degree programs found full or part-time employment, had entered graduate or professional school, or had been awarded a post-doctoral fellowship. We have augmented the New Graduate Survey by direct calling campaigns and accessing social media sites such as LinkedIn. Through those efforts, our response rate for 2014 was 92%.

2.7.d. In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the school's graduates on these national examinations for each of the last three years.

Students may sit for the Certified Public Health Exam administered by the National Board of Public Health Examiners. Reports from the last two years can be found in the Electronic Resource File. In addition, two degrees the school awards qualify graduates for certification of professional competence: Certified Industrial Hygienist (CIH) and Certified Health Education Specialist (CHES).

2.7.e. Data and analysis regarding the ability of the school's graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessments may include key informant interviews, surveys, focus groups and documented discussions.

In addition to the employment information requested in the annual New Graduate Survey, a section of this survey deals with how prepared the new graduates feel at various skills. Table 2.7.e (1) demonstrates their responses to these questions. In our most recent survey we have maintained high levels of preparedness across the seven domains measured, with only 4 to 12% of respondents stating they were not prepared.

Table 2.7.e (1): New Graduate Survey 2012-13, 2013-14 and 2014-15. All values are percentages.	2012-2013			2013-2014			2014-2015		
Preparedness rating	Very	Somewhat	Not	Very	Somewhat	Not	Very	Somewhat	Not
Understand analysis of basic experimental designs and apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.	77	23	0	73	27	0	70	25	5
Describe the direct and indirect human, ecological, and safety effects of major environmental and occupational agents.	58	34	8	51	40	9	53	43	5
Evaluate the strengths and weaknesses of conclusions reached in epidemiologic reports and published studies.	79	21	0	75	24	1	64	30	6
Identify basic theories, concepts & models from a range of social & behavioral disciplines that are used in public health research & practice.	70	28	3	61	37	2	67	29	4
Identify the main components & issues regarding organization, financing & delivery of health services and public health systems in the US.	48	41	11	44	44	11	52	36	12
Apply principles of program planning, development, budgeting, management and evaluation in organization and community initiatives.	61	31	8	45	43	12	53	37	10
Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.	70	18	12	60	32	9	62	32	6

Historically, the school has maintained employer surveys, but the response rate has been low. In 2013-14, we planned to partner with UAB's career services to conduct these surveys since this they have a good track record of employer engagement, it is part of the unit's mission, and we were sharing a full

time staff member (i.e., the previous internship coordinator) with them. However, both our internship coordinator and our UAB career services liaison moved to other positions, and we have not yet restarted our employee survey. It is on the top of our to-do list for the 2015-16 year.

2.7.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
This criterion is met with commentary.

Strengths
- Evaluation of student mastery of competencies occurs throughout professional and academic degree programs.
- Assessment of graduates, alumni and employees is routinely conducted. Students are meeting employment goals after completing their respective training programs.

Weakness
- Our capstone course is undergoing a review of the competencies.
- Our internship coordinator changed, so we do not have the current impressions of employers hiring our graduates.

Future Plans
- Conduct the employer survey, and build on success we had in creating very high response rates amongst our graduate students survey.
- Implement Quality Matters, rubrics, and e-portfolios for the practicum and / or capstone.

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

2.8.a. Identification of professional degree curricula offered by the school, other than those preparing primarily for public health careers, and a description of the requirements for each.

UAB SOPH does not offer any professional degree curriculum that is not primarily focused on public health careers.

2.8.b. Identification of the manner in which these curricula assure that students acquire a public health orientation. If this means is common across these other professional degree programs, it need be described only once. If it varies by program, sufficient information must be provided to assess compliance by each program.

Not applicable.

2.8.c. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

Not applicable.

2.9. Bachelor's Degrees in Public Health. If the school offers baccalaureate public health degrees, they shall include the following elements:
Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.
Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses. Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.
Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester- credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.
The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

2.9.a. Identification of all bachelor's-level majors offered by the school. The instructional matrix in Criterion 2.1.a. may be referenced for this purpose.

In the fall of 2013, the UAB SOPH initiated a Bachelor of Science in Public Health. The BS degree includes three concentration areas that include Environmental Health Sciences, Global Health Studies, and General Public Health. The program has grown considerably in the two years since it began. While the school has been focused historically on graduate level training and public health research and teaching, the new program is bringing new energy to the school, although some faculty are not enthusiastic about undergraduate education. Dr. Suzanne Judd is the assistant dean responsible for the program, and she represents the school to the larger UAB community on several important committees to assure success of the program.

2.9.b. Description of specific support and resources available in the school for the bachelor's degree programs.

The UAB SOPH has a full-time academic advisor who advises and counsels current and prospective undergraduate students interested in the bachelor's degree program. The university provides academic resources and support for its undergraduate students. These services include a university Academic Success Center that offers tutoring services, peer mentoring, and various academic workshops. These

services are designed to help students develop academic skills and provide resources towards academic success. Further academic support is also provided by a math learning lab and English writing center available for all students. The UAB Office for Undergraduate Research and Service Learning also provides services and support to undergraduate students at the university looking to supplement traditional classroom experience. The goal of these opportunities is to enhance the overall student experience and provide community based experience. Students in the SOPH undergraduate program have additional resources through the Career Services and Professional Development Offices on campus, including a public health liaison, to help aid students in their career planning.

2.9.c. Identification of required and elective public health courses for the bachelor's degree(s). Note: The school must demonstrate in Criterion 2.6.c that courses are connected to identified competencies (i.e., required and elective public health courses must be listed in the competency matrix in Criterion 2.6.d).

27 hours of public health core classes are required for the BS degree, which include:

- PUH 201-Origins of Epidemics
- PUH 202-Intro to Global Health
- PUH 204-Health Meets Life: Sex, Drugs, Weight and other Health Behaviors
- PUH 210-Biological Basis of Public Health
- PUH 220-Environmental Factors in Public Health
- PUH 250-Biostatistics for Professionals
- PUH 302-Epidemiology: Beyond the Outbreak
- PUH 307-Public Health Systems
- PUH 495-Public Health Capstone Experience

A brief description of each core course is listed below and the syllabi are located in the Electronic Resource File.

- **PUH 201 Origins of Epidemics** - This course explores the richness of public health through its disciplines and its stories to demonstrate how the understanding of the origins of epidemics determines the progress of civilization.
- **PUH 202 Intro to Global Health** - This course is designed to introduce students to the topic of global health and impart a basic understanding of its interdisciplinary nature, successes to date and current challenges in the field.
- **PUH 204 Health Meets Life: Sex, Drugs, Weight and other Health Behaviors** - This course will introduce students to the role behavior plays in personal health and public health. Social and behavioral science theories and strategies in public health will be discussed in relation to preventing disease and promoting health over the life span.
- **PUH 210 Biological Basis of Public Health** - This course will consist of lectures and in-class active-learning activities centered on deepening the students' understanding of the fundamental biological concepts with an emphasis on significant public health problems.
- **PUH 220 Environmental Factors in Public Health** - This didactic lecture course open to students from all majors will survey current issues and challenges in our global and local environmental and how those impact our health.
- **PUH 250 Biostatistics for Professionals** - Students will gain a thorough understanding of basic analysis methods, elementary concepts, statistical models and applications of probability, commonly used sampling distributions, parametric and nonparametric one and two sample tests, confidence intervals, applications of analysis of two-way contingency table data, simple linear regression, and simple analysis of variance.
- **PUH 302 Epidemiology: Beyond the Outbreak** - The course will provide students with a basic understanding of epidemiology history, methods, and practice.

- **PUH 307 Public Health Systems** - This course provides a comprehensive overview of public health systems in the United States.
- **PUH 495 Public Health Capstone Experience** - This course provides students with the opportunity to synthesize information from the various courses and experiences. Students will report on their service learning experience to discuss issues and report activities.

An additional 18 hours of concentration specific courses are also required. We have 3 concentrations: Environmental Health, Global Health, and General Public Health. The full catalog can be found at http://catalog.uab.edu/undergraduate/schoolofpublichealth/.

Elective courses
- PUH 320 - Fundamentals of Toxicology: Poisons and People
- PUH 321 - The Workplace Environment and Worker Safety and Health
- PUH 322 - Environmentalism, Environmental Justice, and Ethics
- PUH 331 - The Rise of Non-Communicable Diseases Globally
- PUH 332 - Global Communicable Disease Challenges
- PUH 333 - Food, Water, and Air: the Global Environment and Health
- PUH 340 - Professionalism in Public Health
- PUH 341 - Public Health Preparedness and Emergency Management
- PUH 342 - Public Health Disasters
- PUH 350 - Beating the Odds: Statistical Modeling and Disease Prediction
- PUH 352 - Risk Reporting: Interpreting and Writing Medical News
- PUH 353 -The Domestic Hot Zone: Major Diseases Affecting the U.S.
- PUH 354 - Scratching the Iche: Introduction to Infection Control and Hospital Epidemiology
- PUH 405 - Managing Public Health Programs
- PUH 421 - Nature vs. Nurture: Genes, Environment and Health
- PUH 432 - Global Health Cases
- PUH 436 - Maternal and Child Health in Africa and Asia
- PUH 441 - Public Health Law and Policy
- PUH 442 - Children and Families: Issues in Health, Poverty, and Policies
- PUH 450 - Statistical Programming and Database Analysis
- PUH 491 - Directed Study in Public Health
- PUH 495 - Public Health Capstone Experience
- PUH 498 - Special Topics in Public Health
- GHS 320 - Global Health Service Learning
- GHS 420 - Field Studies: Jamaica
- GHS 429 - Intensive Global Health Training - SIFAT
- GHS 430 - Global Health Training, SIFAT

Required electives for Global Health Studies
The required electives include PUH 332, PUH 331, PUH 333, PUH 432. Approved Electives for the Global Health Studies concentration include GHS 320, PUH 436, GHS 429, GHS 430, GHS 420, PUH 491, EC 407, PSC 360, PSC 362, ANTH 299, and PUH 342.

Required electives for Environmental Health Sciences
The required electives include PUH 320, PUH 321, PUH 322, and PUH 421. Approved electives for the Environmental Health Sciences concentration include: GHS 320, PUH 491, PUH 333, PUH 342, PUH 405, PUH 341, PUH 498, GHS 429, GHS 430, GHS 420.

Approved Electives for General Public Health
Approved electives for the General Public Health concentration include any course with a PUH

designation to total 18 hours.

2.9.d. A description of school policies and procedures regarding the capstone experience.

The SOPH UAB undergraduate program culminates in a capstone requirement. The capstone provides an integrative opportunity for students to draw upon, synthesize, and apply what they have learned to an original project and/or real life application. Depending on the discipline, the capstone may involve such components as collaborative projects, internships, service learning, fieldwork, independent research, community outreach, and/or thesis writing. In every case capstones include a set of well-defined learning outcomes, significant writing, and integration of discipline-specific competencies in quantitative literacy and in ethics and civic responsibility. Most importantly the capstone provides an enriching bridge experience for students between their undergraduate education and post-graduation lives. All students graduating in 2013 or later must complete a capstone requirement.

PUH 495 is the capstone experience course for public health majors, and provides students with the opportunity to synthesize information from the various courses and experiences. Students will report on their service learning experience to discuss issues and report activities. Students will present a final report on their experience and how they applied their coursework.

2.9.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The SOPH has identified an assistant dean for undergraduate education to work with the school as well as serve on university appointed committees for undergraduate education, which are comprised of upper leadership personnel across campus and other undergraduate schools at UAB. This will ensure the SOPH has appropriate representation across campus and adheres to university policy and procedures, and continues to receive support from various campus entities for student success.
- In just two years the undergraduate program in the SOPH has grown from 29 students to 163. At the same time our presence on campus has increased dramatically. Currently about 30% of the students in our 200 level courses are not in the SOPH. Two schools have asked us to teach courses geared to their students. The Undergraduate Program Oversight Committee sees this as a positive in that it will help increase the visibility of public health.

Weakness
- The school had been focused on graduate education and research primarily. The undergraduate degree is a new area for many people and some of the faculty question the desirability of such a program.

Future Plans
- The Undergraduate Program Oversight Committee is continuing to work with faculty to help them recognize the benefit of the undergraduate degree and identify opportunities as desired by individual faculty members.
- The school plans to increase recruiting efforts in high schools and UAB recruiting events.

2.10. Other Bachelor's Degrees. If the school offers baccalaureate degrees in fields other than public health, students pursing them must be grounded in basic public health knowledge.

2.10.a. Identification of other baccalaureate degrees offered by the school and a description of the requirements for each. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

SOPH does not offer any other undergraduate degrees.

2.10.b. Identification of the manner in which these curricula assure that students acquire a public health orientation. If this means is common across these degree programs, it need be described only once. If it varies by program, sufficient information must be provided to assess compliance by each program.

Not applicable.

2.10.c. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

Not applicable.

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

2.11.a. Identification of all academic degree programs, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

The academic degrees are listed in Table 2.1.a (1). The Masters of Science (MS), Masters of Science in Public Health (MSPH), and Doctor of Philosophy (PhD) are academic degrees within the UAB SOPH. The MS is offered in Biostatistics. The MSPH is offered in Environmental Health/Toxicology, Industrial Hygiene, Applied Epidemiology, Pharmacoepidemiology & Comparative Effectiveness Research, Outcomes Research, and Clinical and Translational Science (with a focus in Biostatistics, Epidemiology, and Health Behavior). The PhD is offered in Biostatistics, Environmental Health Sciences, Epidemiology, and Health Education/Health Promotion. These are described in more detail below.

Department of Biostatistics

MS. The MS degree is intended primarily for those who wish to acquire a master's degree with an emphasis in statistical methodology. Students who successfully complete this degree usually pursue a career in research. Successful completion requires a GPA of 3.0 or better, passing the comprehensive examination at the MS level, completing a Master's project under the direction of an advisor with committee approval, and an oral and written defense of this project.

MSPH in Clinical and Translational Science. The MSPH program is a post-medical or other health science degree program for fellows and faculty interested in developing skills required for clinical research. This academic training supplements extensive training in the content area in which the student is trained, and provides senior mentoring in the politics and policies of development and management. A graduate of this program is able to develop and lead independent research programs and projects. The program consists of a set of courses common to all students, plus research electives and focus elective courses that reflect the academic interest of the student. The program can accommodate students with specific interest in biostatistics (CRBS), epidemiology (CREP), environmental health (CREH), and health behavior (CRHB). There will be some variation in the specific knowledge and skills acquired by each graduate, however, the primary learning objectives will apply to all students, irrespective of departmental affiliation.

Department of Environmental Health Sciences

MSPH in Industrial Hygiene and Environmental Health/Toxicology. Two MSPH degrees are offered. The Environmental Health Sciences degree is intended mainly for students interested in more advanced studies in the basic-research aspects of EHS, such as the PhD degree. Students in the MSPH in Environmental Health/Toxicology track may also have an engineering background and an interest in prevention, mitigation and control of environmental health problems

Department of Epidemiology

MSPH. The Department of Epidemiology offers the MSPH in three areas of specialization: Applied Epidemiology, Pharmacoepidemiology/Comparative Effectiveness Research and Clinical and Translational Science. The degree can be completed in 1½ - 2 years. The MSPH degree in Applied Epidemiology is an academic degree for students who are preparing for a career in epidemiologic research. Only exceptionally well-qualified applicants having a research background or graduate training in another discipline are admitted. The training is quantitative and analytical, with a strong

bio-medical under-pinning. MSPH training is more focused than is MPH training on epidemiologic methods, data management, and analytic approaches. A course in research ethics is recommended. Completion of a research project and production of a publishable manuscript are required. The MSPH in Clinical and Translational Science is an academic degree for physicians preparing for a career in clinical research. Physicians supported on the K30 training grant held by the UAB Schools of Medicine and Public Health, and other qualified students (with the program director's permission) are eligible to enroll. This training is also quantitative and analytical, with a strong bio-medical under-pinning. Experimental research designs (clinical trials and outcomes research) are emphasized. The MSPH in Pharmacoepidemiology & Comparative Effectiveness Research is focused on epidemiologic methods as applied to outcomes research, particularly for the field of pharmacoepidemiology.

Department of Health Behavior

MSPH in Clinical and Translational Science. The MSPH is an academic degree for students preparing for a career in clinical research with a focus on health behavior. The MSPH in Health Behavior can be earned in 1½ - 2 years of study.

Department of Health Care Organization and Policy

MSPH in Outcomes Research. The MSPH degree in Outcomes Research is an academic degree for students preparing for a career in health services research with an emphasis on clinical outcomes research. It provides training in cost-effectiveness analysis, survey research methods, advanced statistical methods, clinical decision making, patient-based outcomes measurement, epidemiology, and clinical trials methodology.

2.11.b. Identification of the means by which the school assures that students in academic curricula acquire a public health orientation. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each.

The school is strongly committed to ensuring that all students acquire a broad public health orientation. This is accomplished in several interrelated ways. First, all students pursuing a PhD, MSPH, or MS, who do not have an MPH, are required to complete the course "Overview of Public Health" covering all five core areas of public health by the end of their 2nd semester. The course takes approximately 37 hours to complete including time spent reading, watching videos, attending seminars, completing assignments, and taking quizzes. All students enrolled in MS, MSPH, and PhD programs are automatically placed in this course. An outline and syllabus of the course are available in the Electronic Resource File.

Secondly, academic degree students are required to take courses in BST, EPI, as well as three lectures outside of their home department. The Department of Epidemiology requires that new PhD students have earned a MPH or MSPH from an accredited institution prior to admission to the doctoral program. In rare cases for applicants who do not meet this requirement, a relevant public health degree may be considered for admission into the PhD program. In such cases, if the committee approves admission to the PhD program, students are admitted contingent upon completion of the department's master level epidemiology quantitative methods core class sequence. The student is required to complete the master level EPI 610, EPI 625, and EPI 627 courses. The student may also be required to complete biostatistics course BST 611 and BST 612 if necessary prior to registering for doctoral level coursework.

Third, faculty members in the school's five departments have extensive backgrounds and experience in public health research and practice that they bring into the classroom. This background creates a culture and environment in which students are exposed to research and practice linked to the identification,

understanding, and addressing public health problems and the promotion of the health of the community. The extensive work of faculty members in a host of professional arenas in local, state, national and international settings, serves to further emphasize a broad public health orientation.

Finally, students in the SOPH, regardless of degree program, take advantage of the numerous courses, seminars, scientific lectures, and satellite broadcasts with public health relevance that may be found within the school and across campus. In addition, students are advised to take advantage of the Endowed Lecture Series. The series brings in leading public health practitioners to share their insights into a particular area of public health practice. Speakers have included local and state health officers, officials from the CDC and other federal agencies, specialists on disaster preparedness, maternal and child health experts, and a wide range of other presenters with public health expertise. Over the past few years, the school has worked to endow these lectures and has four endowed lectures that are described in detail in criterion 3.3.a.

MSPH Programs

There are common course requirements for the MSPH including courses in Epidemiology and Biostatistics. Specifically:

- **MSPH:** The school offers an MSPH in Environmental Health/Toxicology, Industrial Hygiene, Applied Epidemiology, Pharmacoepidemiology & Comparative Effectiveness Research, Outcomes Research. For these degree programs, students are required to take core courses in biostatistics (Biostatistics 611 and 612) and epidemiology (EPI 610 - Principles of Epidemiologic Research) and complete a minimum of 15 hours of methodological and specialty area courses. Students are also encouraged to enroll in other core public health courses.

- **MSPH in Clinical and Translational Science (CTS):** The school also offers the MSPH in Clinical and Translational Science through the Departments of Biostatistics, Epidemiology, and Health Behavior. The MSPH in CTS consists of a minimum of 42 credit hours. Of these, 14 hours are required, including a minimum of 6 hours of specific biostatistics courses (Biostatistics I and II, Clinical Trials) and 5 hours of specific epidemiology courses (Epidemiology of Clinical Research, Topics in Clinical Research). Students then select at least 9 credit hours from a list of approved Masters Research Electives; complete 9 hours of focus specific electives in biostatistics, epidemiology, environmental health sciences, or health behavior; and take at least 9 hours of directed (699 level) masters research to fulfill the MSPH requirement for conducting a research project.

MS and PhD Programs

MS and PhD programs at the SOPH are organized to ensure that students are provided with a public health orientation. Specific departmental requirements are detailed below.

- **MS, PhD in Biostatistics:** The Department of Biostatistics offers an MS degree, which serves as the foundation for doctoral study. Students enrolled in the MS program must take at least two courses in a non-quantitative field such as public health, biology, or medicine. The PhD degree program in Biostatistics produces research-oriented scientists who can advance statistical and modeling theory and can interact effectively with scientists in other disciplines to advance knowledge in those fields. All students in Biostatistics are strongly encouraged to enroll in other core public health courses at the school.

- **PhD in Environmental Health Sciences:** Students enrolled in the Environmental Health PhD program may choose to study in one of two focal areas: 1) Environmental Health Sciences Research and 2) or Industrial Hygiene. There are two sets of general requirements: 1) Students who are admitted to the PhD program with a BA or BS and 2) those who have a master's degree from a different specialty will be required to complete a minimum of 72 hours, Students entering with a

related master's degree will follow the schedule requiring 53-59 credit hours.

- **PhD in Epidemiology:** Students enrolled in the PhD program in Epidemiology are required to complete a range of epidemiology courses; at least two advanced biostatistics courses; at least one doctoral level course, in an area of medicine or in one of the major areas of public health other than EPI and BST; and at least one course related to research ethics and scientific integrity (e.g., HCO 670).
- **PhD in Health Behavior:** Students enrolled in the PhD program in Health Education and Health Promotion are required to complete a minimum of one course in epidemiology (Advanced Epidemiological Research Methods), three courses in biostatistics (or their equivalent), three courses in the social and behavioral sciences, two elective courses in evaluation research/research methods/statistics, and a variety of health behavior courses.

2.11.c. Identification of the culminating experience required for each academic degree program. If this is common across the school's academic degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each.

For students in academic degree programs, the SOPH conforms to all requirements of the Graduate School and the university. The culminating experience for the MS and MSPH degree is the design and successful completion of a masters-level research project (thesis). Research projects must focus on problems or issues that are relevant to public health and/or develop skills needed to address such questions. The departments often maintain this focus by working with public health agencies, health professionals, and organizations engaged in public health practice. Students have the opportunity to focus on questions that are relevant to current needs in public health. In addition, during project/thesis defense, students are required to clearly state how their research can be applied to public health practice and how it integrates with other areas of public health outside of their immediate discipline. For EPI, students must also submit to the advisor an advanced or final draft of a publishable scientific manuscript for which the student is to be first or second author; or a scientific or technical report (as for industry) of high quality, for which the student deserves substantial credit. Other departments strongly suggest that the culminating experience research projects lead to an paper submitted for publication.

For the PhD degree, the culminating experience is the development and defense of a dissertation/thesis that constitutes an original contribution to scientific knowledge. Again, in dissertation/thesis defense, students must demonstrate the relevance to public health.

2.11.d. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- All academic degree students who do <u>not</u> have a MPH must enroll in the Overview of Public Health course, and take coursework in at least BST, EPI as well as their home department.
- All academic degree students must attend lectures outside of their department to broaden exposure to public health.
- All academic degree students must demonstrate the public health relevance of their research project, dissertation, or thesis.

Weaknesses
- None noted

Future Plans
- Continue to provide a strong foundation in public health for all academic degrees.
- Continue to offer school-wide seminars related to all five-core areas that present the public health application of research.

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

2.12.a. Identification of all doctoral programs offered by the school, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose. If the school is a new applicant and has graduates from only one doctoral program, a description of plans and a timetable for graduating students from the other two doctoral programs must be presented, with university documentation supporting the school's projections.

As noted in Table 2.1.a, the school offers PhDs in four departments and the DrPH (described previously in 2.1.a) in three focus areas: Public Health Management, Maternal and Child Health Policy and Outcomes Research. Each of these degree programs is staffed with at least six FTE faculty members.

Department of Biostatistics PhD. The PhD program provides a balance between theory and application. In addition to providing students with an in-depth understanding of statistical theory and methodology, the main objectives are to train students to become independent researchers, effective statistical consultants, collaborators in scientific research and practice, and effective teachers. All students entering the PhD program are required to complete the 33 credit hours of regular coursework and the consulting course required for the MS degree.

Department of Environmental Health Sciences PhD. The PhD is an academic research degree intended primarily for students who are preparing for research careers in academic, private industry/consultancy, or government laboratories. Graduates of this program are expected to have developed skills that will enable them to identify and define critical questions of environmental health importance, design research studies to address these questions, and complete a program of research that demonstrates ability to function as an independent investigator. PhD program graduates are able to critically analyze and evaluate the environmental health sciences literature; identify environmental health problems; formulate research hypotheses; design original research to test these hypotheses; conduct all aspects of the requisite research including data gathering and data analysis; prepare a comprehensive and persuasively written report on the research with clarity and rigor; defend the methods, results, and conclusions drawn from the research in public forums; and communicate those findings in the peer-reviewed published literature. The PhD degree specializations are: PhD in Environmental Health Sciences Research and PhD in Industrial Hygiene. Each specialization begins with the student taking formal coursework during the first two years, culminating in the administration of a candidacy exam. Depending on the academic preparation of the student, the precise number of credit hours can vary, such that there are within each degree specialization two curriculum planning sheets, one for those with a bachelor's degree or master's degree in an unrelated field, and a second one for those with a master's degree in a related field. Students in the ENSR program must take a three-semester sequence of graduate-level courses in biochemistry, physiology, pathophysiology, genetics and genomics offered through the university-wide Graduate Biomedical Sciences (GBS) doctoral program. Students in the IHY PhD track take a series of subject-specific courses offered by the department. Students in both tracks must take a minimum of one graduate-level toxicology course and one intermediate-level introductory graduate biostatistics course. Passing the candidacy exam is followed by the selection of a dissertation advisor and an advisory committee. The student then embarks upon a program of original research, to be presented in a formal dissertation and oral defense. The program takes a minimum of three years to complete. At regular intervals during this period, the student meets with the advisory committee to ensure that satisfactory progress is made.

Department of Epidemiology PhD. The PhD in Epidemiology is an academic degree that provides training in the conduct of epidemiologic research. Training is focused on epidemiologic methods and their application to the study of infectious diseases, chronic diseases, and injuries. This degree is appropriate for individuals preparing for careers in research and teaching, and positions in universities, government, or private industry. A dissertation requiring the design and implementation of a research study, with appropriate analysis, interpretation, and presentation of results, is required.

Department of Health Behavior PhD. The PhD degree in Health Promotion and Education is for students preparing for a research or academic career. The PhD degree in Health Promotion and Education is earned on average in 4.5 years. A 12-hour research internship is required.

2.12.b. Description of specific support and resources available to doctoral students including traineeships, mentorship opportunities, etc.

Each department offers a wide array of support and resources for doctoral students including Graduate Fellowships funded by the UAB Graduate School, Graduate Fellowships funded by individual SOPH departments, T32 training opportunities, training grants, and support from other extramural funding.

More specifically, currently the UAB Graduate School funds a number of Graduate Fellowships. For FY16, the Graduate School provided a lump sum to the SOPH of $343,245. These funds are the allocated to the departments: BST 3.1 slots ($80,600 stipend + $28,274 tuition); EPI 4.2 slots ($109,200 stipend + $37.019 tuition), and HB 2.5 slots ($65,000 stipend + $22,452 tuition). The SOPH added 3 slots: EHS 1 slot ($26,000 stipend + $9,000 tuition and HCOP 2 slots ($52,000 stipend + $18,000 tuition). The Graduate School also funds MERIT scholarships for doctoral and postdoc study.

Doctoral students are eligible for financial assistance as a T32 graduate trainee, Graduate Research Assistant (GRA), Graduate Teaching Assistant (GTA), or as a graduate fellow. The financial support typically covers tuition and all applicable costs of graduate school as well as a stipend. All students are reviewed annually for continued support. The T32 positions are renewable for up to four years, GRA and GTA positions are renewable for multiple years, and graduate school fellowships are only one-year awards.

In addition to T32, GRA and GTA opportunities, BST has a new fellowship, the Louis Dale Fellowship that is earmarked for minority students from the state of Alabama. This fellowship is renewable for up to two years.

In HCOP the Maternal and Child Health Bureau (MCHB) Training Grant provides 100% of tuition (4 students), stipends (4 students), research/teacher assistant (4) and continue education (5 students) support to students accepted in the DrPH Maternal and Child Health Policy concentration. Support covers from beginning of enrollment to graduation and amount varies over a one to four year time period. The SOPH supports two HCOP doctoral awards, and the HCOP department provides support for six research assistants.

Beyond the funding through the SOPH, EHS doctoral students may be funded through the ERC training grant for various timeframes. HB typically funds two to three doctoral students per year through the Graduate School Fellowships and the NORC grant.

As noted above, epidemiology receives PhD Graduate Student Fellowship Funding from the UAB Graduate School through the dean's office to fully support four doctoral students with full in-state tuition and monthly stipend. The duration of the Fellowship is typically one full year, but the Department fully supports PhD students for two years if the student maintains their academic record and the Graduate School provides sufficient funding. The department typically provides funding to support tuition for two years and require that students apply for their own funding or work to fund their

dissertation. The graduate program provides administrative support for submission of their grant and fellowship. Currently, epidemiology has two PhD students who have acquired F31 Student Pre-doctoral Fellowship Grants. In the past, several epidemiology doctoral students have been supported by foundation pre-doctoral grants (e.g., American Heart Association) and NIH-funded training grants (e.g., Cancer Prevention and Control Training Program). In addition, the department provides funds ($500) to reimburse travel expenses for students to present their research at national conferences.

Finally, doctoral students are funded through a number of extramural research grants.

2.12.c. Data on student progression through each of the school's doctoral programs, to include the total number of students enrolled, number of students completing coursework and number of students in candidacy for each doctoral program. See CEPH Template 2.10.1.

No systematic review has been conducted on doctoral graduation rates; however, the departments have detailed procedures for application, admission review, interview, admission, matching faculty-student interests, mentoring, course work, committee selection, and dissertation. While it is a requirement that students publish their dissertations, there is not a tracking system to monitor that. Generally, the time from initial enrollment to graduation is four to seven years. The school is in the process of reviewing the doctoral success rates, establishing a tracking system, and establishing a benchmark for the departments. Table 2.12.c (1) shows doctoral student admission, enrollment, graduation, and other data for 2013-2014. As Table 2.12.c (1) demonstrates, doctoral programs continue to enroll students consistent with available funding and departmental capacity.

Table 2.12.c (1): Doctoral Student Data (PhD & DrPH) for 2012-2015. Values represent numbers of students. (From CEPH Template 2.10.1.)				
	2012	2013	2014	2015
PhD				
Biostatistics				
Newly Admitted in	6	4	5	4
Currently Enrolled (Total)	28	26	26	21
Completed Coursework	1	3	5	5
Advanced to candidacy (cumulative)	3	9	2	5
Graduated	1	3	5	8
Environmental Health Sciences				
Newly Admitted in	1	1	2	0
Currently Enrolled (Total)	7	5	6	4
Completed Coursework[a]	2	0	1	2
Advanced to candidacy (cumulative)	0	1	1	1
Graduated	3	1	2	0
Epidemiology				
Newly Admitted in	8	7	2	1
Currently Enrolled (Total)	33	37	35	34
Completed Coursework	2	2	4	2
Advanced to candidacy (cumulative)	3	1	5	2
Graduated	3	4	2	3[b]
Health Behavior				
Newly Admitted in	6	5[a]	9[a]	3
Currently Enrolled (Total)	28	25	29	28
Completed Coursework[c]	2	3	9	6[c]
Advanced to candidacy (cumulative)	5	3	4	7[d]
Graduated	7	4	4	6[e]
DrPH				
Environmental Health Sciences				
Newly Admitted in	0	0	0	0
Currently Enrolled (Total)	2	0	0	0
Completed Coursework	0	0	0	0

Table 2.12.c (1) (continued): Doctoral Student Data (PhD & DrPH) for 2012-2015. Values represent numbers of students. (From CEPH Template 2.10.1.)	2012	2013	2014	2015
Advanced to candidacy (cumulative)	0	0	0	0
Graduated	0	0	0	0
Epidemiology				
Newly Admitted in	0	0	1[f]	0
Currently Enrolled (Total)	8	6	5	1
Completed Coursework	2	0	1	1
Advanced to candidacy (cumulative)	2	0	0	1
Graduated	1	2	4	1[g]
Health Care Organization and Policy				
Newly Admitted in	4	2	4	1
Currently Enrolled (Total)	21	22	23	22
Completed Coursework	5	8	14	7
Advanced to candidacy (cumulative)	5	7	9	7
Graduated	3	2	3	5

[a]This includes students who have completed all coursework except for ENH 798 & 799. They are listed the year the coursework is completed and for some this will also be when they graduate. Please note some have not been admitted to candidacy. For Health Behavior 2013, 3 plus 2 transfers from SOE; for Health Behavior 2014, 8 plus 1 transfer from SOE.
[b]1 applied to graduate Fall 2015
[c]This includes students who have completed all coursework except for HB 798 & 799. They are listed the year the coursework is completed. Please note they may have not been admitted to candidacy and three of these will complete coursework at the end of the fall semester.
[d]This includes students who hope to successfully defend their proposals.
[e]This includes two students who have successfully defended their dissertations this semester.
[f]Re-admission of a prior student who exceeded allowable timeline for graduation for the DrPH in Epidemiology.
[g]Expected fall 2015

2.12.d. Identification of specific coursework, for each degree, that is aimed at doctoral-level education.

Please refer to Electronic Resource File for Curriculum Planning sheets for each degree. In addition to regular course work, doctoral students are required to take seminar courses, research courses, and conduct dissertation research.

2.12.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion has been met.

Strengths
- There are five doctoral degree programs; all have acceptable admissions and graduates over the past three years.
- There are at least 6 FTE public heath core faculty for each doctoral degree program.

Weaknesses
- No formal system for assessing success in dissertation proposals.

Future Plans
- Develop system to track publications generated from dissertations.

2.13. Joint Degrees. If the school offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

2.13.a. Identification of joint degree programs offered by the school. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

The UAB SOPH offers 12 coordinated/joint degree programs that enable students to pursue a degree in public health and another degree simultaneously. All of these programs require students to complete a minimum of 42 semester hours, complete the core set of courses, complete the internship, and complete the culminating experience. All of the degree programs permit counting public health related coursework toward the 42 minimum semester hours. The acceptable public health-related course work is identified as specific courses and not simply a transfer of a block of credit hours. Current enrollment data for the joint degree programs may be found in Table 4.3.e (1). Detailed descriptions of the joint degree options and their degree requirements are below.

Health Behavior

The Department of Health Behavior has three joint degrees with their MPH: the MSN, the PhD in Psychology, and the PhD in Sociology.

Coordinated MPH/MSN. The joint MPH/MSN program (coordinated with the School of Nursing) is designed to address the health behavior issues and needs of advanced practice nurses. This program of study prepares graduates to participate in the development, implementation, and evaluation of innovative health behavior programs and policies. Graduates may assume a variety of positions in nursing or health behavior including health behavior program directors and project coordinators. This program builds on the synergy generated through two complementary curriculum tracks. Its purpose is to prepare nurses for leadership positions in public health and health behavior intervention programs. Students enrolled in the joint MPH/MSN program through the Department of Health Behavior must complete the 17-hour public health core (BST 601, ENH 600, EPI 600, HB 600, HCO 600 and PUH 695), a 18-hour HB track, and two nursing courses with relevance to HB.

Coordinated MPH/PhD in Psychology. The joint MPH/PhD in Psychology is coordinated between the UAB Department of Health Behavior, the UAB Department of Psychology, and the University of Alabama (Tuscaloosa) Department of Psychology. Students enrolled in the program complete the 21-hour MPH core (BST 601 or equivalent, ENH 600, EPI 600, HB 600, HCO 600 and PUH 695), 9 credits in the health behavior track, and 6 credits in behavioral science.

Coordinated MPH/PhD in Sociology. The joint MPH/PhD in Sociology is coordinated between the UAB Department of Health Behavior and the UAB Department of Sociology. Students enrolled in the program complete the 19-hour MPH core (BST 601 or equivalent, ENH 600, EPI 600, HB 600, HCO 600 and PUH 695), 9 credits in the health behavior track, and 9 credits in behavioral science.

Department of Health Care Organization and Policy

The Department of Health Care Organization and Policy offers seven coordinated degrees. These are the MPH/JD (Juris Doctor), MPH/MPA (Masters in Public Administration), the MPH/MBA (Masters in Business Administration), the MPH/OD (Doctor of Optometry), MPH/MSN, MPH/MSW and the MSPH/PhD in Psychology.

Coordinated MPH/JD. The MPH/JD joint degree program links the UAB SOPH and the Cumberland School of Law at Samford University. The program is intended to expose future attorneys to broad areas of public health. The JD degree requires 90 semester hours of coursework,

and the MPH degree requires 45 semester hours. In the coordinated program, 14 hours of public health courses are credited toward the JD degree and 12 hours of law courses are credited toward the MPH degree. A minimum of 30 credit hours must be taken in the SOPH. Because this is a coordinated joint degree track, graduation from one program is contingent on completion of all requirements for graduation from the other program.

Coordinated MPH/MPA. The MPH/MPA joint degree program is intended to provide students with the ability to describe the economic, legal, organizational, and political underpinnings of the US health system (both tracks); apply skills required to work effectively in an administrative position in the government sector based on public health principles and programs (both tracks); apply the principles of management and strategic planning in health care organizations (management track); apply basic planning and management skills necessary for administration of health care organizations (management track); critically evaluate health policy research studies and resulting recommendations (policy track); and design and implement health policy studies and draw appropriate conclusions (policy track). The MPH/MPA program requires the satisfactory completion of at least 62 credit hours. Students must complete both MPH core (EPI 600, ENH 600, HB 600, BST 601, HCOP 600), and MPA core requirements. Students may choose either of two program options - health policy analysis or management. It is anticipated that a full-time student can complete the joint curriculum in two years. Part-time students may take up to five years to complete their studies. This is a coordinated joint degree track, so graduation from one program is contingent upon completion of all requirements for graduation from the other program.

Coordinated MPH/MBA. The MPH/MBA joint degree program (coordinated with School of Business) prepares students who lack previous public health education or experience with the skills needed for advanced positions in health management. For students who do already have public health experience and/or a relevant advanced degree, the joint MPH/MBA provides a health-management credential with broad applicability. Students in the joint program complete the MPH core (HCOP 600, EPI 600, ENH 600, HB 600, BST 601), including internship and culminating experience as well as 12 credit hours of additional HCOP courses, and 36 hours of Graduate School Management courses, for a total of at least 74 credit hours. The work can be completed in two to three academic years. This is a coordinated joint degree program, and, as such, graduation from one program is contingent on completion of all requirements for graduation from the other program.

Coordinated MPH/OD. The MPH/OD joint degree program recognizes that vision disorders and eye diseases are major public health problems worldwide. This degree option provides optometrists in public health with the skills to assess community needs for vision care services. In addition, it enhances their ability to develop, administer, and evaluate eye and vision health programs in research projects. Students enrolled in the MPH/OD program are required to complete the 17-hour public health core (HCOP 600, EPI 600, ENH 600, HB 600, BST 601), including internship and culminating experience, and 21 credit hours of additional HCOP course.

Coordinated MSPH/PhD in Psychology. The MSPH/PhD joint degree program prepares PhD students in Psychology to perform research in health outcomes or health policy analysis. The program is coordinated between the Department of Health Care Organization and Policy and the Department of Psychology at UAB or the Department of Psychology at the University of Alabama (Tuscaloosa). To be considered for this program, applicants must first be admitted to the PhD program in Psychology at UAB or the University of Alabama (Tuscaloosa). The MSPH degree requires completion of a minimum of 43 hours. The program of study includes a core of one course in epidemiology and two courses in biostatistics; seven additional courses health care organization and policy; a departmental elective; and a master's level research project (HCOP). This is a coordinated joint degree track, so graduation from one program is contingent on completion of all

requirements for graduation from the other program.

Coordinated MPH/MSN. This joint degree option is coordinated with the UAB School of Nursing. The program prepares nurse practitioners to participate in the development, implementation, and evaluation of innovative maternal and child health programs and policies. This joint degree builds on the synergy generated through two complementary curriculum tracks. In this educational experience, advanced clinical skill is combined with expertise in program planning and evaluation. The coordinated MPH/MSN degree can be completed in two years of full-time study. Students may select a focus in the nursing curriculum in any of three tracks: 1) Nursing and Health Systems Administration, 2) Nurse Practitioner or Clinical Nurse Specialist, or 3) Quality and Outcomes Management in Health Systems. At the completion of the degree, nurse practitioner graduates are eligible to take the certification examination for pediatric nurse practitioner, family nurse practitioner, or women's health nurse practitioner, depending on the specialty course of study. Students enrolled in the joint MPH/MSN program through the Department of HCOP must complete the 19-hour public health core (BST 601, ENH 600, EPI 600, HB 600, HCO 600 and MCH 695), the 15-hour MCH core, and two nursing courses with relevance to maternal and child health.

Coordinated MPH/MSW. The MPH/MSW (Master of Public Health/Master of Social Work) program is coordinated between the UAB Department of HCOP and the School of Social Work at the University of Alabama (Tuscaloosa). Joint degree students can earn the two graduate degrees in two academic years, including summers. The program is available to students enrolled in the School of Social Work and subsequently enrolled in the SOPH. The coursework is designed to prepare social workers for interdisciplinary practice in public health programs concerned with the promotion and improvement of the health of diverse populations, including women, children, and families. Graduates may pursue careers in a variety of social work and/or public health settings related to policy and program development; organization of community services; program administration, planning and evaluation; research; and teaching. Students in the coordinated program will complete courses in the Enhanced MCH Skills MPH program in Maternal and Child Health. This includes 17 hours of MPH core courses (BST 601, ENH 600, EPI 600, HB 600, HCO 600, MCH 695), 18 hours of MCH core courses (including 15 hours in MCH and 3 hours in HCOP), and SW 510 (Research Methods for Social Work Practice).

School of Public Health

The School of Public Health also offers a coordinated Master of Public Health and Doctor of Medicine (MPH/MD) program in cooperation with the UAB School of Medicine for students pursuing medical education who have career interests in public health or disease prevention practice or research and an MPH/DVM with Auburn University.

Coordinated MPH/MD. The MPH/MD is a general track degree that permits students to focus coursework across all departments in the school. Competencies are individualized to each student in consultation with the student and his/her advisor. MPH/MD students complete the MPH core courses (16 semester hours), focus coursework based on their career goals, the culminating experience course (PUH 695), and a minimum of 12-semester-hour-equivalent-coursework from the medical curriculum, specifically, 8 credits of scholarly activity, and two courses in evidence based medicine.

Coordinated MPH/DVM. The MPH/DVM is a general track MPH where students take focused coursework across departments based on their career goals. MPH/DVM students complete the MPH core courses (16 semester hours), 15 semester hours of focus coursework, the internship, the culminating experience course (PUH 695), and a minimum of 12 semester hours of coursework from the DVM curriculum. It is possible that some practice experience in the DVM might be

counted toward the internship requirement.

2.13.b. A list and description of how each joint degree program differs from the standard degree program. The school must explain the rationale for any credit sharing or substitution as well as the process for validating that the joint degree curriculum is equivalent.

Credit sharing and course substitution are largely covered in 2.13.a; however, as a general model the Graduate School accepts 30 credit hours as a Master degree; therefore, the SOPH allows for 12 credit hours of substitution. Course substitution is predicated on overlapping or redundant course material that meets MPH competencies and relevancy to public health. Therefore, differences in the traditional MPH degree and duel-degree MPH amounts to 12 credit hours where there is significant redundant material or specialize material that meets MPH competencies. Examples of duel-degree differences are represented by the MPH/MD and MPH/DMV. The joint degrees with both medicine (UAB) and the DVM program (Auburn) require that the students complete the 42-credit MPH course of study. This is equivalent to the requirement for the MPH. Students must complete all core course requirements and participate in an internship directed by the SOPH.

Students must meet the admission criteria for medicine at UAB and veterinary medicine at Auburn to be admitted to the joint degree program. The admission package from Medicine and Veterinary Medicine are used to determine admission. The associate dean of academic and strategic programs reviews applications after securing a recommendation from the equivalent dean in Medicine or Auburn.

Both degrees share 12 credits of coursework with the MPH program. Courses that are accepted to satisfy the electives for the joint program are reviewed and approved by the Educational Policy Committee. The courses are reviewed for relevance to public health.

2.13.c. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- Without exception, the joint degree programs are structured to ensure that students receive a strong grounding in public health principles, research, and practice.
- The MSPH joint degree program requires students to complete 43 credit hours of public health courses.
- All MPH joint degree programs require the same minimum of 42 hours of credit, and they have the same internship and culminating experience requirements.

Weaknesses
- Some programs have small enrollments.

Future Plans
- The school is using online recruiting fairs and marketing to recruit new students into the smaller degree programs.
- The school has formed and convened a joint degree committee in the fall 2015 to assess current and develop new dual degree programs to increase enrollment.
- The further development of online courses and offering courses in the summer (and additional) semesters will further facilitate duel-degree coordination and enhance enrollment.

2.14. Distance Education or Executive Degree Programs. If the school offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the school and within the school's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the school and university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the school offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The school must have processes in place through which it establishes that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

2.14.a. Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

Online MPH in Environmental Health and Toxicology

This degree covers the same content and class format as the standard degree and examines the links between the environment and public health, considering all aspects of this process from initial exposure to toxicant action to science-based policy development. Students learn to recognize and assess exposures, determine the toxicity risk to the public, and design and properly communicate strategies to reduce risk and help set appropriate policy.

Students pursuing the Environmental Health & Toxicology degree track must complete a total of 42 credit hours.

Online MPH in Occupational Health and Safety

Students learn industrial hygiene, occupational safety, occupational toxicology and disease. They also engage in field studies and evaluate real worksites to gain hands-on experience while learning valuable skills.

Online MPH in Health Care Organization

This program trains individuals for management positions in the health sector by introducing students to the public health system and the fundamental skills necessary for practice in the public health sector. Course work involves basic management disciplines and selected content in economics, finance, marketing, law, and health insurance.

Online MPH in Maternal and Child Health Policy and Leadership

The MPH programs in the maternal and child health concentration are designed to educate

individuals who will plan, administer, and evaluate programs in maternal and child health. The programs provide information about the special problems faced by women and children, including children with special health care needs, and their families. The programs develop and integrate skills from maternal and child health, health policy and leadership and demonstrate their application in problem solving and systems development.

2.14.b. Description of the distance education or executive degree programs, including an explanation of the model or methods used, the school's rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the school, and the manner in which it evaluates the educational outcomes, as well as the format and methods.

All programs are administered through asynchronous online courses using the Canvas platform. Students receive support through the Office of Student and Academic Affairs that include a Multimedial Instructional Technology Group that assists instructors and students with multimedia services, technological support, course development guidance, and technology training. Instructors (including teaching assistants) seek to improve their online teaching skills by attending training and working one-on-one with the school's Instructional Design Specialist and/or by taking classes from the university's Center for Teaching and Learning. Instructors meet with online students on at least a weekly basis. Online students may also receive technical assistance through UAB's Information Technology department. Academic rigor is monitored through the Educational Policy Committee, which approves all online and on campus curricula. Additionally, student feedback regarding rigor is assessed through the IDEA survey and a program assessment survey. All courses that are offered online are also offered on campus and the same instructor, ensuring comparability of content and rigor, teaches the majority of the same courses. The outcomes of the programs are assessed through the comprehensive exam, thesis, and thesis defense processes.

2.14.c. Description of the processes that the school uses to verify that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

All online courses are administered through Canvas. Students enter the system using a unique student ID and password to verify student identification. Additionally, students must have any high-stakes online exam proctored. Proctors may not be family members or close friends and should be in a position of authority (librarians, educators, managers, religious leaders, etc.). Students must have the proctoring form completed and returned to the instructor before the exam is considered valid. Proctors should be identified and approved by the instructor prior to the exam. Online students who live close to campus have the option of taking the exam with the in class section or under the supervision of the instructor or program coordinator.

2.14.d. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The school's Instructional Design Specialists and the availability of classes from the university's Center for Teaching and Learning.
- The school has invested in technology and infrastructure to enable faculty to teach online using many teaching strategies and techniques.
- Teaching assistants are trained in online technology to assist faculty with the management of online courses.

- Faculty members communicate with students in online courses at least on a weekly basis—most communicate multiple times per week.
- Proctoring processes are more robust than other areas of campus that rely solely on the unique identifier to verify student identity.

Weaknesses

- Some instructors do not develop robust online classes and instead depend on videos of on-campus lectures with no supporting activities and discussions. The number of these courses is shrinking in number.
- Courses are often only offered once per year, making it difficult to accommodate some online students.
- Policies and best practices regarding online classes have not been standardized throughout the school.

Future Plans

- The school has established an online committee representing faculty that currently teach online from each department. This faculty-led committee will set the standard for online courses in the future.
- The school has faculty certified in Quality Matters and will be pursuing Quality Matters certification for MPH courses that are available online.

School of Public Health
CEPH Self Study

Criterion 3.0
Creation, Application, and Advancement of Knowledge

The UAB School of Public Health has a national and international reputation for excellence in public health research and practice. It ranks 4th among all accredited state-funded schools of public health in NIH funding, according to the most recent NIH rankings for schools of public health. For the period from 2012 through 2014, an average of 92 faculty members in the school produced an average of over 400 papers in refereed journals per year and acquired an annual average of over $30 million in extramural funds. Approximately 74% of these funds came from federal government sources and the rest from industry, state government, and non-profit sources.

The research conducted in the school relates directly to its mission to develop, teach, and apply knowledge to promote health and prevent disease. Faculty publications have appeared in respected scientific journals and have been cited frequently by others. School researchers also participate in a wide range of academic societies, serve on national and international leadership committees and tasks forces, and provide review services for journals and study sections.

Our public health service is a positive attribute of our school and the School encourages faculty, staff, and students to participate through our policies, opportunities, and sense of citizenship. The school partners with community, state, and international organizations to address many of the health issues they are facing.

Our relationship with the workforce is continuing to grow in quality and quantity with the establishment of the Office of Public Health Practice. UAB has a relationship with local and state public health departments and continues to build bridges in research, training, internships and workforce placement.

3.1. Research. The school shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

3.1.a. Description of the school's research activities, including policies, procedures and practices that support research and scholarly activities.

The University of Alabama at Birmingham is one of America's premier research universities. Its current research portfolio contains over 2,217 active grants and contracts, totaling $354 million annually. With a world-renowned academic health center and approximately 100 interdisciplinary research centers, UAB's pioneering breakthroughs offer new solutions and hope for families and communities worldwide. See http://www.uab.edu/research/.

The UAB School of Public Health is among the leading research institutions in public health and provides exceptional leadership for the Southeastern United States. The school has been rated second out of the twelve schools at UAB in terms of amount of funding and first in terms of faculty productivity when adjusted by number of faculty; it is home to one of the largest grants ever funded to the university (for the REGARDS project). The scope of research conducted by the school spans academic disciplines from bench science through the social sciences, all focused on improving the public health and health care systems. Faculty and students routinely partner in research activities in diverse areas such as statistical genetics, epidemiology, occupational health, toxicology, nutrition science, oncology, chronic diseases, health disparities in vulnerable populations, substance abuse, sexually transmitted diseases, maternal and child health, health care organization and policy, and health services and outcomes research.

University-Level Policies, Procedures, and Practices

The school follows research policies and procedures established by the university. The Office of the Vice President for Research and Economic Development oversees research compliance for the entire university, through 13 units that focus on various aspects of the research process and provide administration and oversight. Details on all offices may be found at: http://www.uab.edu/research/administration/Pages/Home.aspx

Office of Sponsored Programs (OSP) The Office of Sponsored Programs (OSP) is responsible for the institutional review and approval of all extramurally sponsored grants and contracts, prior to submission to the sponsor, to ensure the involvement of all required university components. Office staff members negotiate with sponsors on behalf of the faculty and the university and respond to requests for information from funding agencies. OSP negotiates changes in project objectives or budgets, prepares subcontracts, and develops reports on grant and contract activity. OSP also provides a wide range of services to those seeking or doing work on externally funded projects including clinical trial billing reviews.

Conflict of Interest Review Board (CIRB) The CIRB is a peer-review committee that evaluates potential financial conflicts of interest related to extramurally funded research or educational activities. The CIRB reviews disclosures of investigators' financial interests; evaluates whether such interests have the potential to bias the design, conduct, or reporting of research or educational activities; determines which actions should be taken to manage, reduce, or eliminate financial conflicts of interest; and monitors compliance with its recommendations.

The UAB Institutional Official (IO) for UAB's federal wide assurance (FWA00005960) filed with the Department of Health and Human Services' Office of Human Research Protections (OHRP) administers institutional Review Board (IRB) for Human Use The UAB Human Research Protection Program. The role off the IO is to exercise overall

supervision of the UAB Human Research Protections Program. UAB maintains two on-site IRBs and contracts as well with Western IRB (WIRB) for commercially sponsored extramural research activities. Each IRB reviews and approves research involving human participants in accordance with federal and State laws and regulations and UAB policy. Human subjects research may not be performed at UAB without IRB approval. UAB also maintains an administrative unit called the Office of the IRB (OIRB). OIRB staff members provide administrative support for IRB activities and serve the needs of academic research community with respect to human subjects research. The OIRB fields questions from investigators, communicates IRB actions to investigators, keeps records of IRB and OIRB activities, provides training for investigators and IRB members, and monitors human subjects research activities.

Animal Resources Program (ARP) The animal care and use program is supported by the Animal Resources Program (ARP), which provides husbandry and veterinary medical care, and the Comparative Pathology Laboratory (CPL), which provides diagnostic and research services. These two service centers report to Samuel C. Cartner, DVM, PhD. Specific ARP and CPL responsibilities are: animal procurement; health surveillance, husbandry, daily care, and veterinary care; maintaining specialized colonies; providing facilities and trained personnel for technical procedures such as surgery, post surgical care, radiography, necropsy, collection of tissue and body fluids, diet preparation, etc.; assuring compliance with relevant regulations and policies; assisting faculty and students in planning and conducting research and teaching programs that require animals; and conducting appropriate training for personnel who use animals. Several core facilities provide animal research support. The Transgenic Animal/Embryonic Stem Cell (TA/ESC) Resource, under the direction of Robert A. Kesterson, PhD, produces mouse models using DNA and embryonic stem cell injection methods. Additional services offered by this core include embryo cryopreservation and assisted reproduction techniques. The Genetically Engineered Mutant Mouse Core Facility directed by Casey Weaver, MD, bred and maintains transgenic, knockout, and other mice for UAB faculty who use these models but lack the time or expertise to provide the special care required. Mary Ann Accavitti-Loper, PhD, directs the Hybridoma Core Facility. Other groups on campus offer other services. The ARP oversees animal care for all such groups.

Institutional Animal Care & Use Committee (IACUC) The IACUC oversees and evaluates all aspects of UAB's animal care and use program to ensure consistency with federal regulatory guidelines (PHS Policy on Humane Care and Use of Laboratory Animals; USDA Animal Welfare Regulations) and accrediting organization requirements (Association for Assessment and Accreditation of Laboratory Animal Care, International). All vertebrate (and some invertebrate) animals involved in research, teaching, or testing at UAB or off-site animal activity sponsored through UAB must be reviewed and approved by the IACUC prior to initiation of the project. The committee is comprised of scientists, nonscientists, veterinarians, and community representatives who are charged with developing and implementing animal care and use policies and evaluating procedures and animal activity areas.

UAB Institute for Innovation and Entrepreneurship/UAB Research Foundation The responsibility of the Institute for Innovation and Entrepreneurship (IIE) is to identify, assess, protect, and market commercially viable intellectual property developed at UAB. The IIE reviews intellectual property disclosures submitted by UAB associates and initiates steps to protect the rights of the discovery. The IIE seeks, negotiates, manages, and monitors commercial licensing agreements on behalf of UAB and also insures compliance with certain government regulations.

Material Transfer Office (MTO) The Material Transfer Office is responsible for oversight of the review process for material transfer agreements between UAB and outside entities.

Occupational Health and Safety The Department of Occupational Health & Safety (OH&S) is responsible for administering a comprehensive, multidisciplinary occupational health and safety program with UAB-wide responsibilities (including the main UAB campus, University Hospital, UAB Highlands, TKC, associated clinics, etc.). OH&S disciplines include biological, radioactive, and chemical programs. These include the safe disposal of biohazardous, chemical, and radioactive wastes and performing laboratory audits. Additional disciplines are emergency management, education, training, and general safety, hospital safety, construction safety, asbestos exposure control, employee health program, health and safety education, personal and environmental monitoring for hazardous substances, indoor air quality, asbestos exposure control, fire/safety evaluations. OH&S also maintains licenses, permits, and certificates necessary to conduct research at UAB and liaisons with federal, State, and local regulatory agencies. The mission of OH&S is to ensure that UAB faculty, staff, students, and visitors are afforded a safe and healthy environment by providing service and knowledge necessary to protect themselves, the UAB community, and the environment.

Office of Sponsored International Programs (OSIP) OSIP was established to facilitate the university's ability to conduct service, education, and research programs at international sites by continuously building on experiences and by adapting university policy for international activities. The services provided by OSIP will enhance the ability of the institution both to strengthen and expand existing programs and to encourage and promote other international endeavors.

Southeastern Biosafety Laboratory Alabama Birmingham (SEBLAB) The regional biocontainment laboratory at UAB, called Southeastern Biosafety Laboratory Alabama Birmingham (SEBLAB), was completed in 2008 and fully operational in 2009. Located on the south side of Birmingham on UAB's campus, SEBLAB is approximately 43,500 square feet. The project cost around $32 million to complete, with construction funding coming from the NIH and state sources.

SEBLAB is a major asset to the research and public health communities in the region. It houses state-of-the art biosafety level 2 and level 3 laboratories as well as animal biosafety level 3 laboratories. SEBLAB's design includes flexible and secure laboratories, animal housing and procedure space, and laboratory support space. Specialized resources at SEBLAB include an aerobiology suite, imaging suite, irradiator, vaporized H_2O_2 decontamination, and a decontamination chamber. In the event of a bioterrorism emergency, SEBLAB can provide surge capacity for diagnostics and other necessary analyses to enhance state and regional public health responses.

University Compliance Office The purpose of this office is to promote adherence to research-related federal and state laws and regulations through development of effective internal controls and education of the members in its research enterprise. It is responsible for the monitoring, evaluation, and communication of a highly visible and effective compliance program for academic research. The office is also responsible for the conduct of strategic risk assessment; development of compliance policy; the evaluation, design and implementation of compliance education programs; and creating effective monitoring and reporting mechanisms. These responsibilities extend to compliance with federal and contractual requirements governing billing for clinical services furnished under clinical trials.

Grants and Contracts Accounting Department The Grants & Contracts Accounting Department manages the post-award accounting, compliance, and reporting for UAB's sponsored grants and contracts.

School-Level Policies, Procedures, and Practices

In addition to the rich university resources, the school supports faculty in their research in numerous ways.

Associate Dean for Science The associate dean for science office is dedicated to the mission of advancing science and improving the public's health through scientific discovery. The role of the dean is to provide resources, activities, and expertise to catalyze and facilitate the highest level of scholarly research within the school. The team, consisting of David B. Allison, Associate Dean for Science, Richard Sarver, Program Manager, and Lauren Spalding, Program Coordinator, provides professional development, publicizes funding opportunities, and provides research guidance and individual consultation to faculty. Additional information may be found at http://www.soph.uab.edu/deanscience.

Business Officers The school also supports faculty by providing a business officer to each department. The business officer is assigned to a specific department and his or her office is located in their assigned department. Each business officer reports to the Chair of his or her department with a dotted-line relationship to the School's Director of Finance and Administration.

The business officer is responsible for grant administration, financial reporting, budget planning and monitoring, and compliance with the University's Financial Affairs Policies. The business officer acts the liaison between the Grants and Contracts Accounting Department and the researcher. Business officers for the school's five departments are:

- Biostatistics – Kip Phillips
- Environmental Health – Leigh Anne Robertson
- Epidemiology – Karen Robinson
- Health Behavior – Leigh Anne Robertson
- Health Care Organization and Policy – Paula Garman

IRB Officers Additionally, an IRB review officer is appointed by each department to review IRB protocols before submission to the UAB IRB. Faculty members serving in this role for each department are as follows:

- Biostatistics – Lisa Irby
- Environmental Health – Dr. Michelle Fanucchi
- Epidemiology – Kristie Williams and Dr. Gerald McGwin
- Health Behavior – Dr. Peter Hendricks
- Health Care Organization and Policy – Drs. Meredith Kilgore and Stephen Mennemeyer

The IRB Review Officers for each department are faculty or staff members that have research background. The School does not have a formal selection process for who becomes the IRB Review Officer. The Biostatistics and Epidemiology department have full time staff members who have dedicated effort to assist the faculty in submitting, maintaining, and revising IRB Trainings, submissions, and approvals. The other three members have faculty members who are asked to volunteer as the IRB Review Officer after the chair of the department and department faculty have selected a particular individual or individuals. The IRB Review Officer is responsible for keeping track of all studies with human subjects, making sure all necessary forms and contracts are sent to the UAB IRB office in a timely manner. All contracts must be renewed annually. It is the IRB Review Officers duty to make sure approval for the study does not expire prematurely. The IRB Officer also ensures that all faculty and necessary staff have IRB training. Updated IRB training is now required to be completed by all investigators once every two years.

To facilitate broad-based interdisciplinary collaboration, UAB maintains a number of University-

Wide Interdisciplinary Research Centers that are described in detail in Section 1.3.c.

3.1.b. Description of current research undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Some research includes student involvement. Formal research agreements with such agencies should be identified.

The school defines community-based research as research working with a community partner, organization, or entity to answer a question that is important to the community at large. Sometimes a researcher may approach a community partner whose interests align with the researcher's to strike a partnership in order to further their research agenda. The community partner may also approach the researcher.

In this sense, numerous faculty members participate in a wide variety of community-based research under grants and contracts with foundations, federal sources, and international, state, and community agencies. These activities include health promotion and disease prevention programs and their evaluation, risk assessment and communication, injury prevention, substance abuse avoidance, and needs assessments. The school encourages the faculty to engage with the Alabama Departments of Public Health and Rehabilitation Services, other state health departments within the Southeast region, the city of Birmingham, Alabama Power, the Association for Iron and Steel Technology, the US Department of Health and Human Services, the Alabama Medicaid Commission, the American Cancer Society, the Consortium of Multiple Sclerosis Centers, the Robert Wood Johnson Foundation, the National Institutes of Health, and the Centers for Disease Control and Prevention on community-based projects.

Thirty-five of the school's 166 research projects examined in this self-study are community-based. Table 3.1.b (1) indicates the school's research undertaken in collaboration with health agencies and community based organizations; this table is located in the Electronic Resource File, and data are presented for calendar year 2012, 2013, and 2014. At least 45% of our community-based projects included students. Examples of this research within the school's faculty include:

- Gary Cutter (Professor, Biostatistics) is the principal investigator for the CMSC/NARCOMS project. NARCOMS is a global registry for Multiple Sclerosis research, treatment, and patient education. Community engagement is an important aspect of NARCOMS partly because the success of the research depends upon community participation from those living with MS. The Consortium of Multiple Sclerosis Centers funds this project.
- Julia Gohlke (Assistant Professor, Environmental Health Sciences) worked with Alabama communities for her project "Extreme Heat Events-Evolving Risk Patterns in Urban and Rural Communities." The major goal of this project was to determine if differences in heat-related effects between urban versus rural communities are evident from a combined analysis of mortality/premature birth from birth and birth and death records from the past 20 years in Alabama with temperature and humidity data from remote sensing. The National Institute of Environmental Health Sciences/NIH/DHHS funded this research.
- Bertha Hidalgo (Assistant Professor, Epidemiology) was awarded a grant by the Robert Wood Johnson Foundation which allows her to learn whether genetic and epigenetic differences exist between subgroups of Latinos for cardiometabolic diseases (e.g., obesity, cardiovascular disease, type-2 diabetes) by first investigating differences in obesity among subgroups of Latino children through an epidemiologic study. Dr. Hidalgo is the Principal Investigator of this study.
- Nalini Sathiakumar's (Professor, Epidemiology) current research activities include epidemiologic studies of workers in the rubber industry, plastics industry, and of workers at a chemical manufacturing facility.
- Susan Davies (associate professor, Health Behavior) is the principal investigator of "Healthy

Passages II," a multi-site longitudinal study of youth from three geographic sites: Birmingham, AL; Houston, TX; and Los Angeles, CA. The award is funded by the National Center for Chronic Disease Prevention & Health Promotion/CDC/DHHS.

- Max Michael (dean, professor) is the principal investigator for "CITY Health" and "CITY Health II," the core research projects of the Center for the Study of Community Health, which focuses on resilience, risk, and behavioral health of "emerging adults" age 15-25 years. This research is being funded by the National Center for Chronic Disease Prevention & Health Promotion, the Centers for Disease Control and Prevention, and the Department of Health and Human Services. The Jefferson County Community Participation Board also works with the center in designing and implementing relevant research initiatives.
- Meredith Kilgore (professor/chair, Health Care Organization and Policy) was approached by Alabama Power, a large, self-insured employer, to help them identify the best quality health care providers in different parts of the state. He conducted an analysis of Medicare claims data to rate Alabama hospitals on risk adjusted 30-day mortality and readmission rates, patient safety indicators, and patient satisfaction. A report for the organization was produced and it investigators intend to publish a manuscript on the methods.
- Lisa McCormick (Assistant Professor, Health Care Organization and Policy) collaborated with the Alabama Department of Public Health to conduct a program evaluation on prescription drug monitoring.
- Stephen Mennemeyer (Professor, Health Care Organization and Policy) collaborates with the West Anniston Foundation to conduct research associated with Anniston Community Health Survey. This research is funded by the Centers for Disease Control and Prevention/DHHS.

3.1.c. A list of current research activity of all primary faculty identified in Criterion 4.1.a., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following information organized by department, specialty area or other organizational unit as appropriate to the school: a) principal investigator, b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based and h) whether research provides for student involvement. See CEPH Data Template 3.1.1; only research funding should be reported here. Extramural funding for service or training/continuing education grants should be reported in Template 3.2.2 (funded service) or Template 3.3.1 (funded training/workforce development), respectively.

Please see Electronic Resource File for a complete list of Research Activity from 2012-2014, entitled Table 3.1.b (1) (from CEPH Template 3.1.1). Total revenues from research were ~$33-36 million from 2012-2014. Research projects are listed by departments, in alphabetical order of the principal investigator's last name in Table 3.1.b (1). The research projects are listed for calendar years 2012, 2013, and 2014. The research portfolio consists of only the school's primary faculty members, and due to the extensive nature of research at the school, the portfolio does not include pass-through grants or subcontracts in which the faculty member is a co-investigator of a grant where the principal investigator is at another university or another school within UAB.

As previously mentioned in section 3.1.b, 21% of the research projects in the portfolio are community-based. The school defines community-based research as research working with a community partner, organization, or entity to conduct research to answer a question that is important to the community at large. Sometimes a researcher may approach a community partner whose interests align with the researcher's to strike a partnership to further their research agenda. The community partner may also approach the researcher.

Research projects which include student participation, defined as an undergraduate, masters, or doctoral student assisting with the research project (not participating as a subject), account for 45% of our research portfolio.

3.1.d. Identification of measures by which the school may evaluate the success of its research activities, along with data regarding the school's performance against those measures for each of the last three years. For example, schools may track dollar amounts of research funding, significance of findings (e.g., citation references), extent of research translation (e.g., adoption by policy or statute), dissemination (e.g., publications in peer-reviewed publications, presentations at professional meetings) and other indicators. See CEPH Outcome Measures Template.

See Table 3.1.d (1) for a summary of SOPH research and scholarship metrics. The university and the school have traditionally evaluated research success based on publications in refereed journals, monographs, and books. SOPH faculty members meet or exceed monographs and publications goals and over a two-year average meet book publications goals. In recent years, goals have been added based on research expenditures. Although NIH funding has decreased nationally, our NIH-funded research expenditures per full-time-equivalent primary faculty have increased by 26% over the years 2012, 2013, and 2014. Moreover, at the same time that NIH funding has decreased nationally, UAB's School of Public Health has increased the number of total number of awards (counting only awards on which SOPH faculty members are PIs) received from the NIH by 19% (from 32 to 38) from 2012 to 2014. The School has also begun using the h-index to provide some assessment of impact of faculty publications. The h-index aims to measure the cumulative impact of researchers work by looking at the number of papers published and the amount of citations to the papers published. For the school as a whole, our h-index levels have remained steady between 21 and 23, averaged across all faculty members. Although there are no definitively accepted norms for the h-index, higher numbers are considered better. In the field of public health, one recent report indicated that the average h-index of public health faculty at Canadian universities was 5.9, indicating that our h-index is far higher (see http://higheredstrategy.com/). According to Hirsch's original paper on the h-index, "an h index of 20 after 20 years of scientific activity…characterizes a successful scientist." Thus, the School judges our average h-index above 20, which is based on many scholars with far fewer years in the profession, to be very good, and the School aims to make it even better in the future through training existing faculty members and ever better setting the conditions for success, by rewarding success, and by hiring new outstanding faculty members.

Table 3.1.d (1): SOPH research and scholarship				
	Target	**2012**	**2013**	**2014**
The following metrics are totals for the school				
Research Expenditures	NA	$35,998,748	$29,543,600	$30,637,380
FTE Primary Faculty	NA	100	91	85
Expenditures per FTE Primary Faculty	>$400,000	$359,987	$324,655	$360,440
NIH Total Awards	NA	32	33	38
NIH Total Awards in $	NA	$23,040,206	$15,897,023	$28,964,069
Books/ Book Chapters/ Monographs	25	35	27	30
Publications in Refereed Journals*	500	449	486	426
The following metrics are based on average per faculty				
h-index	24	21	23	21
Total Citation Count	425	350	410	404
First/ Senior Authored Publications	6	6	4	5
These tallies represent total unique publications with at least one SOPH author.				

3.1.e. Description of student involvement in research.

All MPH students are required to complete internships that can include a research component directed

at improving public health practice. Academic master's students must complete a master's project and doctoral candidates are required to present and defend a formal dissertation. In the past three years, 46% of research projects (please refer to Table 3.1.b (1) in the Electronic Resource File) in the school have utilized students as research assistants or investigators. Student involvement in research depends on the student's skill set and the faculty member's needs. Students can assist in the research process through data collection, data analysis, and the writing of the research findings. Students benefit from the opportunities to work directly with faculty, many of whom are recognized nationally and internationally in their respective fields. Student research often develops from the research efforts of faculty advisers. Major faculty considering the interests and academic needs of students determines the nature of student research.

In addition, several funding sources are available from the school to support student research, including the following:

- Minority Health International Research Training Program: Undergraduate and graduate students can participate in this program directed by Pauline Jolly, PhD, professor of Epidemiology. Students study and participate in research programs in Guatemala, Jamaica, Peru, or Swaziland. The students gain research experience in nutrition, tropical and infectious diseases, reproductive health, sexually transmitted infections and HIV/AIDS, and chronic diseases.
- Fogarty International Research Training Programs: Graduate students are selected to participate in this prestigious research training program funded by the National Institutes of Health John E. Fogarty International Center. Students work with international research programs working on infectious or chronic diseases. Among the fields of study are AIDS care and related opportunistic infections, chronic and sexually transmitted diseases, malaria, substance abuse and mental health, cancer, diseases of the heart, lungs and blood, neurology, ophthalmology, dentistry, and dietary care.
- Cancer Prevention and Control Training Program: The purpose of the UAB Cancer Prevention and Control Training Program (CPCTP) is to train interdisciplinary cancer prevention and control researchers. An interdisciplinary team recruits, supports, and mentors pre- and postdoctoral trainees in academic programs in the Schools of Public Health and Nursing, and the Department of Nutrition Sciences. CPCTP trainees undertake a specialized curriculum that is tailored to their interdisciplinary and research interests, and conduct research related to cancer prevention and control.
- Traineeships, fellowships and graduate assistantships also contribute to research amongst students.

3.1.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

The criterion is met.

Strengths
- The school's research is impactful in that it opens up new areas of inquiry, addresses important questions, and influences the field as judged by h-index monitoring, media monitoring, and expert opinion.
- The school's success in attracting external funding has contributed to its ranking second in total extramural funding, as compared to other schools within the university.
- Almost all tenured, tenure-track, and non-tenured faculty are involved in research.
- The SOPH has one of the largest grants ever funded to the university. The REGARDS project focuses on providing insight into the causes of the racial and geographic disparities in stroke mortality.

Weaknesses
- None.

Future Plans

- Increasing funding for doctoral students conducting research through institutional training grants, scholarships, and individual training grants (e.g., F31s). Efforts to promote this are actively underway and showing signs of early success.
- Enhance measurement and monitoring of the creativity, rigor, and impact of the research the faculty conducts and develop approaches to promote increases in those dimensions. Our initial step in this process will be to create a system to measure these as objectively as possible.
- Increase endowment in the school as a means of providing greater prestige and security to recruit and retain the best investigators and to offer them greater opportunity to pursue creative high-risk research in a timely fashion. We are taking active steps to reach out to corporate and individual donors to solicit such funds and to shift more of our fund-raising from expenditures to endowment.

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

The mission of the SOPH is "to create, disseminate, and apply scientific knowledge to improve public health and well-being in Alabama and beyond by nurturing a diverse community of outstanding scholars." Service activities by faculty, staff, and students, representing departments, centers and administration across the school, contribute to achieving this mission by creating, sharing, and applying knowledge and competence with community and professional contacts. These activities have broad geographic reach, spanning the local, state, national, and international levels. There is a rich historical commitment on the part of our school to reach out to populations that benefit from the knowledge and work of public health and to collaborate with academic, organizational and community partners that assist us in planning, implementing, and evaluating our service work. These partners and the public health professionals who are trained to apply the knowledge generated through research efforts are essential to the school's success in achieving its mission, goals, and objectives.

As part of the school's mission to nurture a diverse community of outstanding scholars, three SOPH faculty members participated in the inaugural cohort of UAB's Faculty Fellows in Service Learning and Engaged Scholarship Program (2013-2014) and another is participating in the 2014-2015 cohort. This program provided faculty with the knowledge and tools to effectively launch public health courses that have formal service learning components. The school successfully provided 6 Service Learning Courses in 2013 to 32 students and provided 14 Service Learning Courses in 2014 to 231 students. Opportunities via both service learning and special topics courses as well as via faculty-lead collaborative projects funded by the Public Health Training Center Program have increased students' ability to engage in public health related service with community- and state-level partners.

3.2.a. Description of the school's service activities, including policies, procedures and practices that support service. If the school has formal contracts or agreements with external agencies, these should be noted.

UAB was recently reclassified to receive the 2015 Carnegie Foundation Community Engagement Classification, as the university was originally classified in 2008. This makes UAB the only university/college in Alabama to be classified for high research activity and community engagement. This designation recognizes UAB's commitment to service and community engagement with local, national, and global communities. UAB's institutional commitment continues to foster service and community engagement by its faculty, staff, and students. In addition, UAB has been on the President's Higher Education Community Service Honor Roll since 2006. In 2015 UAB was renamed to this list for its community service including its Global Health Service Learning activities for which the SOPH plays a large role. See http://www.uab.edu/news/service/.

Service to the field of public health and community engagement is carried out by individual faculty and staff through membership and participation in local, state, national, and international professional organizations; service on editorial boards of professional journals and as peer reviewers of manuscripts; participation on grant review committees and study sections of federal agencies and private grant-making organizations; and provision of consultation and technical assistance to various agencies, organizations, and institutions locally, nationally, and abroad.

Individual faculty and staff affiliated with academic departments and through university- and school-based centers operating from the SOPH provide service. Such service includes consultation and technical assistance to community and state public health departments, and health care or other related agencies and organizations; membership on local and state agency and community organization boards, committees, advisory groups, and task forces; participation in local health events including health fairs,

community workshops and seminars for the public, health-related media programs, student mentoring programs, and continuing education for community practitioners.

To further the institutional commitment to service, the school has established the Office of Public Health Practice within the dean's office. The Office of Public Health Practice was established to further the service and community engagement efforts of the school faculty, staff, and students through promotion and linking those within the school with community partners who share the same interest. The director of this office, Dr. Lisa McCormick, routinely visits state and local health departments, community partners, and is engaged in a number of community-wide efforts to expand and increase service opportunities for both faculty and students.

Policies, procedures, and practices that support service are addressed at the university, school, and departmental level. The university's mission and strategic plan (http://www.uab.edu/plan/); the school's mission, values, strategic plan with goals and objectives (see Section 1.1), faculty tenure and promotion guidelines (see Section 4.2); and centers' missions and objectives (See Section 1.4.b) all identify service as a key element of professional contribution to the university and field of endeavor.

Faculty members are required to report their service activities annually to their department chair and the dean, noting the types of activities performed and the associated percent level of effort. Within the annual Faculty Activity Report (FAR), full-time primary faculty, for whom such information is appropriate, must include a full description of all service activities conducted during the previous year. This information is used, in conjunction with information on teaching and research efforts, in assessing annual faculty performance and in formulating recommendations for merit-based salary increases. It is also used to document overall departmental performance each year and to compile the school's annual report for submission to the provost.

In addition, the school's dean established two annual service awards to honor a faculty member and a community member or group whose service is exemplary and recognized as such by public health practitioners and the community. Faculty members are recognized with The Outstanding Public Health Service Award. The community is recognized with the Lou Wooster Public Health Hero Award. Both awards include a nomination and review process and presentations are part of the school's annual awards celebration. There is also an annual service award for a staff member for exemplary service.

3.2.b. Description of the emphasis given to community and professional service activities in the promotion and tenure process.

As described in the SOPH Faculty Affairs Committee bylaws, school, university, professional and community service activities relevant to one's faculty role are an important component of interim review evaluations and promotion deliberations. The Faculty Affairs Committee emphasizes service as a key element in promotion and tenure at their annual presentation to faculty. Along with research and teaching accomplishments, service is a significant point in tenure and promotion decisions at the department, school, and university levels. Faculty members whose primary activities involve service to the public health practice community are eligible for promotion under the "scholarly public health practice" criterion. Faculty are evaluated on the basis of their contribution to improving the state of the art in public health practice, on whether they disseminate their innovations widely and effectively, and on whether knowledgeable members of the public health practice profession provide positive evaluations of their activities. Further, the university and the school have a policy that encourages and regulates faculty consultation activities outside the university.

3.2.c. A list of the school's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction.

Funded service activities may be reported in a separate table; see CEPH Data Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Templates 3.1.1 (research) and 3.3.1 (funded workforce development), respectively.

Types of service activities carried out over the past three years that have directly benefited public health can be seen in Table 3.2.c (1) (from CEPH Template 3.2.1) in the Electronic Resource File. Table 3.2.c (1) is broken into three sections A, B, and C. Section A includes international, national, state, and community service activities. Section B shows further service to the profession and includes a listing of faculty who served on study sections and review committees. Section C includes listings of faculty in leadership positions on editorial boards and as reviewers for some of the most prestigious national and international journals in public health and related fields.

Service to the profession includes international, national, state, and community service activities. A majority (67%) of the school's primary faculty members engaged in community service activities with over 170 partnering organizations. This includes over 250 service activities identified across 2012, 2013, and 2014, many of which were multiyear endeavors, as shown in Table 3.2.c (1) section A located in the Electronic Resource File. Examples of agencies and organizations the faculty have provided service to over the past three years include the Alabama Department of Public Health, Alabama Department of Rehabilitation Services, Alabama Family to Family Health Information Center, Alabama Department of Children's Affairs, Alabama Medicaid Agency, American Academy of Pediatrics, American College of Sports Medicine, American Heart Association, American Industrial Hygiene Association, American Neuropsychiatric Association, American Psychological Association, American Society for Nutrition, American Society of Nephrology, City of Birmingham, Life Science Institute, U.S. Department of Health and Human Services, U.S. Environmental Protection Agency, Equal Access Birmingham, Family Voices of Alabama, Federal Trade Commission, Food and Drug Administration, Gerontological Society of America, Girls Incorporated, Girls on the Run, Government of Sri Lanka, Gulf of Mexico Research Institute, Jefferson County Department of Public Health, Jefferson County Healthy Action Partnership, Holistic Communities, Friends of West End, Homeless Coalition of Northeast Alabama, Institute of Medicine, International Association of Firefighters, International Society of Behavioral Nutrition and Physical Activity, Jefferson County Emergency Management Agency, Jefferson County Food Policy Council, March of Dimes, Marine Corps Air Station (New River, NC), Mason City (AL), McWane Science Center, Mercy Hospital, Mississippi State Department of Health, Mountain States Pediatric Surge Network, National Academies of Science, National Institute of Environmental Health Sciences, National Institute of Health, North Birmingham Community Coalition, One Great Community, Susan G. Komen for the Cure, Literacy Council of Alabama, Agency for Healthcare Research and Quality, World Health Organization, and USAID.

The majority (65%) of the school's primary faculty engaged in other service to the profession by participating in over 120 study sections over the three-year review period for 73 different organizations and entities (See Table 3.2.c (1) section B.) Also, over 97% of the faculty members of the school have either served in leadership positions on editorial boards or as reviewers for over 600 national and international journals in public health and related fields. These journals including the New England Journal of Medicine, JAMA, JAMA Pediatrics, American Journal of Public Health, Computational Statistics and Data Analysis, Evaluation Review, Obesity, Environmental Health, AIDS, AIDS and Behavior, AIDS Care, American Journal of Epidemiology, American Journal of Health Behavior, American Journal of Industrial Medicine, American Journal of Preventative Medicine, Annals of Applied Statistics, Annals of Behavioral Health, Annals of Epidemiology, Annals of Human Genetics, Journal of Public Health Management and Practice, Biosecurity and Bioterrorism, Biostatistics, Economics and Human Biology, European Health Journal, BMC, Frontiers, Journal of Clinical

Nursing, just to name a few. A full listing can be found in Table 3.2.c (1) section C in the Electronic Resource File.

Many of the community service activities of SOPH faculty, staff, and students (whether volunteer or components of training/education or research) address a substantial number of needs related to education, housing, access to care, chronic diseases, prevention, capacity building, underserved and special populations, public health policy, and public health education through media. Several of these activities are funded thru external agencies, as listed in Table 3.2.c (2).

School centers promote community/agency partnerships and conduct substantial community-based services including:

Center for the Study of Community Health (CSCH)

This CDC-funded Prevention Research Center focuses on risk reduction, primarily in underserved populations, by conducting original, interdisciplinary, community-based participatory research and by building community capacity to address health promotion and disease prevention issues at the individual and community level. The center provides several ongoing services, in addition to the ones delivered as part of is community-based research endeavors. These include:

- **Community Organization and Resource Development.** The center has provided the leadership to develop three community-based 501c3 organizations: Congregations for Public Health, Inc.; Coalition for a Tobacco Free Jefferson County; and the New South Public Health Foundation, Inc.
- **Education and Training Institutes.** The Black Belt Institute and the Community Health Advisors Training and Support Institute, both housed in the center, conduct annual and/or ongoing education and training programs for communities and volunteers that support community-based research and service activities.
- **Survey Research.** The Survey Research Unit is a statewide resource that supports academic and organizational research that informs the practice of public health at the community, state and national levels.
- **Special Interest Projects (SIPs).** The center serves as the pathway for CDC-funded SIPs that often have service components as part of the research endeavor. SIP announcements are distributed to faculty across the university and peer review, administrative, and budget support are provided to those submitting applications. The center ranks in the top three PRCs for the number of SIPs awarded to faculty, having received a total of 23 to date.
- **SIP of Knowledge Series.** This series allows researchers that have been awarded SIPs to share their research projects with faculty, staff, and students from across the university.
- **Newsletter.** Distributed quarterly, this publication highlights the activities of the center and its community partners and serves as a mechanism to identify community resources, upcoming events, seminars, and workshops.
- **Student Interns.** The center typically host 2-4 student interns from the SOPH and other disciplines across campus. The CSCH has a formal process to receive student applications and a formal selection process in place. The CSCH's Executive Committee makes final decisions on intern selection. Internships are funded by the CSCH and usually last 10-12 weeks depending on the semester. They work with faculty and staff on center initiatives primarily to gain experience working in the community setting while fulfilling internship requirements.

Lister Hill Center for Health Policy

This endowed center has a university-wide mission to facilitate the conduct of health policy research and to disseminate findings of that research beyond the usual academic channels. The Lister Hill Center encourages faculty from across the university currently involved with health policy research to apply for Associate Scholar or Scholar designations with the center. Interested applicants provide a

brief write-up of their interest and research in health policy and their current CV that is then vetted by the current center scholars. Center scholars then participate across the centers five primary service activities:

- **Seminar Series.** This series brings a nationally known scholar to the SOPH each month to present health policy analysis of current issues. The series is open to the public and draws attendees from several schools across campus, providing an opportunity for students and faculty to interact with experts who are shaping the nation's health care future. The center hosts an average of 10 seminars a year addressing a wide variety of topics in health policy research that aligns with the mission of the center.
- **Abstract Series.** This monthly publication is a one-page summary of the work produced by UAB faculty who have been designated Lister Hill Scholars or UAB students designated as Lister Hill Center Fellows. Written in layperson language, the abstracts are mailed to policy makers in Washington, DC and ten southeastern states. The center publishes an average of eight abstracts per year.
- **Fellowship Program.** This program provides a six-month stipend to support up to two UAB graduate students to serve as Lister Hill Center Fellows. Students who are selected have an interest in health policy and serve in public or private agencies or health advocacy organizations.
- **Newsletter.** Distributed twice a year, this publication highlights the work of Lister Hill Scholars and serves as a bulletin board for upcoming seminars, workshops, and other center announcements.
- **Research Methods Workshops.** This quarterly series provides researchers an opportunity to learn about recent methodological advances. Attendees include students and faculty, as well as representatives from the health-care industry. Workshops are held two to three times per year.

Alabama-Mississipppi Public Health Training Center

The AL-MS Public Health Training Center is currently a local performance site of the Region IV Public Health Training Center (PHTC). UAB previously housed the Alabama PHTC (until 2014) as one of the 37 previous PHTC's funded by HRSA. The purpose of the Public Health Training Center Program was and still remains to improve the nation's public health system by strengthening the technical, scientific, managerial, and leadership competency of the current and future public health workforce. This program is vital to assuring that the public health workforce in Alabama and Mississippi has the knowledge, skills, and abilities to address complex public health issues now and into the future. This program also supports the implementation of the ACA and provides technical assistance to health departments who are pursuing Public Health Accreditation Board (PHAB) accreditation. The AL-MS PHTC is an integral component of the regional and federal program, particularly in medically underserved areas with medically underserved populations. The AL-MS PHTC strengthens the competence of the current workforce by advancing the knowledge and skills of the future public health workforce through programs that meet identified needs in medically underserved areas throughout the states. Training and education programs developed by the AL-MS PHTC are based on the needs of the public health practice community, aligned with the Council of Linkages Competencies for Public Health Professionals, grounded in core public health functions and Essential Public Health Services, and designed to improve the capacity of the public health workforce, including those in community-based organizations providing public health services in underserved areas. Training and education programs are tailored for specific target audiences and delivered through distance education technologies and on-site programs. See http://www.alphtc.org/.

The AL-MS PHTC funded multiple field placement projects and faculty/student collaborative projects over the past three years. The collaborative projects allowed students an opportunity to work with faculty mentors on practiced-based projects that filled a need for a public health practice partner. The funded experiential learning experiences placed students with practice-based preceptors

requiring students to fulfill academic internship requirements. Each student was placed into a community or state level health department or into a community-based organization providing public health services to medical underserved populations.

South Central Preparedness and Emergency Response Learning Center

Launched initial in 2002 as a Center for Public Health Preparedness, this center served the public health workforce in the three state region of Alabama, Louisiana, and Mississippi until September of 2015. The center acted as a liaison between the UAB SOPH and the public health preparedness workforce (e.g., state and local public health personnel, emergency management agency personnel, first responders, first receivers, law enforcement personnel, etc.). Service activities associated with this training center include technical assistance and community education. The center provided state health departments in Alabama, Mississippi, and Louisiana, technical assistance associated with both the Public Health Emergency Preparedness (PHEP) and Hospital Preparedness Program (HPP) state-level grant programs. The center has designed, facilitated, and evaluated numerous state-level exercises as well as capturing areas of improvement for After Action Reports and Improvement Plans after both exercises and real-life public health responses to disasters. The center has also provided technical assistance to states in developing multiple emergency operations plans and in testing those plans. The center collaborates in planning and conducting community awareness programs, such as Jefferson County (AL) Community Awareness Day. Featured speakers were identified and invited by the center to participate in a forum to provide detailed information the general public should know to meet their immediate lifesaving and life sustaining needs after a disaster.

Deep South Center for Occupational Health and Safety

Supported by the CDC's National Institute for Occupational Safety and Health, the center is dedicated to the protection and promotion of the health and safety of workers. In addition to its strong research, academic and training activities, the center has a robust outreach program. It continues to be a regional resource for practicing occupational safety and health professionals, other academic institutions, government organizations, and industries. Some examples of our services are listed below:

- The center offers a significant number of discipline-specific, as well as interdisciplinary, courses throughout the region. Center faculty and instructors present in-house training courses for industries to meet their specific workforce needs. Center faculty and staff also collaborate with governmental agencies on all levels (federal, state and local) and professional organizations to co-sponsor additional educational programs. Of special note is the center's involvement in the OSHA Alliance on the Prevention of Workplace Violence. The Alliance, established in 2006, is a coalition of non-profit organizations, healthcare providers and academic institutions, all with a common goal of providing educational and learning opportunities to prevent workplace violence.
- The center provides materials to help other educational programs teach or promote the field of occupational safety and health. This includes providing faculty lecturers in courses or seminars, and providing materials for undergraduate career days.
- The center provides industry with educational materials to promote and guide the development of in-house training courses (i.e., ergonomics). The center also sponsors and presents lectures and presentations to regional workplaces and provides assistance to state and local health departments in developing workshops on occupational health and safety.
- Based on the mission of the center, faculty and students funded by the center have conducted numerous projects and provided technical assistance to regional industries. These projects and technical assistance have addressed occupational health problems such as hearing conservation, injury control, workplace design, cost containment, hazardous waste control, respirator fit,

occupational skin disease, and ergonomic hazards.

- Some of our academic courses are taught in a web-based format, thus permitting persons who are employed full-time in the region and elsewhere to pursue graduate work in occupational safety and health.
- The center assists regional industry by providing numerous no-fee consultations on a variety of occupational safety and health issues.
- The center has a monthly eNews publication that provides information on the activities of the center including upcoming training opportunities.
- The center provides research pilot project funding for students and junior faculty.
- The center is committed to reaching occupational safety and health faculty and students of Historically Black Colleges and Universities through its trainee recruiting efforts.

Sparkman Center for Global Health

The UAB Sparkman Center for Global Health was established in 1979 by a congressional appropriation through the United States Agency for International Development (USAID) as the John J. Sparkman Center for International Public Health Education. This federally-endowed center has a mission of contributing to solutions of health problems in developing countries by implementing comprehensive, graduate-level training and educational public health programs that are organized collaboratively with academic institutions, international agencies, and health ministries within the host country. Global and domestic service activities of the center include:

- Public Health Programs. The center collaborates with foreign institutions to assist in developing public health courses, certificate and degree programs.
- Public Health Curricula. The center evaluates existing or proposed public health curricula in academic and field settings.
- Global Education. The center offers training support and short courses in public health research and education.
- Newsletter. This ongoing electronic publication provides information useful to the international health community, in particular, information generated by the programs and activities of the Sparkman Center.
- Seminar Series. The Sparkman Seminar Series in Global Health was initiated in 2001 to provide a forum for UAB faculty, staff, and students to present/discuss their global health research, training, educational, and/or service efforts. The series highlights UAB's existing global health expertise and interest, but also includes invited speakers from outside UAB. Seminars are open to all UAB faculty, staff and students, as well as the greater Birmingham community. For those unable to attend, web videos are provided for most, if not all, seminars. Seminars are conducted in partnership with the Southern Institute for Applied Technology (SIFAT) under the Framework Program for Public Health. SIFAT is a 176-acre facility located in rural Lineville, Alabama that provides opportunities to learn hands-on skills in the development and use of appropriate technologies around the world. SIFAT emphasizes the subjects of water and sanitation, food and nutrition, alternative energy, primary health care, microenterprise development, participatory community development, training of trainers, cross-cultural sensitivity training, and conflict resolution.
- NIH Framework Grant for Global Health. This previous Framework Grant Program provided financial support for Global Health field experiences for undergraduate and graduate students working on global health issues. The center continues to fund student opportunities in this area. In addition, faculty grants are available for activities that range from planning and coordination to preparatory training, as well as support from Sparkman for pilot service and educational projects. Faculty support is also available for Global Health related course development.

- Pilot Grants. Pilot grants support student and faculty engagement in global health by supporting work overseas and in resource-limited settings in the US. Partnerships include working with domestic partners like Southern Institute for Appropriate Technology to provide support and services for individuals/institutions interested in working in such resource-limited settings.

3.2.d. Identification of the measures by which the school may evaluate the success of its service efforts, along with data regarding the school's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.

Table 3.2.d (1): Outcome Measures for Service Efforts.		2012 $(N_{tot}=100)$		2013 $(N_{tot}=91)$		2014^a $(N_{tot}=85)$	
Outcome Measures	**Target**	**N**	**%**	**N**	**%**	**N**	**%**
Number of Primary Faculty providing service to the community and profession	>80% of faculty participate to provide service to the community and profession	97	97	89	98	53	62
Total number of activities providing service to the community and profession ^{b}	>100 service activities per year	108	-	137	-	137	-
Number of service activities per FTE Primary Faculty	# of community service activities per faculty	1.08	-	1.51	-	1.61	-
Number of Primary Faculty participating in Study Sections and Review Boards	>50% of faculty participate in boards and/or study sections	34	34	30	33	27	32
Number of Primary Faculty participating in editorial leadership positions and as journal reviewers	-> 50% of faculty participate in editorial leadership positions and/or reviewers	86	86	77	85	40	47
N_{tot}, total number of faculty members in school. ^{a}Changed in faculty data collection method in 2014. See explanation in following paragraph. ^{b}Does not include participation in study sections, review boards, editorship positions, or journal reviews.							

Table 3.2.d (1) presents the measures by which our school evaluates the success of our service efforts. The school's expectation is that all members will participate in service activities to the profession and/or the community. This expectation is linked to promotion, as well as, merit increases. Nearly all faculty members are providing service to the profession and community (97% in 2012, 98% in 2013, and 62% in 2014). Service to study sections remained consistent across the three years, and the total number of activities and the activities per faculty FTE increased over time. For 2014, the school changed the methods of data collection from faculty for the Faculty Activity Report (FAR). The FAR was an electronic system that created electronic tables for teaching, research, scholarship, and service activities that provided many of the required reporting elements for CEPH. This resulted in artificially lower service activity reported. In 2012 and 2013, faculty were required to report research, teaching and service activities for the year in a centralized electronic system at the end of each calendar year. This collection of data was tied to each faculty member's annual performance review with their department chair. In 2014, the SOPH Executive Committee changed the way annual performance reviews were conducted because of repeated complaints from faculty regarding the complexity and the online data entry system for the FAR. In 2014, the dean required faculty to report information in the form of a CV in a decentralized manner directly to the their department chair. Therefore, to collect the information on faculty service activities in 2014, the faculty CV's were reviewed. Department chairs contacted faculty members to confirm service activities for the 2014 calendar year since faculty CV's do not always reflect the level of service activities conducted. This might have resulted in a bias towards lower level of service activities. However, as indicated before, the number of activities per faculty member increased over time.

Outcome data relevant to service projects (changes in individual behavior, changes in policies, etc.), professional continuing education (participant application of new information in practice), technical, consulting, and committee services (ensuring quality research is published, ensuring evidence-based

practice and public policy) are typically documented and available by the recipient agency or group and faculty or centers but not necessarily collected by the school. Other fundamental measures of success include partnerships and linkages established and maintained with the community, public health agencies, employers and stakeholders who collaborate with the school and university to improve the health status of the state, region, nation and world.

3.2.e. Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

Both undergraduate and graduate students are involved in service in a variety of ways including: formal/informal field placements or internships; involvement in faculty service activities and collaborative projects; involvement in service learning courses; community service projects sponsored by the Public Health Student Association; and individual volunteer efforts. The Maternal and Child Health Program has a student association that furthers opportunities for community service through participation in projects such as the annual March of Dimes Walk, the Susan B. Komen Race for the Cure, and fundraising to support community causes. Delta Omega Upsilon Chapter also provides multiple service opportunities to students such as participation in Habitat for Humanity, Cahaba River Clean-up Day, and Jefferson County Awareness Day. Other examples of public health student service activities are highlighted in Table 3.2.e (1). A large percentage of student internship/field placement opportunities are unpaid and therefore a large amount of uncompensated services are provided by our students under the guidance of faculty and practice preceptors to a wide variety of agencies and organizations that provide public health services in the state. Students also serve on various committees in the school as described in Section 1.5.e.

Table 3.2.e (1): List of student organizations and ongoing service activities		
Group Name	**Students Represented**	**Activities**
Public Health Student Association	Graduate and Undergraduate PH	Lecture series, Healthy Steps initiative
Student Association for Graduate Education (SAGE)	Graduate MPH and DrPH MCH concentration	Take A Child To The Doctor Day and the Pathways Toiletries Drive
Global Health Interest Group	Undergraduate – primarily global health concentration	Raise awareness about global health issues
Universities Fighting World Hunger	Undergraduate PH	Hunger awareness events and fundraising
One	Undergraduate PH	Poverty awareness events, public awareness for AIDS
Timmy Global Health Initiative	Undergraduate PH	Vitamin drive

3.2.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths

The school conducts a substantial amount of service work in the community and in the profession. The leadership provided by faculty, staff and students is evident and the continuing financial commitment of state dollars by the school to service endeavors provides the opportunity to leverage and to focus on problems that are driven by community perceived need as well as those that are attached to available research dollars. Specific strengths include:

- Commitment of state funding to service endeavors
- Community Partnerships
- Breadth and depth of service activities focused on key public health needs and issues in the state.
- Faculty leadership roles in community agencies, as well as state, national, and international service endeavors
- The school has recently established the Office of Public Health Practice that will serve as the focal area for service in the SOPH.

Weaknesses

The weaknesses in light of the tremendous service conducted by the faculty in the SOPH are minor, and include:

- Lack of systematic documentation of service activities in 2014 given that the SOPH did not implement the web-based Faculty Activity Report that populated the database of service activities of faculty.

Future Plans

- The Office of Public Health Practice will create a central repository of service activities and tracking system within the next 18 months. The Office of Public Health Practice will track indicators of success around service as outlined in the SOPH's Strategic Plan.

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

3.3.a. Description of the ways in which the school periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

The SOPH recognizes the importance of workforce development and is committed to enhancing public health practice through outreach and continued education. The school maintains a highly diverse set of continuing education programs through several well-developed mechanisms. These include offerings through the dean's office, departments, centers, training grants and contracts, and faculty and staff activities. Continuing education programs are provided through various modalities including traditional classroom settings, web-based (live and archived) programs, interactive broadcasts, conferences, and workshops. The school maintains a learning management system to house and offer distance-based training offerings.

Needs Assessment

The SOPH has close working relationships with key public health agencies, institutions, organizations, businesses and industries that provide input to advisory boards, executive committees and planning committees for continuous assessment of how the school can best serve the needs of the public health workforce. Several centers within the school assess the needs of their target audience through surveys, focus groups, and stakeholder input. The Public Health Training Center and the Preparedness and Emergency Response Learning Center have conducted needs assessments to inform the workforce development of state and local public health professionals in Mississippi and Alabama. (See section 3.2.c for more information on the Public Health Training Center and Preparedness and Emergency Response Learning Center.) Currently, the Region IV Public Health Training Center (lead evaluator, Lisa McCormick, DrPH, UAB SOPH primary faculty member) conducts annual workforce development needs assessments in both AL and MS based on the Council on Linkages Competencies for Public Health Professionals. These assessments are used to develop workforce development plans in both MS and AL while assisting each state to meet the criteria of Domain 8 of the Public Health Accreditation Board (PHAB) process. These assessments then inform the work of the Region IV Public Health Training Center by identifying priority competency needs within the governmental public health workforce and will guide the production of competency-based education and training geared to the workforce.

As part of its needs assessment the school also considered the Community Health Improvement Plans (CHIPS) and Community Health Assessments (CHAs) being conducted by governmental public health partners to determine priority health concerns across the state. These priority areas can then guide training content areas. The following priority areas were identified via the AL CHA and found to be priority concerns across Region IV states: access to care; mental health and substance abuse; tobacco use; material and infant health; dental health; injury and violence prevention; infectious disease including STDs, HIV/AIDS, and immunization issues; chronic disease prevention including diabetes, cancer, cardiovascular disease, and stroke; and nutrition, physical activity and healthy weight.

3.3.b. A list of the continuing education programs, other than certificate programs, offered by the school, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/continuing education activities may be reported in a separate table. See CEPH Template 3.3.1 (Optional template for funded workforce development

activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Templates 3.1.1 (research) or 3.2.2 (funded service), respectively.

The school has an extensive array of service education grants for training activities for the existing public health workforce. Many of these activities are CDC and HRSA funded (see Table 3.3.b (1) (from CEPH Template 3.3.1)).

The school has two centers that share a common mission to train the existing public health workforce. This included the CDC-funded South Central Preparedness and Emergency Response Learning Center (SCPERLC) and the HRSA-funded Alabama-Mississippi Public Health Training Center (ALPHTC). The SCPERLC provided 13 workforce development programs to 3,312 public health professionals over the review period. This is after CDC decreased the SCPERLC budget to one quarter of the original cooperative agreement funding level. The ALPHTC, currently part of the Region IV Public Health Training Center, provided 22 workforce development programs to 11,267 public health professionals during the review period from 2012 through 2014 despite its funding being decreased in 2014 to 1/6th of its original budget. The school also has several other centers that have missions that allow them to conduct workforce development activities for the existing workforce. The NIOSH-funded Deep South Center for Occupational Health and Safety provided 31 workforce development programs to 1550 occupational health and safety professionals during the review period. The Center for the Study of Community Health provided an additional 13 workforce development programs reaching 999 public health and community-based professionals. The MCHB-funded Maternal and Child Health Leadership and Education Training Program provided 19 workforce development programs reaching an additional 758 MCH professionals. In addition to the workforce develop activities being carried out by the centers, the school had 12 other workforce development programs funded by multiple sources that reached an additional 1400 public health professionals. This combines to a total of 110 workforce development activities reaching 19,286 public health professionals.

3.3.c. Description of certificate programs or other non-degree offerings of the school, including enrollment data for each of the last three years.

The school currently offers three academic certificate programs:

Certificate Course in Global Health

This is aimed towards improving the ability of current and future health professionals to analyze problems and apply alternative solutions to current and emerging global health challenges. The certificate is designed for individuals, foreign and domestic, who do not have the time to pursue a full degree. The coursework involved in the Certificate Course is aimed towards improving participants' abilities to analyze problems and apply alternative solutions to current and emerging global health challenges. To qualify for award of the certificate, participants are required to complete a total of 15 credits including 2 required courses, 4 elective courses, and a practicum. Each course is offered once a year giving participants the opportunity to complete the certificate program within one year. The courses are built in the WebCT course management system, which offers a rich variety of features to facilitate and enrich online teaching and learning, and will be supported with interactive CD-ROMs. WebCT allows us to make course content available, and also provides several interactive tools, including asynchronous threaded discussion boards, chat rooms, white board, and email. Additional information can be found at http://www.sparkmancenter.org/ghscertificate. Over the three year self-study period, 24 students completed this certificate program.

Certificate in Public Health

This certificate was designed specifically to meet the need and fill the gap in education programs for current public health professionals. The certificate is an 18-credit hour program of study. The content is the same as the core content taught in UAB's masters of public health program. All courses are

offered online. Students are able to register, receive materials, interact with faculty, order books and successfully complete this program without traveling to the UAB campus. Students who successfully complete the certificate may apply these hours to the UAB MPH should they decide to continue their studies (see http://www.soph.uab.edu/PHcertificate). In the past three years, no students completed this certificate program.

 In addition the school offers continuing education certificates in the following areas:

The Certificate in Public Health Preparedness

The South Central Preparedness and Emergency Response Learning Center (SCPERLC) offer this certificate. When disaster strikes, many in the public health workforce are called upon to respond regardless of their typical job responsibilities. Since not all public health employees have degrees in public health or experience in responding to disasters, the Alabama Department of Public Health (ADPH) identified the need to provide basic public health and emergency preparedness training to the entire public health workforce. The SCPERLC developed an emergency preparedness certificate program that was made available to all employees of the ADPH and mandatory for some. The certificate program addresses the basic and continuing education needs of the public health workforce with a special emphasis on emergency preparedness. Additionally, at the request of the Jefferson County Department of Health (JCDH), the SCPERLC and the Southeast Regional Academic Center for Environmental Public Health located at the UAB SOPH developed a competency-based environmental health specialist certificate program. This certification serves as a component of a broader environmental training program that culminates in attainment of the JCDH Registered Environmental Health Specialist credential. These courses have also been made available to public health environmentalists from across the country. To date over 500 public health environmentalists have taken these courses. Additional details may be found at http://www.southcentralpartnership.org/.

Cancer Prevention and Control Training Program

Following in the footsteps of the University of Alabama at Birmingham's Comprehensive Center Center, which was one of the nation's first National Cancer Institute (NCI)-designated Comprehensive Cancer Centers, the UAB Cancer Prevention and Control Training Program (CPCTP) also is one of the longest running R25 training programs in the country. The CPCTP was initially funded by the NCI in 1988 and has consistently achieved exemplary ratings throughout its 26-year history. The purpose of the UAB Cancer Prevention and Control Training Program (CPCTP) is to train interdisciplinary cancer prevention and control researchers. An interdisciplinary team that recruits, supports, and mentors pre- and postdoctoral trainees in academic programs in the Schools of Public Health and Nursing, and the Department of Nutrition Sciences does this. CPCTP trainees undertake a specialized curriculum that is tailored to their interdisciplinary and research interests, and conduct research related to cancer prevention and control. (see http://www.uab.edu/cpctp/).

Deep South Center for Occupational Health and Safety

Supported by the CDC's National Institute for Occupational Safety and Health, the center is dedicated to the protection and promotion of the health and safety of workers. In addition to its strong research, academic and training activities, the center has a robust outreach program. It continues to be a regional resource for practicing occupational safety and health professionals, other academic institutions, government organizations, and industries. The Deep South Center has a Continuing Education Component to meet the educational needs of professionals working in occupational health and safety (see http://www.soph.uab.edu/dsc/).

UAB Graduate Certificate in Global Health Studies

Beginning in 2010, the UAB Global Health Training Programs began offering a graduate certificate program in Global Health Studies throught the UAB Sparkman Center for Global Health. This 15-

hour certificate program is available to any UAB graduate student who wishes to gain knowledge and skills in the field of global health. (see http://www.soph.uab.edu/globalhealthcertificate).

Minority Health International Training Program

The Department of Epidemiology offers research training opportunities to minority undergraduate, graduate and medical students who have an interest in the areas of nutrition, tropical and infectious diseases, reproductive health and/or sexually transmitted diseases and AIDS (see http://www.soph.uab.edu/mhirt/).

Maternal and Child Health Leadership Network

The network provides leadership and educational resources through multiple programs and venues (see http://al.mchtraining.net/). It's mission is to provide interdisciplinary MCH leadership education to trainees and fellows, continuing education to MCH provider, and advocacy through partnerships with the MCH community.

National Hepatitis Training Institute

UAB is a partner with The National Hepatitis Training Institute that provides training to frontline workers in community based organizations and clinics on hepatitis prevention, diagnosis, management, treatment and integration. In addition, CME is provided for practicing physicians through our Hepatitis Modules for Medical Students, Residents and practicing physicians (see http://www.knowhepatitis.org/).

3.3.d. Description of the school's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

Continuing Education Practices

The SOPH sponsors workforce development activities through a variety of mechanisms, including offices, lectureships, and multiple centers (see Section 1.4.d) as detailed below:

Office of Public Health Practice. This office was created in the fall of 2012 to increase partnerships with both local and state health departments, as well as other organizations that employ public health professionals. This has strengthened collaboration in research, teaching, workforce development, internships and practice.

The Public Health Endowed Lecture Series. This series is offered during each academic year. Its overall goal is to elevate awareness of the UAB SOPH to academicians, scientists, donors, alumni, political leaders, and prospective students. Each component of the lecture series, is designed to reach multiple and varied constituencies. The Carole W. Samuelson Lecture focuses on public health practice. Past lectures have included topics such as the politics of lead poisoning, the decline of the public health infrastructure, and the impact of public health studies on the general population. The target audience consists of both the academic and clinical public health communities. Secondary target audiences are community political leaders, SOPH alumni, colleagues of Dr. Samuelson, and other stakeholders. The Distinguished Alumni Investigator Lecture is delivered by the winner of the UAB SOPH Alumni Award for Scientific Excellence and is generally focused on empirical research, research methodology and theory building or adaptation. The target audience is the SOPH community and the UAB research community. The Ann Dial McMillan Lecture is a new series that focuses on family health. The Glenwood Endowed Lecture focuses on autism and other neuro-developmental disorders. While this lecture can address research into the science of brain disorders such as autism, it also addresses the public health impacts of such disorders. Target audiences include the UAB research community, (e.g., from the Schools of Public Health, Medicine, Social and Behavioral Sciences, and Education), the providers of clinical services to individuals with autism, and the friends and supporters of Glenwood, Inc. – particularly the Ireland Family. The Janet L. Norwood Lecture is presented by the recipient of the Janet L.

Norwood Award for outstanding achievement by a woman in the statistical sciences. This award allows the school to recognize Dr. Norwood's achievements, as well as the contribution of all women to the statistical sciences. It is noteworthy that women have been traditionally under-represented in many fields of science, with the degree of under-representation greater for the quantitative sciences. This award promotes the active involvement of women in the statistical sciences at all levels from high school through senior faculty and scientists.

South Central Preparedness and Emergency Response Learning Center (SCPERLC). In addition to assessing the public health workforce training needs on preparing and responding to public health threats and emergencies, including terrorism, as described above, the SCPERLC also provides training programs to meet those needs and to respond to the Public Health Preparedness Capability gaps and needs of Public Health Emergency Preparedness (PHEP) programs in AL and MS. Training is delivered through web-based and face-to-face courses, conferences, workshops, and national satellite broadcasts. The SCPERLC is currently collaborating with UAB's Office of Interprofessional Simulation (OIPS) on a number of Ebola Virus Disease biosafety and infectious disease response training projects. This partnership lead to a recent submission to NIEHS to fund training in the Deep South area on biosafety and infectious disease response.

Alabama-Mississippi Public Health Training Center (PHTC). The Alabama-Mississippi Public Health Training Center (currently a local performance site of the R IV PHTC) works to strengthen the technical, scientific, managerial, and leadership competence of the current workforce in Alabama and Mississippi by advancing the knowledge and skills of the future public health workforce through programs that meet identified needs in medically underserved areas throughout the states. Training and education programs developed by the AL-MS PHTC are competency-based, grounded in core public health functions and Essential Public Health Services, and designed to improve the capacity of the public health workforce, including those in community-based organizations providing public health services in underserved areas. Training and education programs are tailored for specific target audiences and delivered through distance education technologies and on-site programs.

Building on long lasting relationships with public health partners across the partnership region, the AL-MS PHTC investigators are working with practice partners to:

- Identify workforce development capacity and needs targeting public health workers in both governmental and community-based organizations (CBO), including those that provide HIV/AIDS prevention and care services, public health nutrition services, maternal and child health services specifically in the medically underserved areas (MUA) of the partnership region.
- Develop and provide competency-based education and training to improve the capacity of the public health workforce in the underserved areas of Alabama and Mississippi.
- Develop opportunities for public health faculty, students, and practitioners to work collaboratively on identified public health needs in MUAs and with medically underserved populations (MUP).
- Provide opportunities for faculty and/or practitioners to mentor public health students in organizations that serve MUAs and MUPs.

For additional details visit http://www.alphtc.org/home.

Deep South Center for Occupational Health and Safety (DSC). The DSC has an active continuing education program that offers professional development programs and outreach to over 1,000 attendees per year. It also has CDC funding to support the continuing education needs of individuals from state and local agencies who must deal with hazardous materials. Through this initiative, agencies throughout the southeast (Mississippi, Georgia, Tennessee, Arkansas, Alabama

and Florida) have had key personnel trained on topics such as respirator protection, confined space entry, and hazardous materials management. For additional details visit http://www.uab.edu/dsc.

Sparkman Center for Global Health. The Sparkman Seminar Series in Global Health was initiated in 2001 to provide a forum for UAB faculty, staff, and students to present their global health research, training, educational, and/or service efforts. The seminar series highlights the existing global health expertise and interest at UAB, but also includes invited speakers from outside the UAB community. The seminars are open to all UAB faculty members, staff and students, as well as the greater Birmingham community. For those unable to attend, web videos are provided for most seminars. Details may be found at http://www.soph.uab.edu/sparkman.

Lister Hill Center for Health Policy. The center provides various continuing education venues: a health policy fellowship program, a health services and outcomes research training program, the abstract series, a monthly seminar series, workshops, and a virtual library. Each month, the Lister Hill Center invites scholars with national reputations in areas pertinent to health policy, to give a seminar. The seminars are free, open to the UAB community, and are held in the Ryals Public Health Building. Details of these programs can be found at http://www.soph.uab.edu/listerhill.

Section on Statistical Genetics. The Section on Statistical Genetics was inaugurated in March of 2001. The Section exists within the SOPH Department of Biostatistics. As such, its mission entails contributing to the fulfillment of the overarching missions of these entities. More specifically, its mission is to advance knowledge in the field of statistical genetics and in the biological, biomedical, and behavioral sciences through applications of statistical genetics methodology. This is done through a grant writing skills workshop, HPC Boot Camp, NIAMS StatGen Course, NIDDK StatGen Course, NSF Plant Microarray Short Course, R Short Course, and seminars. A complete listing of the courses and events can be found at http://www.soph.uab.edu/ssg/.

Center for the Study for Community Health. As a UAB University-Wide Interdisciplinary Research Center, the center for the Study of Community Health offers a unique prevention research and training environment that includes faculty from a cross section of over 130 clinicians, researchers, health-related professionals, social and behavioral scientists, and community leaders, who are setting new standards in the state of Alabama and around the world. A compilation of continuing education activities may be found at http://www.soph.uab.edu/csch/.

Evaluation of Continuing Education Activities

Continuing education efforts related to workforce development are evaluated at the program level through many classical means such as evaluation forms and pre- and post-tests. Innovative approaches to evaluation include many initiatives of the SOPH's centers to evaluate impact of training for participants of continuing education programs. Evaluations typically follow Kirkpatrick's four levels of evaluation: participant satisfaction, learning, behavior, and results. Additionally, Centers offering professional development programs are periodically reviewed by funding agencies and professional boards. For example, the DSC continuing education program was reviewed and approved for another five years by the Alabama Board of Nursing as an approved provider of continuing education for nurses. (See Electronic Resource File for Continuing Education Evaluation Instruments.)

3.3.e. A list of other educational institutions or public health practice organizations, if any, with which the school collaborates to offer continuing education.

Collaboration with academic and practice partners includes co-sponsorship of trainings, faculty exchange and speaker participation. The most noteworthy collaborations are listed below:

Academic Collaborations
- Alabama State (Maternal Child Health Network)
- Auburn University Samuel Ginn College of Engineering
- Auburn University Cooperative Extension Service
- Auburn University at Montgomery
- Emory University
- Jackson State University
- Samford University School of Pharmacy
- University of Alabama (at Tuscaloosa)
- UAB Schools of Nursing, Medicine & Health Professions
- University of South Florida
- University of Texas
- University of North Alabama
- University of West Indies
- Makerere University, Kampala, Uganda, School of Nursing
- Tulane University School of Public Health & Tropical Medicine

Practice Partners
- Alabama Department of Public Health
- Alabama Department of Senior Services
- Alabama Medicaid Agency
- Centers for Disease Control & Prevention

Practice Partners (continued)
- Jefferson County Health Department
- Alabama Cooperative Extension Service
- Arkansas Department of Public Health
- Mississippi State Department of Health
- Louisiana Department of Public Health
- American College of Occupational and Environmental Medicine
- Jamaican Ministry of Health
- Occupational Safety and Health (OSHA)
- Agency for Toxic Substances and Disease Registry (ATSDR)

Industry Partners/Organizations
- National Safety Council – Alabama Chapter
- American Industrial Hygiene Association – Alabama Section
- American Society of Safety Engineers – Alabama Chapter; Region IV
- American Association of Occupational Health Nurses (Central and South Alabama Chapters)
- The Children's Hospital of Alabama
- National Environmental Health Association
- Association of Schools of Public Health
- Association of Universities Programs in Occupational Safety and Health
- Public Employees Safety Council of Alabama

3.3.f. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.
This criterion is met.

Strengths
- The SOPH recognizes the importance of workforce development and is committed to enhancing public health practice through outreach and continued education.
- The school maintains a highly diverse set of continuing education programs through several well-developed mechanisms.

Weaknesses
- Although there are many workforce development activities, there is no central coordinating body or systematic mechanism for obtaining or tracking workforce development activities school wide.

Future Plans
- Continue the high level of productivity and quality of our workforce development offerings.
- Create mechanisms within the Office of Public Health Practice to track workforce development in the SOPH.

Criterion 4.0
Faculty, Staff, and Students

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

4.1.a. A table showing primary faculty who support the degree programs offered by the school. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests. See CEPH Data Template 4.1.1.

The SOPH has 67 primary faculty members as indicated in Table 4.1.a (1). This table lists primary faculty by department, rank and tenure status, and area of teaching responsibility that support degree programs. Among the 67 primary faculty members, more than half (n=36) are women; 32 are tenured, 22 are tenure-track, and 13 are non-tenure earning. In terms of ethnic diversity, there are nine African American, three Hispanic, and 13 Asian or Southeast Asian faculty members. In aggregate, this faculty mix represents an excellent balance of tenure / tenure earning faculty and represents our student body in terms of gender and ethnic diversity.

Table 4.1.a (1): Primary faculty who support the degree programs offered by the school. (From CEPH Template 4.1.1.)									
Last	First	Title/Academic Rank	Tenure Status	% Time	Grad. Degrees Earned	Institution	Area of Degree (Discipline)	Area of Teaching Responsibility	Area of Research or Service Interest
Biostatistics (Primary faculty department total = 16)									
Aban	Inmaculada	Professor	T	100	PhD	Bowling Green State University	Mathematics-Statistics	Statistical Theory	Clinical trials, survival analysis, cardiology, statistical methods
Allison	David	Distinguished Professor	T	100	PhD	Hofstra University	Psychology	Obesity; Statistical Methods	Obesity, quantitative genetics, energetics
Austin	Erika	Assistant Professor	NT	100	PhD, MPH	University of Virginia, University of Florida	Sociology, Public Health	Undergraduate and MPH Biostatistics	HIV, GLBT health
Beasley	T. Mark	Associate Professor	T	100	PhD	Southern Illinois University	Educational Psychology	Statistical Analysis	Genetics
Cofield	Stacey	Assistant Professor	T	100	PhD	Virginia Common-wealth University	Biostatistics	Statistical Methods	Clinical trials and mixed models
Cui	Xiangpin	Associate Professor	NT	100	PhD	Iowa State University	Statistical Genetics	Intermediate Statistical Analysis	Experimental design & data analysis, epigenomics
Cutter	Gary	Professor & Section Head	T	100	PhD	University of Texas: Health Science Center-Houston	Biometry	Clinical Trials	Cancer, pulmonary newborns, genetics, heart disease, obesity, multiple sclerosis, premature babies
Howard	George	Professor	T	100	DrPH, MSPH, MBA, MS,	North Carolina	Biostatistics, Operations Research Business Administration	Statistical Analysis, Clinical Trials	Cerebrovascular trials and epidemiology, statistical modeling and methods
Judd	Suzanne	Associate Professor	T	100	PhD, MPH	Emory University	Nutrition and Health Sciences, Biostatistics	Undergraduate introductory statistics and capstone	Nutritional epidemiology
Liu	Nianjun	Associate Professor	TT	100	PhD	Yale University	Philosophy, Biostatistics		Statistical genetics and genomics
Morgan	Charity	Assistant Professor	TT	100	PhD	Harvard University, Washington University	Biostatistics	Introductory Statistics	Finite fixture models, latent variables, statistical methods for clinical trials
Redden	David	Professor & Chair	T	100	PhD	University of Alabama	Applied Statistics	Data Analysis	Diabetes, genetics, tuberculosis, asthma, gerontology
Szychowski	Jeffery M.	Associate Professor	TT	100	PhD	University of Alabama	Applied Statistics	Introductory statistical methods for BST majors	Design management and analysis of clinical trials with primary focus on the areas of maternal and fetal medicine
Tiwari	Hemant	Professor	T	100	PhD	University of Notre Dame	Statistical Genetics	Statistical Methods, Genetic Analysis	Heart, lung, blood & sleep disorders, neuro-peptide & ventricular hypertrophy, obesity, RA, statistical genetics methodology, molecular evolution, bio-informatics
Yi	Nengjun	Professor	T	100	PhD	Nanjing Forestry University	Statistical Genetics	Bayesian Analysis	Genetics

Last	First	Title/Academic Rank	Tenure Status	% Time	Grad. Degrees Earned	Institution	Area of Degree (Discipline)	Area of Teaching Responsibility	Area of Research or Service Interest
Zhi	Degui	Associate Professor	T	100	PhD	University of California – San Diego	Bioinformatics	Statistical Genetics	Bioinformatics, statistical problems relating to next-generation sequencing
Environmental Health Sciences (Primary faculty department total = 6)									
Dickinson	Dale	Assistant Professor	TT	100	PhD	University of Guelph – Ontario	Molecular Biology & Genetics	Environmental health, Toxicology, Environmental Justice	Mechanisms of redox cell signaling & disease, transduction in env. health and toxicology
Fanucchi	Michelle V.	Assoc. Professor	TT	100	PhD	University of California – Davis	Philosophy, Pharmacology & Toxicology	Toxicology, Occupational safety, Risk	Childhood lung disease, etiology and pulmonary cell biology
Huynh	Tran	Assistant Professor	TT	100	PhD	University of Minnesota	Environmental Health/Industrial Hygiene	Exposure Assessment	Environmental/Occupational Exposure Assessment ; Application of statistical methods for exposure assessment
Kavouras	Ilias	Associate Professor	TT	100	PhD	University of Crete-Greece	Chemistry	Environmental Chemistry / Aerosols	Health impacts of ozone ; organic aerosol characterization ; climate effects on human health
Lungu	Claudiu	Associate Professor	TT	100	PhD	University of South Carolina	Industrial Hygiene/ Environmental Health	Air Sampling and Analysis, Industrial Hygiene Seminar, Air Pollution	Evaluation of environmental and occupational exposures to gasses and vapors, 3D technology for designing respirator face pieces
Iles	Karen	Associate Professor	NT	100	PhD	University of Guelph-Ontario	Human Biology and Nutrition	Toxicology, Food Safety	Nutrition and environmental health effects
Epidemiology (Primary faculty department total = 22)									
Affuso	Olivia	Associate Professor	T	100	PhD	University of North Carolina	Nutrition Epidemiology	Introductory epidemiology; obesity	Developing methods for measuring body composition, childhood obesity Interventions
Akinyemiju	Tomi	Assistant Professor	TT	100	PhD	University of Michigan	Epidemiology	Cancer epidemiology	Health disparities in cancer in the U.S. and in Africa
Arnett	Donna	Professor	T	100	PhD, MSPH	University of North Carolina, University of South Florida	Epidemiology	Epi. of chronic disease, field studies, global perspectives/disease prev. & control, epi seminar, doctoral seminar, epi design & analysis	Cardiovascular genetics epidemiology in atherosclerosis hypertension, and target organ damage from hypertension. Also pharmacogenetics.
Aslibekyan	Stella	Assistant Professor	TT	100	PhD, MPH	Brown University, Harvard University	Epidemiology	Introductory epidemiology; genetic epidemiology	Genetic epidemiology, epigenetics, cardiovascular diseases, human microbiome

Last	First	Title/Academic Rank	Tenure Status	% Time	Grad. Degrees Earned	Institution	Area of Degree (Discipline)	Area of Teaching Responsibility	Area of Research or Service Interest
								Table 4.1.a (1) (continued): Primary faculty who support the degree programs offered by the school. (From CEPH Template 4.1.1.)	
Carson	April	Associate Professor	TT	100	PhD, MSPH	University of North Carolina	Cardiovascular Disease Epidemiology	Methods in epidemiology	Health disparities in cardiovascular disease and diabetes
Griffin	Russell	Assistant Professor	TT	100	PhD, MPH	University of Alabama at Birmingham	Epidemiology	Undergraduate introductory epidemiology course; SAS; methods	Injury epidemiology, particularly motor vehicle collision-related injuries
Hidalgo	Bertha	Assistant Professor	NT	100	PhD, MPH	UAB, University of Southern California	Epidemiology	Methods in Epidemiology	Cardiovascular disease, cancer, genetic epidemiology, Latino health
Howard	Virginia	Professor	NT	100	PhD, MSPH	University of North Carolina, Medical University of South Carolina-Charleston	Epidemiology	Cardiovascular Disease Statistical Analysis	Cerebro-vascular disease, multicenter clinical trials
Irvin	Ryan	Assistant Professor	TT	100	PhD, MS	UAB, Medical University of South Carolina-Charleston	Epidemiology	Case-control studies; genetic epidemiology	Genetics of antihypertensive treatment
Jolly	Pauline	Professor	T	100	PhD, MPH	Johns Hopkins University	Immunology and Infectious Disease	Tropical Infectious Diseases, Grant Writing	Immunology, virology, HIV/AIDS and STDs, research training
Levitan	Emily	Associate Professor	T	100	ScD, SM	Harvard University	Epidemiology	Epidemiology methods	Cardiovascular diseases, epidemiology
Martin-Rowe	Kimberly	Assistant Professor	NT	100	PhD	Yale University	Epidemiology	Introductory epidemiology	Health outcomes, stroke, patient-provider relationship
McGwin	Gerald	Professor and Interim Chair	T	100	PhD, MS	Harvard, UAB	Epidemiology	Analysis	Injuries, eye disease, lupus, methodology
Muntner	Paul	Professor and Vice Chair	T	100	PhD	Johns Hopkins University	Epidemiology	Introductory epidemiology; comparative effectiveness	Cardiovascular and renal epidemiology
Ojesina	Akinyemi	Assistant Professor	TT	100	MD, PhD	University of Ibadan; Harvard	Medicine; Biological Sciences in Public Health	Cancer / Infectious Disease Molecular Epidemiology	Translational Genomics in Cancer
Sathiakumar	Nalini	Professor	T	100	MD, DrPH	Madras, India; University of Alabama at Birmingham	Epidemiology	Environmental epidemiology	Occupational & environmental epidemiology, training and research aerosol research, low birth weight
Shrestha	Sadeep	Associate Professor	TT	100	PhD, MHS, MS	Johns Hopkins University	Genetic Epidemiology	Population Genetics and Genetic Epidemiology	Genetics, HIV/AIDS, susceptibility to infectious disease
Skibola	Christine	Professor	T	100	PhD, MS	University of California-Berkeley	Epidemiology	Grant writing; molecular epidemiology	Molecular epidemiology, genetic and environmental risk factors in lymphoma

Last	First	Title/Academic Rank	Tenure Status	% Time	Grad. Degrees Earned	Institution	Area of Degree (Discipline)	Area of Teaching Responsibility	Area of Research or Service Interest
top: **Table 4.1.a (1) (continued):** Primary faculty who support the degree programs offered by the school. (From CEPH Template 4.1.1.)										
Wilson	Craig	Professor	T	100	MD	University of Wisconsin	Medicine	Global health	Tropical health, HIV/AIDS intervention, adolescent medicine
Wright	Nicole	Assistant Professor	TT	100	PhD, MPH	University of Arizona	Epidemiology	PhD Seminar	Understanding determinants of osteoporosis and fractures
Yun	Huifeng	Assistant Professor	NT	100	PhD	UAB	Epidemiology	Pharmacoepidemiology and comparative effectiveness	Pharmacoepidemiology
Zhang	Jie	Assistant Professor	TT	100	PhD, MPH	University of Kentucky, UAB	Epidemiology	Pharmacoepidemiology and comparative effectiveness	Pharmacoepidemiology, musculoskeletal diseases
Health Behavior (Primary faculty department total = 6)										
Davies	Susan	Associate Professor	T	100	PhD, Med	University of Alabama at Birmingham, George Mason University	Public Health	Intervention development; communities, family, and health	Adolescent health, HIV prevention, community-based participatory research
Fontaine	Kevin	Professor and chair	T	100	PhD	University of Manchester	Clinical Psychology	Writing for the behavioral sciences; clinical research methods in behavioral science	Obesity, non-deceptive placebo responses, resistance exercise
Hendricks	Peter	Associate Professor	T	100	PhD	University of South Florida	Clinical Psychology	Theory and measurement; Undergraduate HB course	Treatment of tobacco dependency, developing interventions for smoking behavior
Lanzi	Robin	Associate Professor	T	100	PhD, MPH	University of Alabama at Birmingham	Developmental Psychology	Introductory course for non-majors; adolescent health	Reducing family and child disparities, promoting positive youth development
Pavela	Greg	Assistant Professor	TT	100	PhD	University of Florida, Gainesville	Sociology	Research methods	Sociodemographics and obesity; study design; secondary data analysis
Pekmezi	Dorothy	Assistant Professor	TT	100	PhD	University of Louisiana State	Clinical Psychology	Advanced theory for graduate students; physical activity and public health	Chronic disease prevention and health communication
Health Care Organization & Policy (Primary faculty department total = 17)										
Becker	David	Associate Professor	T	100	PhD	University of California- Berkeley	Economics	Health Economics, Public Health Policy	Reimbursement policy, population health, medical malpractice
Blackburn	Justin	Assistant Professor	TT	100	PhD, MPH	UAB, University of Kentucky	Epidemiology	Longitudinal data analysis	Health outcomes research
Bronstein	Janet	Professor	T	100	PhD, MA	University of Kentucky	Anthropology	Soc/Ethical Issues in Public Health	Health care delivery for low income populations, health care infrastructure, insurance coverage for children

Last	First	Title/Academic Rank	Tenure Status	% Time	Grad. Degrees Earned	Institution	Area of Degree (Discipline)	Area of Teaching Responsibility	Area of Research or Service Interest
Budhwani	Henna	Assistant Professor	NT	100	PhD, MPH	University of Alabama at Birmingham	Medical Sociology	Non-Communicable Diseases, Global Health	Health disparities, health outcomes
Ginter	Peter	Professor	T	100	PhD, MBA	Auburn University, Univ. North Texas	Business	Strategic Management and Planning	Strategic management training
Hites	Lisle	Associate Professor	NT	100	PhD	Tulane University	Industrial/Organization Psychology	Research Design and Evaluation	Structural modeling of predictors of on the job injuries suffered by first responders
Kilgore	Meredith	Professor and Chair	T	100	PhD	Pardee RAND Graduate School	Policy Analysis	Clinical Decision Making, Cost Effectiveness Research Methods	Long term care, home health and hospice care, burden of disease, malpractice law
Kulczycki	Andrzej	Associate Professor	T	100	PhD, MSc	University of Michigan	Population Planning & International Health	Reproductive Health, Doctoral Seminar, Public Health Demography	Reproductive health, fertility & family planning, gender, demographic & population studies, global health, policy & programs
McCormick	Lisa	Assistant Professor	NT	100	DrPH, MPH	University of Alabama at Birmingham	Environmental Health Science	Public Health Preparedness & Response, Disaster & Emergency Mgt	Public health preparedness and response, the organization of response systems, assessing response capacity and community resilience
Mennemeyer	Stephen	Professor	T	100	PhD, MA	SUNY	Economics	Health Economics, Policy Analysis	Health economics
Michael	Max	Professor	NT	100	MD	Harvard University	Medicine	Policy Politics in Public Health, Origins of Epidemics	Public health policy, prevention
Preskitt	Julie	Assistant Professor	NT	100	PhD, MPH, MSOT	Auburn University, UAB	Public Administration, Maternal & Child Health, Occupational Therapy	Needs Assessments, program planning, implementation & eval	Children with special healthcare needs, maternal and child health policy, disability policy, insurance adequacy
Rucks	Andrew	Professor	NT	100	PhD, MBA	Auburn University, University of North Texas	Management Science	Financial Mgt. for Health Professions, Integrative Experience	Preparedness policy, operations management, strategic management and organizational design
Sen	Bisakha	Professor	T	100	PhD	Ohio State University	Economics	Health Economics, Empirical Methods	Parenting, adolescents, substance abuse, neighborhood quality, obesity

Table 4.1.a (1) (continued): Primary faculty who support the degree programs offered by the school. (From CEPH Template 4.1.1.)

Table 4.1.a (1) (continued): Primary faculty who support the degree programs offered by the school. (From CEPH Template 4.1.1.)									
Last	First	Title/Academic Rank	Tenure Status	% Time	Grad. Degrees Earned	Institution	Area of Degree (Discipline)	Area of Teaching Responsibility	Area of Research or Service Interest
Turan	Janet	Associate Professor	T	100	PhD, MPH	Johns Hopkins University	Public Health, Population	Mixed Methods	Maternal health and mortality, HIV/AIDS, stigma and discrimination, quality of care
White	Kari	Assistant Professor	TT	100	PhD, MPH	University of Texas, Tulane University	Sociology, Demography	Reproductive Health, HCOP core	Immigrant women's reproductive health
Wingate	Martha	Associate Professor	TT	100	DrPH, MPH	The University of Alabama at Birmingham	Maternal and Child Health	Global Child Health Policy, Integrative Experience	Pediatric disaster response, school disaster preparedness, perinatal health issues, evaluation and public health leadership
Primary faculty school total = 67									

4.1.b. If the school uses other faculty (adjunct, part-time, secondary appointments, etc.), summary data on their qualifications should be provided in table format, organized by department, specialty area or other organizational unit as appropriate to the school and must include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the school, e) highest degree earned (optional: schools may also list all graduate degrees earned to more accurately reflect faculty expertise), f) disciplines in which listed degrees were earned and g) contributions to the school. See CEPH Data Template 4.1.2.

The SOPH has 99 other faculty as indicated in Table 4.1.b (1) who support the teaching program primarily through mentorship of students, serving on committees, and providing guest lectures. Some also teach, and those that do are counted in the FTE or % time column. Otherwise, we have not counted effort for these non-classroom teaching activities. In aggregate, there represents an array of faculty members from across the UAB campus and beyond that support the teaching mission.

Table 4.1.b (1): Other faculty who support the degree programs offered by the school. (From CEPH Template 4.1.2.)						
Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Highest Degree Earned	Discipline	Teaching Areas
Biostatistics (Other faculty department total = 11)						
Coffey, Chris	Adjunct	Professor/U of Iowa	0	PhD	Biostatistics	Clinical trials
Cowan, Charles	Adjunct	Partner/Analytic Focus, LLC	0.10	PhD	Biostatistics	Clinical trials
Fernandez, Jose	Secondary	Professor/UAB	0.10	PhD	Nutrition Sciences	Statistical genetics
Gadbury, Gary	Adjunct	Professor	0	PhD	Biostatistics	Statistical genetics/
Griswold, Michael	Adjunct	U of Mississippi		PhD	Biostatistics	Clinical trials/Study design
Katholi, Charles	Professor Emeritus	Professor	0.20	PhD	Biostatistics	Advanced computational methods
Litaker, Mark	Secondary	Assoc Prof/UAB SOD	0.10	PhD	Biostatistics	Behavioral and population studies
Naftel, David	Secondary	Professor/UAB SOM	0	PhD	Cardiovascular Surgery	Clinical trials

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Highest Degree Earned	Discipline	Teaching Areas
Reynolds, Richard	Secondary	Asst Prof/UAB SOM	0	PhD	Immunology/Rhematology	Statistical genetics
Richman, Josh	Secondary	Asst Prof/UAB SOM	0	MD, PhD	Surgery	Gastrointestinal studies/Group randomized trials
Wan, Xiaohai	Adjunct	Eli Lilly	0	PhD	Biostatistics	Research Methods
Environmental Health Services (Other faculty department total = 15)						
Bailey, Shannon	Secondary	Assoc Professor/ UAB School of Medicine (SOM)	0	PhD	Pharmacology	Molecular mechanisms responsible for alcohol and non-alcohol (obesity) induced liver disease
Ballinger, Scott	Secondary	Professor/UAB SOM	0	PhD	Biochemistry	Mitochondrial damage and disease development
Barnes, Stephen	Secondary	Professor/UAB SOM	0	PhD	Chemical Pathology	Biochemistry, chemistry and analysis of bile acids
Darley-Usmar, Victor	Secondary	Assoc Professor/UAB SOM	0	PhD	Biological Chemistry	Free radical biochemistry
Elmets, Craig	Secondary	Professor/UAB SOM	0	MD	Dermatology	Psoriasis, contact dermatitis, photosensitivity
Katiyar, Santosh	Secondary	Professor/UAB SOM	0	PhD	Chemistry	Immunology, photobiology, photocarcinogenesis
Liu, Rui-Ming	Secondary	Professor/UAB SOM	0	MD, PhD	Pulmonary Medicine, Toxicology	Etiology, pathogenesis, and therapeutic interventions of Idiopathic Pulmonary Fibrosis (IPF)
Matalon, Sadis	Secondary	Professor/UAB SOM	0	PhD	Cell Biology and Physiology	Chlorine injury to the lung, RONS and ion channels
Oestenstad, Riedar	Adjunct	Assoc Prof/	0	PhD, MSPH		Aerosol measurement, noise exposure and hearing loss
Parcak, Sarah	Secondary	Assoc. Prof/	0	PhD	Anthropology, Archaeology	Satellite archaeology, remote sensing
Patel, Rakesh	Secondary	Professor/UAB SOM	0	PhD	Pathobiology	Regulation of acute and chronic inflammation
Postlethwait, Edward	Secondary	Professor/UAB SOM	0	PhD		Pulmonary toxicology and free radical biochemistry
Richard, Max	Adjunct	VP for UAB Occupational Health & Safety Program	0	MPH	Occupational and Environmental Health and Safety	Aquatic biology, radiological, biological, and chemical safety
Singh, Keshav	Secondary	Professor/UAB SOM	0	PhD	Cancer Genetics	Mitochrondia-to-nucleus retrograde cross talk, oxidative stress, genomic instability and its role in cancer
Vaidya, Uday	Secondary	Professor/Chair UAB School of Engineering	0	PhD	Mechanical Engineering	Fiber reinforced thermoplastic composite applications, impact, fracture and fatigue in composites materials, nondestructive evaluation and modeling

Table caption: **Table 4.1.b (1) (continued):** Other faculty who support the degree programs offered by the school. (From CEPH Template 4.1.2.)

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Highest Degree Earned	Discipline	Teaching Areas
Table 4.1.b (1) (continued): Other faculty who support the degree programs offered by the school. (From CEPH Template 4.1.2.)						
Epidemiology (Other faculty department total = 25)						
Ahmed, Ali	Secondary	Professor/ UAB SOM	0	MD	Gerontology/Palliative Care	Cardio Epidemiology
Aung, Maung	Adjunct	Asst Professor	0	PhD	Epidemiology	Emergencies in Global Settings
Bray, Molly	Adjunct	Professor/UT Austin	0	PhD	Biomedical Sciences	Molecular and Genetic Basis of Obesity
Curtis, Jeffrey	Secondary	Professor/UAB SOM	0	MD	Immunology/Rheumatology	Pharmacoepidemiology
Fine, Philip	Secondary	Professor/UAB SOM	0	PhD	Epidemiology/Biostatistics	Injury Epidemiology
Freedman, David	Secondary	Professor/UAB SOM	0	MD	Geographic Medicine/Infectious Diseases	Gorgas Course in Tropical Medicine
Funkhouser, Ellen	Secondary	Assoc Prof/UAB SOM	.10	DrPH	Preventive Medicine	Quantitative Methods in Epidemiology
Geisler, William	Secondary	Professor/UAB SOM	0	MD	Gerontology/Palliative Care	Infectious Disease Epidemiology
Glasser, Stephen	Secondary	Professor/UAB SOM	.10	MD	Clinical Research	Fundamentals of Clinical Research
Gutierrez, Orlando	Secondary	Asst Prof/UAB SOM	0	MD	Nephrology	Comparative Effectiveness Research
Hook, Edward	Secondary	Professor/UAB SOM	0	MD	Infectious Diseases	Infectious Disease Epidemiology
Jaoko, Walter	Adjunct	Asst Professor	0	PhD	Infectious Diseases	Kenya AIDS Vaccine Development
Kimerling, Michael	Secondary	Professor/UAB SOM	0	MD	Epidemiology	Tropical and Infectious Disease, HIV/AIDS
Lewis, Cora	Adjunct	Professor/UAB SOM	0	MD	Preventive Medicine	CVD Epidemiology
Levy, Shawn	Adjunct	Assoc Prof	0	PhD	Epidemiology	Genomics methodology
Limdi, Nita	Secondary	Professor/UAB SOM	0	PhD	Epidemiology	Pharmacoepidemiology
Litton, Allison	Adjunct	Asst Professor	0	DrPH	Maternal and Child Health	Cancer, Adolescent Health
Payne, Daniel	Adjunct	Asst Professor	0	PhD	International Public Health	Infectious Disease, Vaccines
Rodriguez, Martin	Secondary	Assoc Prof/UAB SOM	0	MD	Infectious Diseases	Gorgas Course in Tropical Medicine
Saag, Kenneth	Secondary	Professor/UAB SOM	0	MD	Immunology/Rheumatology	Pharmacoepidemiology
Saag, Michael	Secondary	Professor/UAB SOM	0	MD	Infectious Diseases	HIV/STD
Schwebke, Jane	Secondary	Professor/UAB SOM	0	MD	Infectious Diseases	Infectious Disease Epidemiology
Shikany, James	Secondary	Professor/UAB SOM	0	DrPH	Preventive Medicine	Nutrition
Usman, Hussain	Adjunct	Asst Professor	0	DrPH	Epidemiology	Tropical Infectious Diseases
Vermund, Sten	Adjunct	Professor	0	MD	Epidemiology	Vaccinology, AIDS Epidemiology

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Highest Degree Earned	Discipline	Teaching Areas
Table 4.1.b (1) (continued): Other faculty who support the degree programs offered by the school. (From CEPH Template 4.1.2.)						
Health Behavior (Other faculty department total = 23)						
Birch, David	Adjunct	University of Alabama-Tuscaloosa	0	PhD	Health Science	Health behavior, program evaluation
Boxmeyer, Caroline	Adjunct	University of Alabama-Tuscaloosa	0	MD, MPH	Psychiatry and Behavioral Medicine	Interventions for children to promote coping skills
Cherrington, Andrea	Secondary	Assoc Prof/UAB SOM	0	MD, PhD	Internal Medicine	Developing, implementing and evaluating community-based interventions to promote weight loss
Cropsey, Karen	Adjunct	Assoc Prof/UAB SOM	0	PsyD	Clinical Psychology	Treating substance abuse in vulnerable populations such as the criminal justice system and persons with HIV/AIDS
Ehiri, John	Adjunct	University of Arizona	0	PhD, MPH, MSc	Health Promotion Sciences	Global Health
Galvin Lumpkin, Melissa	Professor Emeritus	Prof/Samford University	.50	PhD	Health Behavior	Community demonstration and health promotion/disease prevention
Harrington, Kathleen	Secondary	Assoc Prof/UAB SOM	0	PhD, MPH	Health Education and Promotion	Study design and program evaluation, adherence to treatment, and health literacy issues in pediatric asthma
Hodges, Debra	Adjunct	Alabama Dept of Public Health	0	PhD	Program Coordinator	Evaluation
Ivankova, Nataliya	Secondary	Assoc Prof/UAB SHP	0	PhD	Health Services Admin	Mixed models, qualitative research
Kaptchuk, Ted	Adjunct	Harvard Medical School	0	DCM	Medicine	Placebo effects
Kertesz, Stefan	Secondary	Assoc Prof/UAB SOM	0	MD, MSc	Internal Medicine	Access to quality addiction and medical care for homeless and other underserved populations
Kinkaid, Harold	Adjunct	University of Cape Town	0	PhD	Behavioral Economics and Neuroeconomics	Causal Theory
Kohler, Connie	Professor Emeritus	UAB SOPH	.2	DrPH	Health Education and Promotion	Health communication
Mrug, Sylvie	Secondary	Assoc Prof/UAB SOM	0	PhD	Clinical Psychology, Statistics	The interplay of risk and protective factors in the development of behavioral problems in adolescence
Mugavero, Michael	Secondary	Assoc Prof/UAB SOM	0	MD, MHSc	Internal Medicine – Infectious Diseases	HIV health services utilization with emphasis on engagement in outpatient HIV treatment
Pollio, David	Secondary	Prof/UAB Dept. of Social Work	0	PhD	Social Work	Mental health and addiction, evidence-based practice, and group interventions

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Highest Degree Earned	Discipline	Teaching Areas
Schroder, Kerstin	Adjunct	Assoc Prof	0	PhD		Research methods, lifestyle interventions
Schumacher, Joseph	Secondary	Professor/UAB SOM	0	PhD	Clinical Psychology	Drug addiction and HIV with co-occurring substance abuse and other mental disorders
Simpson, Cathy	Adjunct	Assoc Prof/UAB SOPH	0	PhD	Psychology	Addictions, youth at risk
Simpson, Tina	Secondary	Assoc Prof/UAB SOM	0	MD	Pediatrics – Adolescent Medicine	HIV/AIDS prevention, treatment, engagement in outpatient treatment
Turner, Lori	Adjunct	Prof/University of Alabama-Tuscaloosa	0	PhD	Health Science	Osteoporosis, Health behavior
Usdan, Stuart	Adjunct	University of Alabama-Tuscaloosa	0	PhD	Health Education and Promotion	PhD seminar, evaluation and planning
Zinski, Anne	Secondary	Asst Prof/UAB SOM	0	PhD	Health Education and Promotion	Investigations of the influence and determinants of screening and self-care on outcomes in HIV
Health Care Organizational Policy (Other faculty department total = 25)						
Blankson, Mary	Adjunct	Staff pediatrician, JCDH	0	MD	Pediatrics	Pediatric public health practice
Capper, Stuart	Adjunct	Emeritus professor, UAB	0	PhD	Health care organization, health care policy	Health care organization
Crain, Marilyn	Secondary	Professor/UAB SOM	0	MD	Pediatrics	Adolescent medicine, infectious diseases
Davis, Allen	Adjunct	Associate professor, School of Dentistry	0	DMD	Community dentistry	Dental public health issues
Duncan, Jack	Professor Emeritus School of Business	University Scholar/ Professor/ UAB	0.10	PhD	Business Administration	Organizational behavior, strategic planning, management of healthcare organizations
Fargarson, Crayton	Secondary	Chief Medical Officer, Children's of Alabama	0	MD	Health administration, academic pediatrics	Children's health care policy
Fields, Bradley	Adjunct	Captain in US Army Veterinary Corps	0	DVM, MPH	Veterinary health care	Intersection of animal and human health
Fine, Russ	Secondary	Emeritus professor, UAB	0	PhD	Injury epidemiology and prevention	Injury prevention and control
Hearld, Kristine	Secondary	Assistant professor, School of Health Professions	0	PhD	Health services administration	Management in health care systems
Helms, Sara	Adjunct	Associate professor of economics, Samford U	0	PhD	Microeconomic, econometrics	Policy related to microeconomics in multiple non-profit domains
Hernandez, Robert	Secondary	Professor, School of Health Professions	0	PhD	Health services administration	Comparative health systems

Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Highest Degree Earned	Discipline	Teaching Areas
Huh, Warner	Secondary	Professor, Dept of OB-Gyn	0	MD	Department of OB-Gyn	Maternal and child health
Kern, Donald	Adjunct	CMO, NaphCare	0	MD	Health care organization, prison health	
Kirby, Russell	Adjunct	Distinguished professor and Marrell Endowed Chair	0	PhD	Dept of Community and Family Health, USF College of Public Health	Perinatal epidemiology, birth defects, and developmental disabilities
Ivankova, Natalyia	Secondary	Associate professor, School of Health Professions	0	PhD	Health services administration	International health systems
Locher, Julie	Credentialed Course Instructor	Associate Professor/ UAB SOM	0.10	PhD	Medical Sociology	Social and environmental factors that affect eating behaviors, nutrition-related outcomes in older adults
Morrisey, Michael	Professor Emeritus	Professor/Texas A&M	0	PhD	Economics	Employer-sponsored health insurance, effects of legislation on health and healthcare, hospital economics
Nelson, Leonard	Adjunct	Professor /Samford University – Cumberland School of Law	0.10	JD	Law	Public health law
Oh, M. Kim	Secondary	Professor adolescent medicine, Dept of Pediatrics (ret)	0	MD	Adolescent health	Adolescent health, youth detention
Spear, Bonnie	Secondary	Retired/UAB SOM	0	PhD	Health Ed & Promotion	Nutrition, eating disorders in adolescents
Tamura, Tsunenobu	Adjunct	Professor emeritus, UAB	0	MD	Dept of Nutrition Sciences	Adolescent nutrition
Tapan, Mehta	Secondary	Assistant Professor, School of Health Professions	0	PhD	Dept of Physical Therapy	Nutrition and obesity research methods
Turan, Bulent	Secondary	Department of Psychology	0	PhD	Psychology	Mental health and HIV
Whiteside, Penny	Secondary	Health care organization, global health	0	MSPH	Office of the VP for Research and Economic Development	International relations and global public health
Williamson, Donald	Adjunct	Health Officer, AL Medicaid Director, AL	0	MD	Medicaid, health care organization and delivery, health department services	State public health issues and policy initiatives

Table 4.1.b (1) (continued): Other faculty who support the degree programs offered by the school. (From CEPH Template 4.1.2.)

Other faculty school total = 99
FTE or % time is calculated for contribution to classroom teaching. If a cell is blank, the adjunct / secondary faculty is not engaged in classroom teaching.

4.1.c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the school. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

The school and its faculty integrate perspectives from the field of public health practice, research, education and service. Faculty with practice experience and the ability to direct fieldwork and provide students with a learning environment focused on translating knowledge and skills into excellence in public health practice are integral to this process.

A strong practice-based perspective exists among faculty in the SOPH. This includes faculty who regularly consult with state and local health departments and community-based organizations, and collaborate with practitioners on teaching and research activities. Their practice activities include serving on local, state, and national task forces and committees such as the Alabama Governor's Black Belt Action Committee for Health (Dean Michael is a representative); working directly with the state health department and the Medicaid agency in Alabama and other states; providing continuing education to the public health workforce, especially in preparedness; serving on boards of voluntary health and human service agencies; serving federal agencies such as HRSA, NIH, CDC and MCHB; developing and evaluating local and international community interventions; and collaborating with state and local public health, community and international agencies/Community Based Organizations (CBOs) on grant writing (see Table 4.1.a (1)). The combination of formal public health degree training and active involvement in practice enable faculty to provide public health students with a "real world" perspective, presenting theoretical and scholarly expertise in the context of examples drawn from actual activities. In addition, faculty can choose to focus their scholarly activities on public health practice, giving those who conduct research that is applied or translational an avenue for promotion and tenure. One example of faculty participation in the practice community is our dean, who came to UAB after being CEO of the state's only public hospital.

Local, state, national and international public health practitioners serve as guest lecturers for classes and seminars, and serve as field placement preceptors and collaborators on community and practice-based research projects. In a broader sense, the faculty actively seeks contributions from those in practice to satisfy the research and education missions of the school. A key activity in this regard is the internship requirement, where students work in a practice setting with supervision by preceptors and faculty advisors. Placements include local and state health departments; non-profit agencies such as Planned Parenthood, United Way and United Cerebral Palsy; and the CDC, public health-related agencies and CBOs abroad. The UAB Minority Health International Research Training Program provides training opportunities to students interested in research in nutrition, tropical infectious diseases, reproductive health and/or STDs, HIV/AIDS and chronic disease. Locations for these experiences include Ghana, Guatemala, India, Jamaica, and Peru.

4.1.d. Identification of measurable objectives by which the school assesses the qualifications of its faculty complement, along with data regarding the performance of the school against those measures for each of the last three years. See CEPH Outcome Measures Template.

The primary outcome on which the UAB SOPH judges its faculty competent is whether it includes diverse, well-funded faculty who are highly competent teachers and researchers and who are involved in serving their research and practice communities are described in Table 4.1.d. (1). Primary measures of productivity and quality of activities are noted below in Table 4.1.d with outcomes for recent years. The school has an outstanding faculty. More than 86% of faculty members receive excellent teaching scores, and the research expenditure per faculty member exceeds $350,000 per year. All faculty members have terminal degrees, and a large proportion serve on study sections and conduct continuing

education of the workforce.

Table 4.1.d (1): Outcome Measures for Faculty				
Measure	Target	2013	2014	2015
Excellent Course from Teaching Evaluations (%)	>80	83	86	84
Excellent Teacher from Teaching Evaluations (%)	>80	86	86	87
Research Expenditures per FTE Primary Faculty ($)	>300,000	359,987	324,655	360,440
Publications (per faculty) > 2 per year (%)	>85	85	85	90
Total Publications in Refereed Journals (#)	>400	449	486	426
H-index	>20	21	23	20
Faculty Boards / Study Sections (%)	>50	66	68	69
Funded Continuing Education Activities (#)	>50	52	54	48
Faculty Terminal Degree (%)	>95	100	100	100
Minority Faculty (T or TT, %)	>20	32	30	33

Faculty diversity is highly valued in the school. As indicated by the data in Table 4.1.a (1) and Table 4.1.b (1), the SOPH faculty includes a range of disciplines, backgrounds, research interests, and practice experience. While criteria for faculty qualifications are set at the department level, all new faculty appointments are approved by the school-wide Faculty Affairs Committee (FAC). In general, departments seek faculty who have complementary skills and interests, come from academic institutions and practice settings around the globe, and have the ability to contribute significantly to their research and teaching missions. The school has employed faculty from over 42 different academic institutions, representing 36 broad discipline areas (i.e., Social and Behavioral Sciences, Biomedical Sciences, Mathematics/Statistics, Epidemiology, Business/Management, Economics, Policy/ International Affairs, Anthropology, Psychology, Public/International/Maternal and Child Health, Environmental Health Sciences, Medicine, and Genetics). As seen in Table 3.1.b (1) (in the Electronic Resource File and Table 3.1.d (1), faculty members are engaged in research within a wide variety of areas impacting public health. The faculty is actively involved in their scholarly and practice communities through committees, task forces, consultation activities, training and continuing education, review panels, technical assistance, and Board service both nationally and internationally (Section 3.2). Faculty diversity – as reflected in the range of research, service and teaching activities in which faculty are engaged – is key to our ability to offer a comprehensive and timely curriculum along with an excellent environment for students to participate outside the classroom in research and practice activities.

The dean and subsequently UAB provost make appointment, promotion and tenure decisions after review by departmental and subsequently school FAC. Reviews for appointment, promotion and tenure are initiated in the departments following guidelines set by the university provost's office. All faculty members have annual reviews by their respective departmental chairs and biennially by their departmental FACs per university requirement. Promotion and tenure criteria include scholarly, teaching and service activities at a level of productivity commensurate with the desired faculty rank and are broadly described by the UAB Faculty Handbook. School FAC Bylaws particularly for non-tenure earning faculty refines these criteria. The degree to which faculty who seek promotion and/or tenure attain it provides a measure of faculty qualifications. Over the last three years, five faculty were promoted from Assistant to Associate Professor; five faculty were promoted from Associate to Full Professor, and five faculty were awarded tenure

Finally, faculty involvement in scholarly and practice communities is judged in terms of the faculty member's national-level activities (for scholarly recognition) and practice activities. These are judged within the promotion and tenure process, and the assessment of faculty quality also includes special recognition and awards received by faculty groups and individuals. The SOPH and UAB annually recognize outstanding teaching, research and service. Over the past three years, special recognition in the form of a variety of honors and awards has been given to faculty across the school. Recognition of UAB SOPH faculty through these awards and honors provides evidence of high quality. A sample of

these internal and external awards is found in the Table 4.1.d (2).

Table 4.1.d (2): Faculty Awards and Honors	
Award or Honor	**Recipient**
2012	
UAB Minority Health and Health Disparities Research Center Award	A Carson
American Heart Association Top Lecture for Epidemiology Award	G Howard
2013	
UAB Outstanding Public Health Faculty Award	L McCormick
UAB Graduate Dean's Excellence in Mentorship Award	S Shrestha
American Heart Association Distinguished Leadership Award	D Arnett
Founder member of International Society of Pharmacoepidemiology Vaccination Special Interest Group	H Yun
2014	
Lowell Reed Lecture, Applied Health Statistics Section of the American Public Health Association	G Howard
UAB Graduate School Dean's Award for Excellence in Mentorship	D Arnett

4.1.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The faculty complement is multidisciplinary with excellent educational preparation, a high level of competence in research and teaching, and a significant number of individuals with practice experience. The faculty complement is clearly able to support the school's mission, goals and objectives and represents all of the core areas of public health.
- A clear strength is the school's across-the-board cutting edge research, teaching and service activities.

Weaknesses
- To foster a secure and productive faculty, the school must continually guard against "mission stretch" in our activities and remain focused on developing faculty at all levels in a way that is congruent with our mission.
- Two training areas (Environmental Health Sciences and Health Behavior) are small, and a loss of two faculty members could cause us to fall below the minimum number needed for these training programs. We currently have faculty searches underway in both areas.

Future Plans
- Strategic planning has and should continue to guide the SOPH in terms of maintaining a faculty complement that meets the identified priorities of the plan.

4.2. Faculty Policies and Procedures. The school shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

4.2.a. A faculty handbook or other written document that outlines faculty rules and regulations.

The UAB Faculty Handbook (http://www.uab.edu/Faculty-Handbook.aspx) outlines university policies on appointment, promotion, tenure and termination procedures. In addition, the SOPH Faculty Affairs Committee bylaws reiterate important aspects of the faculty handbook, clearly state the nature of non-tenure track appointments, and provide more specific guidelines for promotion and tenure for the school. The dean issues the Faculty Activity Report annually. It outlines procedures used to review and score faculty reports of research, teaching and service activities in evaluations for salary increases.

The UAB Faculty Handbook broadly outlines the differences in expectations for non-tenure track and tenure track faculty, and these differences are further elaborated in the SOPH Faculty Affairs Committee bylaws. Specific expectations for individual non-tenure track faculty are outlined in their letters of offer, and these are updated as needed for their appointments. Adjunct and secondary faculty appointment requests to the FAC are accompanied with a form indicating the specific teaching, research or service expectations for these individuals.

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

Both the university and the school provide extensive faculty development opportunities. The Office of the Vice Provost for Student and Faculty Success provides the leadership for faculty development at the university level. The Center for Teaching and Learning is open to all faculty members and is focused on supporting excellence in teaching that promotes learning through a commitment to pedagogical best practices, appropriate and effective use of technology, and innovative collaboration. Recent university-wide offerings have included several seminars on enhancing teaching effectiveness and on the use of technology. All faculty members are invited to participate in the faculty development program. In addition to the university support, the school provides seminars and departments provide departmental level mentoring.

4.2.c. Description of formal procedures for evaluating faculty competence and performance.

In both the promotion process and the process for evaluating faculty for salary increases, research, teaching and service are evaluated (Table 4.1.d (1)). Formal annual reviews by the departmental leadership are required by the university as are biennial reviews by the departmental promotion and tenure committees. The dean reviews these evaluations and if requested by either the faculty member or department. The biennial reviews are reviewed by the school FAC. Teaching is considered to include both classroom didactic teaching and the mentoring of graduate students in research. Many faculty members are also involved in continuing education activities. In all cases, faculty members are evaluated for the rigor and quality of their designed courses, for the number of students mentored and their research and career achievements, and by the evaluations that students provide of their classroom experiences. In addition, research productivity is evaluated on the basis of number of publications and quality of the venue for these publications, whether faculty members were successful in competing for external funding, and the originality and significance of their scholarly work. Service is evaluated by the significance of the activity described and its value to the relevant stakeholders.

4.2.d. Description of the processes used for student course evaluation and evaluation of instructional effectiveness.

The IDEA student evaluations are utilized university wide. Designed by the IDEA Center in Kansas,

the evaluations provide comparative information for instructors teaching similar courses across the country. Teaching effectiveness is assessed in two ways: 1) progress on relevant objectives as determined by the course instructor and 2) the student's assessment of the teacher and course. Each course is evaluated at the end of the semester. The instructor, the department chair, the assistant dean for undergraduate education and the associate dean for academic and strategic programs review evaluations. Problems are identified and a corrective action is developed as deemed appropriate. The assessment tool is provided in the Electronic Resource File.

4.2.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The school has well-defined policies and procedures to recruit, appoint, and promote qualified faculty as established by university and school policies.
- The school has a clear and equitable system to evaluate faculty competence and performance.
- The university provides faculty development opportunities.

Weaknesses
- The faculty development program has primarily been developed by the university. Efforts to target training and mentoring to SOPH faculty are in the current strategic plan.
- Faculty development activities have not been included in faculty performance reviews that might not incentivize faculty participation in these activities.

Future Plans
- Continue policies for recruiting, appointing, and promoting highly qualified faculty members.

4.3. Student Recruitment and Admissions. The school shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the school's various learning activities, which will enable each of them to develop competence for a career in public health.

4.3.a. Description of the school's recruitment policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

The student recruitment policy of the SOPH is intended to attract qualified individuals who would contribute to the school's vision "to inspire the people who change the world." Specifically, emphasis is placed on recruitment of: 1) active public health professionals lacking a graduate degree in public health; 2) undergraduates in the physical, biological, quantitative and behavioral sciences who wish to pursue a career in some aspect of public health or high school/community college students interested in a health science focused undergraduate degree; 3) experienced health practitioners such as physicians, flight surgeons, nurses, veterinarians, pharmacists and nutritionists, who wish to earn a degree to enhance or modify their careers; and 4) health professionals from foreign countries who want to return to their native land and work to improve the health status of their fellow countrymen.

The task of recruitment is a shared responsibility, involving faculty, administrators, students, major contributors, alumni and the academic units. The recruitment coordinator in the Office of Student and Academic Services directs recruitment efforts and a recruitment management plan is developed each summer (see Electronic Resources File). The admissions coordinator, alumni, director of student services, the scholarship coordinator, the webmaster and each departmental program coordinator participate in recruitment planning and implementation. Since 1998 there has been a recruitment allocation within the budget for the Office of Student and Academic Services to support these activities. This allocation has been used to pay for the development of a unified recruitment package for the school and the expenses for recruitment activities. The recruitment package includes large and small displays, posters, school view books, departmental fact sheets, and give-away items to reinforce the school's name and vision. Samples of these materials are included in the Electronic Resource File.

Recruitment activities include staffed displays at national and regional colleges and universities, including historically black colleges and universities. The SOPH sponsors a booth at the annual meetings of the American Public Health Association and the Alabama Public Health Association, at which recruitment materials are made available. The school has also provided a display at public health day at Auburn University College of Veterinary Medicine and at the Aerospace Medical Association. In addition, the Department of Environmental Health Sciences has a recruitment booth at the annual American Industrial Hygiene Conference and the Society of Toxicology meeting, and the Department of Biostatistics sponsors a booth at their national conference. The SOPH also participates in undergraduate career symposia at regional colleges and universities. Information on degrees, courses, certificates, and seminars are provided to Alabama Department of Public Health employees. Posters are in each staff lounge at the ADPH state office. Each year the health advisors in Alabama, Tennessee, Georgia, and Mississippi receive an information packet which includes brochures, the school's magazine (*The Handle*), and promotional items.

An important aspect of this college visitation is participation in the state circuits. The circuit is a coordinated series of recruitment events over a one-week period in the fall that involves the major colleges and universities in Alabama, Mississippi, Georgia, and Tennessee. Schools that participate include the following:

Alabama Schools
- Alabama A&M University
- Alabama State University
- Athens State College
- Auburn University
- Auburn University - Montgomery
- Birmingham Southern College
- Faulkner College
- Huntington College
- Jacksonville State University
- Miles College
- Oakwood College
- Samford University
- Spring Hill College
- Stillman College
- Troy University
- Troy University - Dothan
- Troy University - Montgomery
- Tuskegee University
- University of Alabama - Birmingham
- University of Alabama - Huntsville
- University of Alabama - Tuscaloosa
- University of Montevallo
- University of North Alabama
- University of South Alabama
- University of West Alabama

Georgia Schools
- Agnes Scott College
- Berry College
- Emory University
- Georgia Institute of Technology
- Georgia Perimeter College
- Georgia Southern
- Kennesaw State University
- University of Georgia
- University of West Georgia

Mississippi Schools
- Alcorn State University
- Belhaven University
- Jackson State University
- Millsaps College
- Mississippi State University
- Mississippi University for Women
- Tougaloo College
- University of Mississippi
- University of Southern Mississippi

Tennessee Schools
- Austin Peat State University
- Sewanee College
- Vanderbilt University

Texas Schools
- Baylor University
- University of Texas - Austin

The SOPH participates in the following in-state, regional, and national conferences to promote the program to broad and diverse groups.

National Meetings/Conferences
- Alpha Epsilon Delta (2014)
- American Public Health Association (annually)
- Annual Biomedical Research Conference for Minority Students (2012-2014)
- National Association for College Admission Counseling (2013-2015)
- SACNAS (2014)

SOPHAS & ASPPH Sponsored Events
- ASPPH - This is Public Health event at Emory (Oct 2014)
- SOPHAS Virtual Fairs (2012-2015)

State (Alabama) Meeting/Conferences
- AIDT Skills USA (2013-2015)
- Alabama Health Professions Advisors Meeting (annually)
- Alabama Joint Leadership Development Conference (2013-2015)
- Alabama Public Health Association (annually)
- HOSA-Future Health Professionals (Alabama Chapter) (2012-2015)
- Rural Health Conference at University of Alabama - Tuscaloosa (2014-2015)

BS in Public Health

UAB handles recruitment of undergraduates centrally and the School of Public Health participates in all recruiting activities hosted by the university. The university hosts several Saturday events called UAB days to recruit high school students into UAB undergraduate programs. Both the assistant dean and undergraduate advisor participate in UAB days.

The SOPH has also worked to establish a strong relationship with undergraduate advisors. Each year they are sent a packet of information (brochures, posters, *The Handle*) that can be used in counseling their undergraduates regarding careers in public health. The undergraduate advisors in Alabama, Mississippi, Georgia, and Tennessee receive regular correspondence regarding the activities of the SOPH, including *The Handle*. In addition to the print material, the SOPH hosts a luncheon for the advisors in the state. The assistant dean also serves as a speaker at the annual Undergraduate Health Advisors Meeting.

Additionally, a community college circuit occurs each spring within the state of Alabama for approximately two months. The SOPH recruitment staff has participated in these Alabama Association of Collegiate Registrars and Admissions Officers (ALACRAO) coordinated events for the past three years (2013-2015). Community colleges that participate are:

- Calhoun– Decatur
- Calhoun – Huntsville
- Central Alabama – Alexander City
- Central Alabama – Childersburg
- Enterprise State
- Gadsden State – Anniston
- Gadsden State – Gadsden
- Jefferson State – Birmingham
- Jefferson State – Shelby
- Lawson State – Bessemer
- Lawson State – Birmingham
- Northwest Alabama
- Shelton State
- Snead State
- Southern Union
- Wallace

Recruitment Survey Results

New students are surveyed to find out how they learned about the SOPH. Students stated that they learned about the school primarily through the web site, undergraduate advisors, and their friends. See Table 4.3.a (1). The major determinants of acceptance of admission were the availability of a major, affordable tuition, and academic quality.

Table 4.3.a (1): Responses to new student survey recruitment questions.			
Questions/Answers	**2012-2013**	**2013-2014**	**2014-2015**
How did you first hear about the UAB SOPH?			
Friend or Relative	9%	17%	0%
APHA/ Graduate School Fair	5%	8%	0%
Graduate School Publication/Magazine	2%	0%	0%
Health-Related Work	4%	8%	0%
Internet/Website UAB SOPH / Others	20%	13%	37%
SOPH / UAB Faculty	15%	4%	0%
SOPHAS	19%	25%	22%
UAB Alumni or Current Student	9%	0%	13%
UAB Graduate School	4%	4%	0%
Undergraduate Advisor / Teacher	8%	8%	28%
Peace Corps – Master's International Program	2%	4%	0%
What factors most strongly influenced your decision to accept admission to the UAB SOPH? (all that apply)			
Academic Quality	69%	46%	51%
Affordable Tuition	51%	38%	64%
Availability of Department/Major	43%	50%	72%
Research Campus / Graduate Research Opportunities	71%	54%	49%
Reputation of the SOPH	57%	38%	0%
Reputation of UAB	52%	38%	0%
Scholarship Awarded	28%	33%	31%
SOPH Faculty research in line with my own interest	15%	17%	0%

4.3.b. Statement of admissions policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

Admission policies of the SOPH are described in the school's catalog. Admission policies and procedures for the MPH, MSPH and DrPH degrees are developed by the Admissions and Graduation (A&G) Committee of the faculty, presented to the Education and Policy Committee (EPC) and are approved by the faculty assembly. The Office of Student and Academic Services is responsible for the administration of the admissions process. The UAB Graduate School is responsible for policies, procedures, and administration of the MS and PhD degrees. The A&G Committee consists of a faculty representative from each department and a student representative. The coordinator of student admissions in the Office of Student and Academic Services staffs the committee. The required elements of an application package, criteria and deadlines for admission, and processes for reviewing exceptions to these are developed, reviewed and monitored by this committee. Within these policies and procedures, departments review applications for their academic programs and make admission decisions using mechanisms that they determine to be the most appropriate for their department.

To be considered for admission, an applicant must submit a completed application form through SOPHAS or ApplyYourself, including statement of career goals, transcripts from all colleges and universities attended, three letters of recommendation, official scores from the Graduate Record Examination (GRE) or other acceptable standardized test (e.g. MCAT, GMAT, etc), and a TOEFL score if educated in a non-English speaking country. The application is compiled by SOPHAS or the UAB Graduate School, if via ApplyYourself, and sent to the Coordinator of Admissions, Office of Student and Academic Services at the SOPH and it is then forwarded to the appropriate department for review and a decision on admission. Once a department has made the decision to admit, admit with contingencies, or reject, the recommendation is reviewed by the associate dean for academic and strategic programs to ensure compliance with the policies and procedures established by the A&G Committee. In the case of a department recommending admission below minimum standards, the Admission Coordinator forwards the application and the department's recommendation to the A&G Committee for review and a vote. Decisions of the A&G Committee may be appealed, but the final decision by the committee stands. The associate dean for academic and strategic programs notifies applicants of the decision, and if the decision is to not admit, she may counsel applicants as to steps that might be taken to strengthen their applications.

The school's admission requirements reflect its desire to admit the most qualified applicants based on their academic credentials, experience, and promise as public health professionals. Academic credentials include undergraduate grade point average (GPA), and if applicable the Graduate GPA, and performance in the verbal and quantitative sections of the GRE. Some departments also consider the score in the analytical writing section of the GRE. In addition, employment history and knowledge of public health are also taken into consideration. In keeping with the university policy of equal opportunity and the desire to draw minority students into the public health professions, the school has emphasized the recruitment of disadvantaged students (see https://www.uab.edu/humanresources/home/careers/aaee). Departments can consider possible limitations in the educational opportunities of the applicants when making admission decisions.

BS Public Health
Admissions are handled centrally for UAB. The School of Public Health does not have any additional requirements for admission beyond what the university requires for undergraduates. Undergraduates apply through the MyUAB portal at http://www.uab.edu/students/. After they are accepted they may declare public health as the major of interest.

4.3.c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the

school. If a school does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the school. In addition, references to website addresses may be included.

UAB SOPH Web Site

The school developed a web site that is a user-friendly, comprehensive source of information for prospective students (see http://www.soph.uab.edu/). Prospective students are able to view detailed information regarding degree and course requirements, tuition and fees estimates, scholarship information and information about the city of Birmingham. By clicking "apply now" the student is taken to the SOPHAS portal and can apply through the centralized application system.

Print Materials

The school produced a "recruitment package" to complement the web site that includes a viewbook, posters, and promotional materials. These materials are available in the Electronic Resource File.

Promotional Items

The school distributed promotional items which display the SOPH logo including the "Join our Swat Team" t-shirt, condoms, mints, antibacterial gel, sunscreen, cups and drink holders.

4.3.d. Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.

The data summarizing applicants, acceptances and enrollment are provided in Table 4.3.d (1). The data in this table indicate that the school is growing, particularly the BS degree program and to a lesser degree the MPH program. There are differences in the application number and acceptances across departments. For example, epidemiology is the most conservative for acceptance of their MPH applicants (54%) compared to ~80% for the other departments offering the MPH.

Table 4.3.d (1): The number of applicants, acceptances and enrollment, by concentration, for each degree (by calendar year, spring, summer, fall. (From CEPH Template 4.3.1.)						
Specialization/Concentration/ Focus Area	**Degree**	**Status**	**2012**	**2013**	**2014**	**2015**
Bachelor Degree						
Bachelor of Science in Public Health[b]	BS	Applied	N/A	49[a]	80	135
		Accepted	N/A	26	73	68
		Enrolled	N/A	16	42	50
Masters Degrees						
Biostatistics						
Biostatistics	MPH	Applied	5	12	18	7
		Accepted	1	12	0	0
		Enrolled	0	0	0	0
Clinical and Translational Science	MSPH	Applied	3	5	2	2
		Accepted	3	4	2	2
		Enrolled	3	4	1	2
Biostatistics	MS	Applied	18	18	16	21
		Accepted	8	12	12	15
		Enrolled	4	3	6	9
Environmental Health Sciences						
Environmental Health & Toxicology[c]	MPH	Applied	17	17	21	25
		Accepted	12	14	12	21
		Enrolled	5	8	4	10
Industrial Hygiene[c]	MPH	Applied	8	2	3	8
		Accepted	7	2	3	6
		Enrolled	2	2	2	3
Accelerated Program in Industrial Hygiene	MPH	Applied	1	0	1	1
		Accepted	1	0	0	1
		Enrolled	0	0	0	1
Occupational Health & Safety[c]	MPH	Applied	9	3	15	6
		Accepted	7	3	9	3
		Enrolled	3	1	4	3

Specialization/Concentration/ Focus Area	Degree	Status	2012	2013	2014	2015
Table 4.3.d (1) (continued): The number of applicants, acceptances and enrollment, by concentration, for each degree (by calendar year, spring, summer, fall. (From CEPH Template 4.3.1.)						
Environmental Health & Toxicology	MSPH	Applied	6	5	3	3
		Accepted	6	5	3	1
		Enrolled	2	2	0	0
Industrial Hygiene	MSPH	Applied	0	4	3	3
		Accepted	0	4	3	2
		Enrolled	0	2	1	1
Epidemiology						
Epidemiology	MPH	Applied	153	172	146	158
		Accepted	102	112	72	86
		Enrolled	36	28	18	31
Applied Epidemiology	MSPH	Applied	24	12	6	14
		Accepted	15	9	6	11
		Enrolled	2	3	4	5
Clinical and Translational Science	MSPH	Applied	11	3	5	4
		Accepted	11	3	5	4
		Enrolled	7	0	4	4
Pharmacoepidemiology & Comparative Effectiveness Research	MSPH	Applied	5	8	6	6
		Accepted	4	5	6	4
		Enrolled	2	1	2	2
Health Behavior						
Health Behavior	MPH	Applied	84	81	60	66
		Accepted	60	52	39	55
		Enrolled	24	24	16	20
Clinical and Translational Science Health Behavior	MSPH	Applied	1	3	1	0
		Accepted	1	3	1	0
		Enrolled	1	3	1	0
Health Care Organization and Policy						
Health Care Organization (also available online)	MPH	Applied	59	74	64	49
		Accepted	54	66	49	38
		Enrolled	20	26	18	18
General Theory & Practice	MPH	Applied	3	4	5	4
		Accepted	2	2	2	1
		Enrolled	1	0	2	1
Health Policy	MPH	Applied	26	29	17	22
		Accepted	26	26	12	19
		Enrolled	8	5	2	4
Maternal and Child Health Policy and Leadership (also available online)	MPH	Applied	31	29	29	29
		Accepted	15	17	17	20
		Enrolled	7	9	7	13
Public Health Preparedness Management and Policy	MPH	Applied	9	3	6	7
		Accepted	8	3	6	4
		Enrolled	4	1	2	1
Outcomes Research	MSPH	Applied	5	3	4	4
		Accepted	4	3	4	4
		Enrolled	4	3	4	3
Doctoral Degrees						
Biostatistics	PhD	Applied	15	22	21	19
		Accepted	10	12	7	4
		Enrolled	6	4	4	4
Environmental Health Sciences	PhD	Applied	6	5	2	4
		Accepted	1	1	2	0
		Enrolled	1	1	2	0
Epidemiology	PhD	Applied	25	35	32	29
		Accepted	10	7	5	5
		Enrolled	7	7	4	1
Health Education and Health Promotion (HB)	PhD	Applied	24	16	17	11
		Accepted	11	6	9	7
		Enrolled	6	5	8	3

Table 4.3.d (1) (continued): The number of applicants, acceptances and enrollment, by concentration, for each degree (by calendar year, spring, summer, fall. (From CEPH Template 4.3.1.)						
Specialization/Concentration/ Focus Area	Degree	Status	2012	2013	2014	2015
Public Health Management (HCOP)	DrPH	Applied	16	18	16	16
		Accepted	4	6	2	1
		Enrolled	0	1	0	0
Maternal Child Health Policy and Leadership (HCOP)	DrPH	Applied	10	11	11	10
		Accepted	2	3	2	2
		Enrolled	2	2	2	0
Outcomes Research (HCOP)	DrPH	Applied	9	12	6	8
		Accepted	4	4	4	1
		Enrolled	1	1	2	1
Joint Degrees						
Business Administration (HCOP)	MPH	Applied	1	5	5	1
		Accepted	1	5	5	1
		Enrolled	1	4	5	0
Doctor of Medicine (General MPH)	MPH	Applied	7	9	14	22
		Accepted	7	9	14	22
		Enrolled	5	8	13	20
Doctor of Optometry (HCOP)	MPH	Applied	0	0	0	0
		Accepted	0	0	0	0
		Enrolled	0	0	0	0
Doctor of Veterinary Medicine (General MPH)	MPH	Applied	1	0	0	0
		Accepted	1	0	0	0
		Enrolled	0	0	0	0
Juris Doctor (HCOP) (with Samford University)	MPH	Applied	2	0	4	0
		Accepted	2	0	4	0
		Enrolled	0	0	4	0
Maternal & Child Health and Leadership / Nursing (HCOP)	MPH	Applied	1	0	1	0
		Accepted	1	0	1	0
		Enrolled	0	0	0	0
Maternal & Child Health and Leadership/ Social Work (HCOP) (with University of Alabama)[c]	MPH	Applied	3	1	3	5
		Accepted	3	1	2	4
		Enrolled	1	1	2	3
Nursing (HB)	MPH	Applied	1	0	0	1
		Accepted	0	0	0	1
		Enrolled	0	0	0	0
Psychology PhD (HB) (also with University of Alabama)	MPH	Applied	0	0	0	0
		Accepted	0	0	0	0
		Enrolled	0	0	0	0
Public Administration (HCOP)	MPH	Applied	1	3	1	2
		Accepted	1	3	1	2
		Enrolled	0	2	1	2
Sociology PhD (HB)	MPH	Applied	0	0	0	0
		Accepted	0	0	0	0
		Enrolled	0	0	0	0
Doctor of Medicine (General MSPH)	MSPH	Applied	0	0	0	0
		Accepted	0	0	0	0
		Enrolled	0	0	0	0
Psychology PhD (HCOP) (also with University of Alabama)	MSPH	Applied	0	0	0	0
		Accepted	0	0	0	0
		Enrolled	0	0	0	0
Environmental Health & Toxicology – Fast Track	MPH	Applied	0	0	0	0
		Accepted	0	0	0	0
		Enrolled	0	0	0	0
Epidemiology – Fast Track	MPH	Applied	1	2	3	2
		Accepted	1	2	3	2
		Enrolled	1	1	2	2

Table 4.3.d (1) (continued): The number of applicants, acceptances and enrollment, by concentration, for each degree (by calendar year, spring, summer, fall. (From CEPH Template 4.3.1.)						
Specialization/Concentration/ Focus Area	Degree	Status	2012	2013	2014	2015
Health Behavior – Fast Track	MPH	Applied	0	1	5	3
		Accepted	0	1	5	3
		Enrolled	0	0	5	3
Health Care Organization – Fast Track	MPH	Applied	2	0	1	3
		Accepted	2	0	1	2
		Enrolled	2	0	1	2
[a]BS in Public Health began fall, 2013 [b]Students are not admitted to the university by concentration, only by public health major; therefore, the concentration is not set at the time of initial enrollment. [c]Also available online.						

4.3.e. Quantitative information on the number of students enrolled in each specialty area identified in the instructional matrix, including headcounts of full- and part-time students and a full-time- equivalent conversion, by concentration, for each degree, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.

The data regarding total enrollment by department and program is detailed in Table 4.3.e (1). As evidenced in this table, each department is successfully enrolling students, although some of the specialty tracts are not overly subscribed.

Table 4.3.e (1): Graduate Student Enrollment Data from 2012 to 2015 based on **fall semester enrollment only**. (From CEPH Template 4.3.2.)									
		2012		2013		2014		2015	
Degree	Specialization	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Biostatistics									
MPH	Biostatistics	0	0	0	0	0	0	0	0
MSPH	Clinical and Translational Science	4	2.5	7	4.5	6	4.5	4	2.5
MS	Biostatistics	6	5.5	7	6	9	6	16	13
PhD	Biostatistics	28	24.5	26	22	26	22	21	17.5
Environmental Health Sciences									
MPH	Environmental Health	6	5.5	10	9.5	3	3	28	25
MPH	**Online** Environmental Health	0	0	3	2.5	4	3	0	0
MPH	Industrial Hygiene	5	5	6	6	4	4	3	2.5
MPH	Accelerated Industrial Hygiene	0	0	0	0	1	1	0	0
MPH	Occupational Health & Safety	3	2	0	0	4	3.5	0	0
MPH	**Online** Occupational Health & Safety	1	0.5	4	2.5	3	2.5	0	0
MPH	Fast Track MPH	2	2	2	2	0	0	0	0
MSPH	Environmental Health & Toxicology	3	3	4	4	4	2.5	1	1
MPH	Environmental Health	0	0	0	0	2	2	0	0
MSPH	Industrial Hygiene	0	0	1	1	4	4	0	0
PhD	Environmental Health Sciences	7	5.5	4	4	4	3.5	4	3.5
Epidemiology									
MPH	Epidemiology	61	56	48	45	30.5	43	59	55
MPH	Fast Track MPH	3	2.5	2	2	5	5	5	5
MSPH	Epidemiology	1	0.5	0	0	0	0	0	0
MSPH	Applied Epidemiology	11	10.5	12	10.5	6	6	11	9
MSPH	Pharmacoepidemiology & Comparative Effectiveness Research	4	3.5	2	1.5	3	3	5	5
MSPH	Clinical and Translational Science	14	10	11	7	6	3.5	6	4.5
DRPH	International Health	6	3.5	5	3	3	2	1	0.5
PhD	Epidemiology	29	20.5	29	21.5	25	19.5	21	17

Table 4.3.e (1) (continued): Graduate Student Enrollment Data from 2012 to 2015 based on **fall semester enrollment only**. (From CEPH Template 4.3.2.)		2012		2013		2014		2015	
Degree	**Specialization**	**HC**	**FTE**	**HC**	**FTE**	**HC**	**FTE**	**HC**	**FTE**
Health Behavior									
MPH	Health Behavior	47	44	48	44.5	37	31.5	35	28
MPH	Fast Track MPH	1	1	1	1	4	4	5	5
MSPH	Clinical and Translational Science	1	0.5	5	3	3	2	2	1.5
PhD	Health Education and Health Promotion	23	17	21	16	24	18.5	23	17
Health Care Organization and Policy									
MPH	Health Care Organization	35	32	37	34.5	33	29.5	22	21.5
MPH	General Theory & Practice	2	1.5	1	0.5	2	1.5	2	1
MPH	Public Health Preparedness Management	7	7	3	3	2	2	3	3
MPH	Health Policy	16	15	11	10	6	5	4	4
MPH	Maternal and Child Health Policy and Leadership	14	13	14	13	12	11.5	11	10.5
MPH	Fast Track MPH	5	5	3	3	2	2	2	2
MPH	**Online** Health Care Organization	6	5	17	12	19	13	23	16.5
MPH	**Online** Maternal and Child Health Policy and Leadership	3	3	4	3.5	2	2	7	6
MSPH	Outcomes Research	8	6.5	7	6.5	7	6.5	8	5.5
DrPH	Health Care Organization	9	6.5	10	7	9	6	3	2
DrPH	Public Health Management	0	0	0	0	0	0	0	0
DrPH	Maternal and Child Health Policy	6	4.5	6	5	8	6	5	3.5
DrPH	Outcomes Research	3	2.5	4	2.5	7	5.5	9	6
Joint Degree Programs									
MPH	Health Behavior/Nursing	1	1	1	0.5	1	0.5	1	0.5
MPH	Psychology PhD	1	1	0	0	0	0	0	0
MPH	Sociology PhD	0	0	0	0	0	0	0	0
MPH	Business Administration	5	4	5	4	10	9.5	5	4.5
MPH	Doctor of Optometry	0	0	0	0	0	0	0	0
MPH	Public Administration	5	3.5	5	3	3	2	7	6
MPH	Juris Doctor	2	1	2	2	4	4	0	0
MPH	Maternal and Child Health Policy/Nursing	1	1	1	1	1	0.5	1	1
MPH	Maternal and Child Health Policy/Social Work	2	1.5	3	2.5	2	2	5	4.5
MPH	**Online** Maternal & Child Health Policy/Social Work	1	1	1	1	0	0	0	0
MSPH	Psychology PhD	1	1	0	0	0	0	0	0
MPH	MPH/MD General Track	6	6	2	2	12	9	7	6.5
MPH	MPH/DVM General Track	0	0	0	0	0	0	0	0

4.3.f. Identification of measurable objectives by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures for each of the last three years. See CEPH Outcome Measures Template.

The BS in Public Health was established in 2013 and as such does not have outcome measures at this point. See Table 4.3.f (1) for the objectives for assessing enrollment in our graduate programs.

Table 4.3.f (1): Outcome measures for enrollment assessment					
		Year			
Outcome Measure	**Target**	**2012**	**2013**	**2014**	**2015**[a]
Applicants, #	500	605	548	604	48
Masters GRE	300	546	304	304	302
Doctoral GRE	300	542	311	307	
Master GPA[b]	3.3	3.25	3.3	3.4	3.3
Doctoral GPA[b]	3.5	3.3	3.8	3.7	
[a]2015 data only contains spring numbers. Note: there are no doctoral admits in the spring; therefore, GRE and GPA is not applicable. [b]International Students are not included in the GPA average.					

4.3.g. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The SOPH has an active program to recruit qualified students and stated admissions policies and procedures to review the credentials by which consistently qualified students have been admitted into all of the degree programs in the school.
- The school has established rigorous policies and procedures for recruitment and admissions.
- The school sets high standards for admissions to ensure a distinguished student body and a high-caliber future public health workforce.
- The school utilizes the Schools of Public Health Application Service (SOPHAS), an online centralized application service to improve student access to applications.
- The school's coordinator of recruitment directs all recruitment efforts, which provides a coordinated school-wide effort.
- As our major recruitment tool, the web site needs continual updating; however, recent updates to the web site and the hiring of a communications director ensures that it is kept current and attractive to students.

Weakness
- UAB uses Banner for its student management system; as there is no link between SOPHAS and Banner, this is problematic.

Future Plans
- Continue to reach out to students in Alabama and more broadly to increase our enrollment in traditional programs, and create a marketing strategy to further grow or online programs.
- Continue to foster discussions within the school about student recruitment and how more faculty can be engaged in the recruitment process.
- The school plans to invest in an enrollment management system to enhance communication with applicants and increase the conversion of applicants to matriculated students.

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

4.4.a. Description of the school's advising services for students in all degree programs, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.

At the time of admission to any SOPH degree program, students are assigned an academic advisor by the chair of the department to which they have applied, and are notified as such in their letter of admission. Academic advisors are members of the SOPH faculty. Students admitted to degree programs are periodically sent material prior to the time of matriculation and are encouraged to contact their academic advisor, the departmental program coordinator, or the Office of Student and Academic Services with any questions they may have. Every student must meet with his or her academic advisor prior to registration each academic term. The registration system will deny students access if their academic advisor has not directed that the registration "hold" be removed; such direction is not given until a meeting between the student and the academic advisor has taken place. Each department in the school also employs a program coordinator who is responsible for supporting the academic advising provided by faculty members [Julie Brown (HB and ENH), Brenda Campbell (HCOP), Della Daniels (BST), and Kimberly King (EPI)]; these persons serve as the primary point of contact between the Office of Student and Academic Services and the individual departments. They are typically the first point of contact for students and often address the routine curriculum and registration activities. Within each department, these staff persons assemble and distribute student handbooks and maintain curriculum information and program expectations for all degree programs offered by the departments; maintain student files; have available copies of all forms related to student academic affairs; have read-only access to the university's student data system for purposes of tracking course enrollment for faculty, printing unofficial transcripts for advisors, and identifying registration call numbers for courses and individual faculty; and assist in recruiting and application counseling for prospective students.

Prior to the beginning of the fall term each year, the SOPH holds an orientation for all incoming graduate students. In addition to meeting collectively with school and university officials, time is scheduled for students to meet as smaller groups within their respective departments and individually with their departmental program coordinator and academic advisors. Most departments provide their students with a Student Handbook (examples are provided in Electronic Resource File). Students may request a change in their academic advisor at any time, and some do so, typically seeking a better alignment of educational, research or career goals. Academic advisors are mentors to students, guiding their careers and assisting in socialization to the profession of public health, as well as sources of information on curricular issues. Student advising is a partnership shared between individual faculty members and the staff of the Office of Student and Academic Services and the Office of Alumni Relations and Development. In that spirit, these two offices work cooperatively to ensure that faculty members are as informed as they can be to assist students in achieving their educational and professional goals. Annual Faculty Advising informational sessions are offered each summer. The manual may be found in the Electronic Resource File.

For undergraduates, UAB hosts several orientation sessions throughout the summer for freshmen and the year for transfer students. The School of Public Health academic advisor meets with all incoming students individually to help with registration for classes. Undergraduates must obtain a code from the advisor each semester to register for classes that ensures the advisor is tightly link to student success. In addition, UAB provides tools through the Student Success Collaboration to ensure students are progressing towards graduation.

4.4.b. Description of the school's career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to specific needs in the school's student population.

The school prepares its students for the internship and job searches through its Office of Career Services. Students are provided with a variety of seminars and workshops throughout the year. This includes information on resume writing and interviewing skills along with electronic distribution service of job and internship announcements, and other self-help aids accessed from the school's web site.

The UAB Career and Professional Development offer the following materials and services:

• The UAB Career and Professional Development Planning Guide; see http://issuu.com/uabcpds/.
• Career Advice – Career Consultants are available by appointment to help address individual and group needs in areas of personal branding, career decision and goals.
• Career Assessment – Career Consultants assist students with self-assessments concerning career planning
• Career Fairs, Workshops and Events – Each term the Internship and Employee fairs and networking workshops to name a few are provided for students
• Job and Internship Listings – In DragonTrail there are postings of full-time and part-time job openings (both on and off campus) for internships, Cooperative education, and professional Opportunities for current students as well as Alumni.

The Career and Professional Development office assigns Career Consultants to the School of Public Health to assist our students in career development and preparation. The Career Consultants also work very closely with our Internship Coordinator to assist in planning and hosting events for Public Health students regarding student part-time and full-time employment opportunities as well internship opportunities.

4.4.c. Information about student satisfaction with advising and career counseling services.

At the time of graduation, every student completes an "exit interview" survey. This survey includes seven questions regarding advising and career counseling services. SOPH strategically expects 80% of the students to be satisfied with their advising experience and that 90% of graduates to be employed within 6 months of graduation. Dr. Arnett identified the need to improve response rates on the exit survey, guiding the new student to the correct program, academic advising and career counseling. For the academics years of 2012, 2013, and 2014, 86% to 92% of the students who completed the exit interview were satisfied with their academic advising, 89% to 98% claimed faculty were easy to access, and 77% to 90% agreed that they received adequate guidance for selection of their department and track.

The OSAS also ask our students questions regarding their use of and satisfaction with career counseling services. Among 2013 graduates, 38% reported using the SOPH career counseling services, and of those that did, 85% rated those services as excellent/good. Among those who graduated during the 2014 academic year, 49% reported using the SOPH career counseling services, and of those that did, 41% rated those services as excellent/good. Increasing the awareness of the career services support in the school is a goal, as well as improving the quality of the services. The SOPH has recently transitioned from a shared position with UAB Career Services where our Internship Coordinator was 60% FTE with the SOPH and 40% FTE with UAB Career Services. Our new person is a 100% FTE position in the SOPH and serves as the liaison to UAB Career Services. Additionally, the school has someone from UAB Career Services who is assigned to the SOPH (Elizabeth Simmons, assistant director of career services). Dr. Arnett in her prior role as Associate Dean believed that this new structure will provide more direct career services to our students, plus bring the expertise of the UAB

Career Services as an additional bonus. In the prior model, the career services 40% FTE served all students at UAB rather than only public health.

4.4.d. Description of the procedures by which students may communicate their concerns to school officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

Student complaints on academic matters are the responsibility of the department and school involved as well as the graduate school for students enrolled in graduate training. UAB's graduate school grievance policy is located at https://www.uab.edu/graduate/catalog/. Normally, such complaints can be resolved quickly through discussion with the involved faculty. In rare situations where such resolution does not occur, the student contacts the chair of the appropriate department to file a formal grievance. The procedures for filing a grievance are articulated in the school's charter at https://www.soph.uab.edu/files/faculty/facassemblycharter_november2012.pdf. The student's grievance is submitted in writing and accompanied by documentation. Consideration will not be given to any grievance submitted later than the end of the term immediately following the term in which the matter in question arose. The department acknowledges the date the grievance was received and notifies the student about when an answer may be expected. It is the responsibility of the department chair to provide an answer to the student within 10 working days. If the matter cannot be settled within the department, the student has 10 working days from the day of the department's response to appeal to the associate dean of academic and strategic programs of the SOPH. The associate dean acknowledges receipt of the student's appeal and informs the student of the course of action within 10 working days. At the associate dean's discretion, an advisory panel may be appointed to study the disagreement and make a recommendation to the dean. However, it is the responsibility and prerogative of the associate dean to make, in a timely manner, a decision on any academic dispute that has not been resolved at lower levels. The decision of the associate dean is final on academic matters.

For complaints that cannot be resolved, a written complaint is forwarded to the appropriate office. If the administrative officer is unsuccessful in resolving the complaint, it may then be forwarded in writing to the provost or a designee for further consideration. There have been no formal grievances in the last 3 years.

In addition to the formal grievance procedure, the Public Health Student Association (PHSA) meets with the dean on an annual basis to discuss student concerns. Departmental representatives collect concerns from other students in their department and collectively present them to the dean.

4.4.e. Assessment of the extent to which this criterion is met and an analysis of the school's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The SOPH takes seriously its role in providing quality academic advising services to students while they are enrolled.
- The school prepares students for their job search with a strong and well-organized program of career services.
- The SOPH tracks attendance at our career service offerings and attendance has increased over the past five years.

Weakness
- Response rate on exit survey is lower than OSAS would like (approx. 50%). Improving this to >75% is a goal.
- While the school has increased attendance at our career services offerings, the school (in particular

Kimberly Hunter) will further improve utilization and quality of the services.
- Traditionally, the internship coordinator has e-mailed job announcements to students. Students have requested that all jobs be placed on the web site.

Future Plans

- Dr. Arnett (and now Dr. Ginter) and the OSAS have worked hard to improve the accessibility and quality of these services and to evaluate our progress annually. Dr. Arnett made is a requirement for students to complete the graduation survey. Until the survey is completed, the student cannot apply for graduation. The SOPH strategically expects at least 80% of the students to be satisfied with their advising experience and that 90% of the graduates will be employed within 6 months of graduation. OSAS will develop a job announcement web site as requested by the students. The school has been working with the departmental program coordinators (often the first point of contact for students pre and post enrollment) to enhance their role in helping individuals to transition to student life. They can do the preliminary advising, thus, allowing more time for the faculty academic advisor to counsel the student regarding career choices and other more in-depth issues. Drs. Arnett and Ginter and OSAS have recommended to departments that all MPH students be assigned to the departmental program coordinator for academic advising and that the faculty be utilized for the mentoring role during the internship and for career guidance. The associate dean for academic and strategic programs annually conduct student advising training for faculty and departmental program coordinators to go over roles and procedures.

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