Self-Study Report for Accreditation

February 2006

Prepared for The Council on Education for Public Health
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Criterion I

MISSION, GOALS, AND OBJECTIVES

The School shall have a clearly formulated and publicly stated mission with supporting goals and objectives.

Documentation Provided

1. A clear and concise mission statement for the school as a whole.
2. One or more goal statements for each major function by which the school intends to attain its mission, including instruction, research and service.
3. A set of measurable objectives relating to each major function through which the school intends to achieve its goals of instruction, research and service.
4. A description of the manner in which mission, goals and objectives are developed, monitored and periodically revised and the manner in which they are made available to the public.
5. Assessment of the extent to which this criterion is met.
MISSION, GOALS, AND OBJECTIVES

Criterion I. The School shall have a clearly formulated and publicly stated mission with supporting goals and objectives.

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

The mission of the University of Washington School of Public Health and Community Medicine (SPHCM) is to promote population health, prevent illness, disability, and injury, and ensure efficient, effective, and equitable health care systems through education, research, and service.

I.2. One or more goal statements for each major function by which the School intends to attain its mission, including instruction, research, and service.

To fulfill its mission, the goals of the SPHCM are to:

a. Educate innovative, effective, and culturally competent public health researchers, faculty, and practitioners.

b. Advance knowledge in the public health sciences through research and discovery.

c. Contribute to sound public health policies and increase recognition of the importance of public health through dissemination and community collaboration.

I.3. A set of measurable objectives relating to each major function through which the School intends to achieve its goals of instruction, research, and service.

The three goals of the SPHCM are both distinct and inter-related. For example, the School believes that a critically effective way to support teaching and service is through a strong emphasis on research. Furthermore, teaching and research are enhanced enormously through faculty and student involvement in policy and service activities. This is reflected in the goals and in the interdependence of the objectives for achieving them.

The School pursues each of these goals through meeting the objectives listed under them. The measures by which these objectives are tracked are shown in Table I-1.

a. Educate innovative, effective, and culturally competent public health researchers, faculty, and practitioners.

- Recruit and retain outstanding faculty in the range of disciplines and specialities consistent with SPHCM’s mission.
- Recruit graduate and undergraduate students of the highest academic capabilities who are committed to public health.
- Provide a multicultural setting for public health learning.
- Provide excellent educational programs and opportunities.
- Apply innovative pedagogical methods to enhance teaching and learning.
- Promote lifelong learning.

b. Advance knowledge in the public health sciences through research and discovery.

- Develop new programs in response to emerging health problems, new technologies, and advances in the public health sciences.
• Foster an environment that promotes creativity, collaboration, and interdisciplinary research.
• Develop the infrastructure to support state-of-the-art research.
• Compete successfully for research funding in the public health sciences.
• Contribute scientific knowledge in the public health disciplines.

(c. Contribute to sound public health policies and increase the recognition of the importance of public health through dissemination and community collaboration.
• Disseminate public health knowledge and research findings to policy-makers, public health professionals, and the general community.
• Engage in collaborative research, training, and service activities with governmental and non-governmental organizations.
• Build community alliances that will bridge science and practice.

The School has established quantitative and qualitative measures to track its performance in meeting its objectives. Because the School is currently functioning well in most areas, the target for most quantitative measures is to maintain or improve the level of each measure. For some measures, a target has been chosen to improve performance by 5% per year for the next five years (which is approximately 28% over five years, when compounded). Qualitative measures, on the other hand, have no targets; they will be reviewed annually by the School’s Executive Committee (SPHEC) to determine whether performance in these areas is satisfactory.

Measures for tracking the School’s success in meeting these objectives are listed in Table I-1.
<table>
<thead>
<tr>
<th>Goal a. Educate innovative, effective, and culturally competent public health researchers, faculty, and practitioners.</th>
<th>Objective</th>
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<tbody>
<tr>
<td>Recruit and retain outstanding faculty in the range of disciplines and specialties consistent with SPHCM’s mission.</td>
<td>Recruit graduate and undergraduate students of the highest academic capabilities who are committed to public health.</td>
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<tr>
<td>Provide a multicultural setting for public health learning.</td>
<td>Provide excellent educational programs and opportunities.</td>
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<tr>
<td>Apply innovative pedagogical methods to enhance teaching and learning.</td>
<td>Promote lifelong learning.</td>
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<table>
<thead>
<tr>
<th>Measures to track progress</th>
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<tbody>
<tr>
<td>Number and qualifications of new faculty hires, by title and department</td>
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<tr>
<td>Number of faculty, by department and rank</td>
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<tr>
<td>Number of peer-reviewed publications at time of promotion, by rank</td>
</tr>
<tr>
<td>Number of faculty, with competing offers from other institutions, and proportion successfully retained (target: 100% retained)</td>
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<tr>
<td>Faculty awards and honors (qualitative measure)</td>
</tr>
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<td>Number of applications, acceptances, and new enrollments, by program</td>
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<tr>
<td>Number of enrollments (FT/PT) and graduates, by program</td>
</tr>
<tr>
<td>Average student GRE scores among accepted and enrolled applicants</td>
</tr>
<tr>
<td>Number of undergraduate and public health majors and minors</td>
</tr>
<tr>
<td>Number of students supported on training grants and research projects</td>
</tr>
<tr>
<td>Number of minority faculty, by title (target: meet or exceed goal set by UW Equal Opportunity Office)</td>
</tr>
<tr>
<td>Number of minority applicants, acceptances, and new enrollments, by program (target: increase by 5% per year)</td>
</tr>
<tr>
<td>Number of minority students, by program (target: increase by 5% per year)</td>
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<tr>
<td>Number of international students, by program</td>
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<tr>
<td>SPHCM courses focusing on cultural issues (qualitative measure)</td>
</tr>
<tr>
<td>SPHCM research, service, and training projects involving underrepresented or disadvantaged populations (qualitative measure)</td>
</tr>
<tr>
<td>SPHCM degree and certificate programs (qualitative measure)</td>
</tr>
<tr>
<td>Number of SPHCM courses, credit hours, and enrollments, by department</td>
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<tr>
<td>Enrollment in SPHCM courses by students outside of SPHCM, by department</td>
</tr>
<tr>
<td>Student-faculty ratios, by department</td>
</tr>
<tr>
<td>Proportion of FT master’s students finishing within three years (target: 100%)</td>
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<tr>
<td>Proportion of PhD students finishing within seven years (target: 100%)</td>
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<tr>
<td>Proportion of students passing qualifying exams as a percentage of those taking these exams (target: 100%)</td>
</tr>
<tr>
<td>Proportion of students publishing papers, by department and degree</td>
</tr>
<tr>
<td>Number of SPHCM courses receiving low (less than 3.0 on a 0-5 scale) student ratings (target: 0%)</td>
</tr>
<tr>
<td>SPHCM courses receiving high (greater than or equal to 3.7 on a 0-5 scale) student ratings (target: 100%)</td>
</tr>
<tr>
<td>Proportion of graduates with a job obtained within one year of graduation, by degree and department (target: 80%)</td>
</tr>
<tr>
<td>Average satisfaction scores on exit surveys, by degree and department (target: 90% satisfied or very satisfied)</td>
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<tr>
<td>Average satisfaction scores on alumni surveys, by degree and department (target: 90% satisfied or very satisfied)</td>
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<tr>
<td>Number of training grants and positions on training grants</td>
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<tr>
<td>Programs and courses using innovative teaching methods (qualitative measure)</td>
</tr>
<tr>
<td>Educational programs aimed at the public health workforce (qualitative measure)</td>
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<tr>
<td>Educational programs aimed at alumni (qualitative measure)</td>
</tr>
</tbody>
</table>
Goal b. Advance knowledge in the public health sciences through research and discovery.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measures to track progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop new programs in response to emerging health problems, new technologies, and advances in the public health sciences.</td>
<td>▪ New research programs (qualitative measure)</td>
</tr>
<tr>
<td>Fostering an environment that promotes creativity, collaboration, and interdisciplinary research.</td>
<td>▪ New interdisciplinary research programs (qualitative measure)</td>
</tr>
<tr>
<td>Develop the infrastructure to support state-of-the-art research.</td>
<td>▪ Grants that address emerging public health challenges (qualitative measure)</td>
</tr>
<tr>
<td>Compete successfully for research funding in public health sciences.</td>
<td>▪ Interdisciplinary research programs (qualitative measure)</td>
</tr>
<tr>
<td>Contribute scientific knowledge in the public health disciplines.</td>
<td>▪ Interdisciplinary courses and training programs (qualitative measure)</td>
</tr>
<tr>
<td>▪ Space: On-campus, off-campus</td>
<td>▪ Number of research submissions (target: increase by 5% per year)</td>
</tr>
<tr>
<td>▪ Indirect Cost Return (target: increase by 5% per year)</td>
<td>▪ Number of research awards (target: increase by 5% per year)</td>
</tr>
<tr>
<td>▪ Research dollars generated school-wide and by department, including research dollars generated by SPHCM faculty in affiliated institutions and through participation in research with PIs in other UW schools (target: increase by 5% per year)</td>
<td>▪ Research dollars generated per FTE faculty</td>
</tr>
<tr>
<td>▪ Number of faculty publications in peer-reviewed journals</td>
<td>▪ Number of faculty recognitions for scientific contributions (qualitative measure)</td>
</tr>
</tbody>
</table>

Goal c. Contribute to sound public health policies and increase recognition of the importance of public health through dissemination and community collaboration.

| Disseminate public health knowledge and research findings to policy-makers, public health professionals, and the general community. | ▪ Symposia or seminars that are open to the public showcasing the activities of the School (qualitative measure) |
| Engage in collaborative research, training, and service activities with governmental and non-governmental organizations.          | ▪ Outreach programs to grades K–12 (qualitative measure)                                     |
| Build community alliances that bridge science and practice.                 | ▪ Outreach programs to community constituencies (qualitative measure)                        |
| ▪ News and media events (qualitative measure)                              | ▪ Number of adjunct appointments, by department                                              |
| ▪ Number of clinical and affiliate faculty, by department                   | ▪ Number of joint appointments with affiliated institutions                                  |
| ▪ Number of joint appointments with other UW schools                        | ▪ Number of faculty participating in community service                                      |
| ▪ Number of faculty with joint appointments with other UW schools           | ▪ Number of grants with PIs and other colleagues in other UW schools                        |
| ▪ Number of grants with PI colleagues at affiliated institutions            | ▪ Educational opportunities sponsored by SPHCM for practicing public health professionals and alumni (qualitative measure) |
| ▪ Educational opportunities sponsored by SPHCM for practicing public health professionals and alumni (qualitative measure) | ▪ Number of participants in educational opportunities sponsored by SPHCM for practicing public health professionals and alumni |
| ▪ Affiliated institutions and agencies actively involved with faculty and students (qualitative measure) | ▪ Number of student practicum sites                                                        |
| ▪ Community-based research, training, and service projects (qualitative measure) | ▪ Community-based research, training, and service projects (qualitative measure)            |


1.4. **A description of the manner in which mission, goals, and objectives are developed, monitored, and periodically revised and the manner in which they are made available to the public.**

*Development, monitoring, and revision*

The mission and goals are thoroughly reviewed and revised every five to seven years, as part of the strategic planning or Self-Study process. In 1998, the School underwent a broad-based, overarching strategic planning process that was updated in 2005.

Each year, as part of the School’s annual SPHEC retreat, performance in relation to each of the School’s goals is formally assessed, and strategic objectives are reviewed, reaffirmed, or redirected. In addition, several administrative and organizational mechanisms monitor achievement of the School’s goals and objectives. Internal methods of evaluating SPHCM’s training programs include regular program reviews by the School’s Curriculum Committee and by the Graduate School, student and peer teaching evaluations, and student exit and alumni surveys. Each department sets aside time at faculty meetings and holds periodic retreats to take stock, identify priorities for future directions and initiatives, and assess its own objectives within the broader School mission and objectives. These are described in Criterion X.A.

*Dissemination*

The School’s mission, goals, and objectives are disseminated to the public through *Updates*, a newsletter from the Dean’s Office, which is distributed broadly within the Health Sciences, the University, and to external organizations twice annually. They also are posted on the School’s website and are published in its catalog, which is revised annually and made available to incoming students at orientation. Additional opportunities that SPHCM uses to showcase its mission, goals, and objectives to the public in an implicit manner include meeting with the Alumni Board and External Advisory Board, periodic open seminars and symposia, the annual Health Sciences Open House, publications including the *Spotlight on Research* quarterly bulletin that highlights current faculty and student research projects underway within the School, and *Northwest Public Health*, a journal that promotes the discussion of public health issues, ideas, and innovations across the Pacific Northwest.

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

*Strengths*

- The School has a concise mission statement and set of goals that have been developed through interaction with faculty, students, and external stakeholders.
- The School has a set of measurable objectives by which to evaluate progress toward its goals.
- The School annually reviews progress in the context of its goals and objectives.
- The School’s goals are disseminated to faculty, students, and other stakeholders.

*Challenges*

- Measurement of some objectives requires data collection efforts that are resource- and time-intensive, which means that progress toward some objectives cannot be measured annually.
- Many measures do not have meaningful quantitative targets.
Plans

- Continue to develop better measures of the School’s activities and impact.
- Continue to work to establish specific targets for strategic measures.
- Continue to communicate the School’s mission, goals, and objectives to stakeholders.

This criterion is met.
Criterion II.A

ORGANIZATIONAL SETTING – EXTERNAL

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

Documentation Provided

1. A brief description of the institution in which the school is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.

2. An organizational chart of the university indicating the school's relationship to the other components of the institution.

3. A description of the school's relationship to the university's system of governance, to amplify the diagrammatic representation, including budgeting and resource allocation; personnel recruitment, selection and advancement; and establishment of academic standards and policies.

4. Assessment of the extent to which this criterion is met.
ORGANIZATIONAL SETTING—EXTERNAL

II.A. The School shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

II.A.1. A brief description of the institution in which the School is located, along with the names of the accrediting bodies (other than CEPH) to which the institution responds.

The School of Public Health and Community Medicine (SPHCM) is one of 17 schools and colleges on the University of Washington (UW) campus in Seattle. The SPHCM is one of six professional schools that comprise the Health Sciences Center; the others are Medicine, Nursing, Dentistry, Pharmacy, and Social Work. As in the other schools, the Dean reports to the President through the Provost on all budgetary and academic issues. The President of the University reports to the Board of Regents, which has ultimate authority for governing the University.

The University of Washington is accredited by the Northwest Commission on Colleges and Universities and is a member of the Association of American Universities. Several of the School’s academic programs are accredited by other accrediting bodies, as described in Table II-1.

Table II-1. SPHCM Educational Programs and Other Accrediting Bodies

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>DEPARTMENT</th>
<th>ACCREDITING BODY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Medicine Residency</td>
<td>Environmental and Occupational Health Sciences</td>
<td>Accreditation Council for Graduate Medical Education</td>
</tr>
<tr>
<td>Undergraduate program in</td>
<td>Environmental and Occupational Health Sciences</td>
<td>National Environmental Health Science and Protection Accreditation Council</td>
</tr>
<tr>
<td>Environmental Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dietetic Internship and Didactic</td>
<td>Epidemiology</td>
<td>American Dietetic Association</td>
</tr>
<tr>
<td>programs, part of the</td>
<td></td>
<td></td>
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<tr>
<td>interdisciplinary Nutritional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sciences program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Information Administration</td>
<td>Health Services</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>certificate program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master of Health Administration</td>
<td>Health Services</td>
<td>Accrediting Commission on Education for Health Services Administration</td>
</tr>
</tbody>
</table>

The University of Washington is accredited by the Northwest Commission on Colleges and Universities and is a member of the Association of American Universities. Several of the School’s academic programs are accredited by other accrediting bodies, as described in Table II-1.
II.A.2. An organizational chart of the University indicating the School’s relationship to the other components of the institution.

Figure II-1 is the organizational chart of the University of Washington and illustrates the School of Public Health and Community Medicine’s equal status with the other schools and colleges. The relationship of the School within the Health Sciences and Medical Affairs Organization is illustrated in Figure II-2.

Figure II-1. University of Washington Organizational Chart
Figure II-2. Health Sciences and Medical Affairs Organization Chart

- Board of Regents
- President
  - Mark A. Emmert
- Office of the President
- Provost
  - Phyllis Wise
- Vice President for Medical Affairs
  - Paul G. Ramsey
- Dean of Medicine
  - Paul G. Ramsey
- Dean of Dentistry
  - Martha J. Somerman
- Dean of Nursing
  - Nancy F. Woods
- Dean of Pharmacy
  - Sidney D. Nelson
- Dean of Public Health and Community Medicine
  - Patricia W. Wahl
- Dean of Social Work
  - Lewayne Gilchrist, Acting
- Board of Health Science Deans†
  - Sidney D. Nelson, Chair
- Executive Director of Health Science Administration
  - John A. Coulter
- UW Medical Center
  - Kathleen A. Sellick, Executive Director
- Harborview Medical Center
  - David E. Jaffa, Executive Director/CEO
- Other Affiliated Hospitals
- Medical Affairs Risk Management
- Medical Affairs Legislative and Community Relations
- Medical Affairs Development
- Medical Affairs News and Community Relations
- Alcohol and Drug Abuse Institute
- Center on Human Development and Disability
- Institute on Aging
- Regional Primate Research Center
- Research Center in Oral Biology
- Health Sciences Education
- Enrichment and Transition Services
- Health Sciences Educational Resources
- Advisory Committee
- Integrated Advanced Information Management Systems
- Academic Support Service
- Health Sciences News and Community Relations
- Health Sciences Center for Educational Resources
- Health Sciences Legislative and Community Relations
- Health Sciences Risk Management
- Business, Finance, and Personnel for Interdisciplinary Programs
- Microcomputers

† includes the deans of Health Sciences schools: chair appointed by Provost from among the deans of the Health Sciences schools, except the Dean of the School of Medicine
II.A.3. A description of the School’s relationship to the University’s system of governance, to amplify the diagrammatic representation, including budgeting and resource allocation, personnel recruitment, selection and advancement, and establishment of academic standards and policies.

The Board of Regents has ultimate authority for the governance of the University. Its 10 members are appointed by the Governor of the State of Washington. In addition to their other responsibilities, the Regents are responsible for appointing the President.

The President is the chief executive officer of the University and is responsible for the general welfare of the institution, including its programs in instruction, research, and public service. The President is directly responsible to the Board of Regents for the management of the University and is the University community’s official representative to the Regents.

The Provost is the chief operating and academic officer of the University, reporting to the President. The Provost’s Office is responsible for the development, implementation, and oversight of the University’s academic programs, budget, research, and faculty personnel matters. The Provost provides leadership in educational and curriculum development, formulation, and allocation of capital and operating budgets, management of academic and administrative personnel, allocation of space, and long-range University planning. In those areas for which the Provost has responsibility, the deans report to the President through the Provost.

Throughout the University, the deans oversee their respective school’s or college’s education and curriculum development, formulation and allocation of budgets, management of academic and administrative personnel, allocation of space, and long-range planning. The Dean formulates the School’s budget request in consultation with department chairs and the School’s Faculty Council (elected by the faculty) and submits it every two years to the Provost. It is the Provost’s task to divide the academic portion of the state allocation among the University’s colleges and schools. The School also receives a percentage of the indirect costs recovered from grants and contracts originating from the School.

The University of Washington has a long and strong tradition of collegial governance by faculty and administration. SPHCM faculty participate in University governance through the Faculty Senate, an elected body with representation from all units. The Faculty Senate may propose policy in academic, personnel, or budgetary matters. To be put into effect, such proposals must receive the concurrence of the President and/or a majority of the voting faculty. Official University policies and procedures are contained in the University Handbook available online at http://www.washington.edu/faculty/fac senate/handbook/handbook.html.

Personnel recruitment, selection, and advancement are conducted according to established University policies. For faculty positions, a search is required, usually on a national level, before an appointment is made. Advertisements for faculty positions are reviewed by the Assistant Provost for Equal Opportunity, the Assistant Director of the International Studies Office, and the Assistant Director of Academic Human Resources to assure compliance with state and federal affirmative action and equal opportunity guidelines and U.S. Department of Labor guidelines. Candidates are reviewed by a search committee and proposed appointments are reviewed by the departmental faculty and chair, the Dean, the Assistant Provost for Equal Opportunity, the Provost, and the Board of Regents. New appointments at the levels of associate and full professor are reviewed by the School’s Faculty Council. Promotions undergo a review process comparable to that of new appointments.
Academic policies and standards are set within the School and are subject to the policies and standards of the University. All graduate degrees offered by the School are authorized by the Graduate School and the state Higher Education Coordinating (HEC) Board. All new degree programs must be approved by the Graduate School and the HEC Board. Thus, the Graduate School establishes the minimum criteria for admission of graduate students and required credits for degrees, and the schools and departments establish additional criteria. Since authority to grant graduate degrees resides in the Graduate School, the programs of the SPHCM are subject to the same 10-year reviews that are required of all University units offering graduate degrees.

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

Strengths

- The School is one of 17 schools at the University of Washington, and it enjoys the same autonomy and status as the other schools.
- The School has well-established, formal relationships within the University’s governance structure and is subject to the policies and standards of the University.
- The Dean participates as a full member of the Board of Health Sciences Deans.
- The Dean participates as a full member (and is currently chair) of the Board of Deans of the University of Washington.

Challenges

- None

This criterion is met.
Criterion II.B

ORGANIZATIONAL SETTING – INTERNAL

The School shall provide an organizational setting conducive to teaching and learning, research, and service. The organizational setting shall facilitate inter-disciplinary communication, cooperation, and collaboration and shall foster the development of professional public health values, concepts, and ethics, as defined by the School.

Documentation Provided

1. An organizational chart of the school, indicating relationships of its component departments, divisions, or other units, with the administration of the school and its components.
2. Description of the relationships indicated in the diagrammatic representation.
3. Description of the manner in which interdisciplinary coordination, cooperation and collaboration is supported.
4. Definition of the professional public health values, concepts and ethics to which the school is committed and a description of how these are operationalized.
5. Identification of written policies that are illustrative of the school’s commitment to fair and ethical dealings.
6. Assessment of the extent to which this criterion is met.
ORGANIZATIONAL SETTING—INTERNAL

Criterion II.B. The School shall provide an organizational setting conducive to teaching and learning, research, and service. The organizational setting shall facilitate interdisciplinary communication, cooperation, and collaboration and shall foster the development of professional public health values, concepts, and ethics, as defined by the School.

II.B.1. An organizational chart of the School, indicating relationships of its component departments, divisions, or other units, with the administration of the School and its components. Figure II-3 illustrates the overall organization of the School and names the School’s executive faculty and staff.

Figure II-3. School of Public Health and Community Medicine Organizational Chart
II.B.2. Description of the relationships indicated in the diagrammatic representation.

SPHCM operations are managed by the executive faculty and staff headed by the Dean. The Dean is assisted by the following associate deans:
- Academic Affairs
- Public Health Practice
- Research

The executive staff reporting directly to the Dean are as follows:
- Director, Student Services
- Acting Director of Development
- Director, Finance and Administration

The SPHCM’s five academic departments are:
- Biostatistics
- Environmental and Occupational Health Sciences (DEOHS)
- Epidemiology
- Health Services
- Pathobiology

The following are brief descriptions of the positions outlined in Figure II-3.

Dean (Patricia W. Wahl, PhD)
Dean Wahl oversees the School’s operations. The responsibilities of the Dean include:
- Relationship management between the School and the external world
- Communication
- Resource generation and allocation
- Organizational planning and development

Associate Dean for Academic Affairs (Frederick A. Connell, MD, MPH)
Associate Dean Connell assists the Dean in the educational and curricular development of the School as well as in the oversight of academic personnel. The responsibilities of the Associate Dean for Academic Affairs include:
- Oversight of faculty appointment, promotion, and tenure in the School to ensure that School and University procedures are followed
- Oversight of innovations, enhancements, and maintenance of the School’s academic programs and curriculum
- Chair of the school-wide Curriculum Committee
- Oversight of faculty and student databases
- Oversight of the School’s website
- Oversight of the School’s Self-Study report for CEPH Accreditation

Associate Dean for Public Health Practice (Mark W. Oberle, MD, MPH)
Associate Dean Oberle assists the Dean in the practice and service mission of the School. The responsibilities of the Associate Dean for Public Health Practice include:
- Oversight of external affairs and outreach
- Oversight of the Northwest Center for Public Health Practice
- Oversight of the MPH practicum program
- Management of the Distance Learning Committee
- Oversight of continuing education activities
Associate Dean for Research (Emily White, PhD)

Associate Dean Eaton assists the Dean in pursuing the School’s research goals and objectives. The responsibilities of the Associate Dean for Research include:

- Promotion and facilitation of interdisciplinary research
- Promotion of collaborative research opportunities and complementary service
- Advice on Washington State Department of Labor and Industries research opportunities
- Dissemination of notices on funding opportunities
- Participation on the UW Research Advisory Board
- Management of the equipment fund
- Facilitation of technology transfer and intellectual property agreements
- Participation in selection of university-wide research scholars and restricted grant applications
- Promotion of SPHCM research activities at the national level by participation on national advisory boards and committees

Director of Development (Leslee Shanahan, Acting)

The responsibilities of the Acting Director of Development include:

- Management of the UW-SPHCM Campaign Committee
- Creation of opportunities for alumni and friends to engage in the work, mission, and activities of the School
- Oversight of steward and honor donors to the School
- Management of the Annual Fund

Director of Student Services (Christine Edgar)

The responsibilities of the Director of Student Services include:

- Academic and student support services
- Academic counseling support
- Promotion of careers in public health to potential applicants
- Management of scholarship selections for the School
- Assistance in developing internships and mentoring support

Director of Finance and Administration (Lawrie Robertson)

The responsibilities of the Director of Finance and Administration include:

- Administrative and financial management for the School
- Development and management of the School’s UW budgets
- Planning and management of human resources
- Performance of long-range fiscal, administrative, and space planning

Department Chairs

Each department is administered by a chair who is appointed by and reports to the Dean, as shown in Fig. II-3. The School’s administrative structure has traditionally relied on and emphasized strong departmental governance. The responsibilities of the chair include:

- Curriculum development and coordination in consultation with departmental faculty
- Recruitment and recommendations for regular and courtesy faculty appointments
- Recommendations for School and University committee assignments, after consultation with involved faculty
- Student recruitment
Preparation of annual departmental budgets
Requests for financial resources and space
Appointment and oversight of staff

Interdisciplinary Unit Directors
Two interdisciplinary units that have line funding from the University and that in other schools might be separate departments are housed in the Department of Epidemiology: Nutritional Sciences and Public Health Genetics. The academic programs offered by these units are described below in II.B.3 in the section titled Academic Programs.

II.B.3. Description of the manner in which interdisciplinary coordination, cooperation, and collaboration are supported.
Although the organization of the SPHCM gives the departments considerable responsibility for resources, faculty hiring and promotion, space, and academic programs, extensive interdepartmental collaboration occurs among faculty due to the interdisciplinary nature of the research and training programs. The combination of strong discipline-oriented academic programs and strong interdisciplinary research and teaching provides a setting for faculty and students to develop in-depth expertise in their disciplines while working on broad public health problems. Interdisciplinary coordination, cooperation, and collaboration are achieved through academic programs; joint courses and seminars; training grants; joint, adjunct, and affiliate faculty appointments with the School and with other schools; promotion policies; research grants; interdisciplinary research centers, committees, and councils; student organizations; and school-wide events.

The UW’s high reliance on departmental governance and control of resources, promotion, and space presents challenges for interdisciplinary programs in both research and teaching. For example, Research Cost Recovery (RCR) funds are returned only to department chairs, and therefore, heads of interdisciplinary programs must negotiate with the chair(s) to receive RCR funds generated by their programs.

Academic Programs
Several interdisciplinary academic programs within the School enhance the interaction between faculty and students. The Maternal and Child Health (MCH) track of the MPH program is offered jointly through the departments of Epidemiology and Health Services. Students may enroll in either department depending on their desired specialization, but they experience a high degree of interaction between departments because they take the same core curriculum and attend a regular MCH seminar. Similarly, students may enter the International Health track of the MPH through either Health Services or Epidemiology, but they share a core curriculum and seminar series. The School’s MPH in Community-Oriented Public Health Practice is an interdisciplinary program involving Health Services, Epidemiology, DEOHS, and Biostatistics. Physicians enroll in the Preventive Medicine Residency in DEOHS, Epidemiology, or Health Services. The School offers several joint training programs with other schools, including the MSW/MPH, MN/MPH, MPH/MAIS (Master of Arts in International Studies), MPH/MPA (Master of Public Affairs), MPH/MSD, MD/MPH, and the MD/PhD degree programs.
The Department of Health Services administers the interdisciplinary group degree program in Health Administration (MHA). This program takes advantage of the availability and interest of faculty in the graduate schools of Business and of Public Affairs in addition to the SPHCM. Although it is under the jurisdiction of the Graduate School, the primary faculty, most of its key courses, and virtually all the resources for the program come from the Department of Health Services, and thus the SPHCM exerts considerable influence on its content and direction. The MHA program has developed a three-year concurrent MHA/MBA degree with the School of Business. The School also offers an evening MHA Degree Program for Medical Executives. This program was developed in response to the increasing demand for access to the School’s highly ranked programs by physicians and other clinical professionals interested in careers in management.

The Nutritional Sciences Program offers an interdisciplinary course of study under the jurisdiction of the Graduate School. The program, which is administered through the Department of Epidemiology, has a core faculty of 15 members, most of whom have appointments in SPHCM. They represent the departments of Epidemiology, Health Services, and Pathobiology. The faculty as a whole is composed of this core group and a larger interdisciplinary group representing nutrition within the schools of Public Health and Community Medicine, Medicine, and Nursing; the College of Arts and Sciences; the School of Aquatic and Fishery Sciences; and the Fred Hutchinson Cancer Research Center (FHCRC). The 36 faculty members of the interdisciplinary group lecture in nutrition courses, offer research opportunities to graduate students, provide advice on curriculum and policy changes, and serve on graduate supervisory committees.

The UW Institute for Public Health Genetics (IPHG) was established in 1997 with funding from the University Initiatives Fund (UIF). The UIF has provided funding for such new and innovative interdisciplinary programs since 1996, using resources obtained by taxing all UW programs 1% each year. The IPHG, one of only six academic proposals funded through the UIF in its first round (1997), receives $400,000 a year. The mission of the IPHG is to provide broad, multidisciplinary training for future public health professionals (through MPH, PhD, and certificate programs), to facilitate research in public health genetics, and to serve as a resource for continuing professional education.

The IPHG is housed in the Department of Epidemiology, and it collaborates with six other schools and colleges within the UW (the schools of Law, Medicine, Pharmacy, and Nursing; the Daniel J. Evans School of Public Affairs; and the College of Arts and Sciences), the Washington State Department of Health, and FHCRC.

**Joint Courses**

Many courses in the School are offered jointly among SPHCM departments and with departments in other schools. Course descriptions can be found online in the UW General Catalog at: [http://www.washington.edu/students/cvscat](http://www.washington.edu/students/cvscat). A comprehensive list of the joint courses is provided in Appendix II-2.

**Interdisciplinary Seminars**

Most departments offer weekly seminar series for faculty and students, as well as track-specific seminars and journal clubs. In addition, important interdisciplinary interactions are available through other seminars and journal clubs sponsored within the School, through other UW units, and through affiliated institutions. These interdisciplinary seminars include:
- Built Environment—What’s Health Got to Do With It? (SPHCM and College of Architecture and Urban Planning)
- Cancer Prevention Research Seminars (FHCRC)
- Center for Health Studies Seminar Series (Group Health Cooperative)
- Conference on Community-Based Participatory Research Partnerships (SPHCM and Community-Campus Partnerships for Health)
- Dean’s Student Lunch (UW Student Public Health Association)
- Distinguished Faculty Lecture (UW)
- Earth Day Workshop on the Precautionary Principle (DEOHS, Program on the Environment, Institute for Children’s Environmental Health, Collaborative on Health and the Environment—Northwest)
- Environmental Health Seminar (UW)
- Epidemiology Seminars (UW)
- FHCRC Public Health Sciences Seminar Series
- Health Disparities Symposium—Social Determinants: Neighborhood & Place (SPHCM, Social Epidemiology Working Group, Social and Behavioral Sciences Program, FHCRC Social and Behavioral Sciences Affinity Group, School of Social Work)
- Health Services Seminar Series
- Parasitology Interest Group (Seattle Biomedical Research Institute)
- Protecting Washington’s Health and Economy in an Era of Globalization (Global Health Council and SPHCM)
- Integrating Environmental Health into Nursing Practice (Northwest Center for Public Health Practice and the UW School of Nursing)
- Perspectives in Public Health (UW Alumni Association and SPHCM Alumni Association)
- Public Health Grand Rounds (SPHCM and College of Architecture and Urban Planning)
- Retrovirology Journal Club (FHCRC)
- Seattle Biomedical Research Institute seminar series
- Smallpox Vaccination: Responsible Public Health in Troubled Times (Department of Medical History and Ethics and SPHCM)
- Stephen Stewart Gloyd Endowed Lecture (UW)
- Suicide and Respiratory Disease in Adults: Possible Mechanisms and Potential Clinical Implications Seminar (U.S. Department of Veterans Affairs Epidemiologic and Research Information Center [VA ERIC] and Department of Epidemiology)

Annual Symposia on Learning and Teaching
Two years ago, the SPHCM initiated the School of Public Health and Community Medicine Annual Symposia on Learning and Teaching to provide a forum and motivation for enhancing the teaching mission of the School. Planning committees for these half-day symposia are composed of faculty and students from all SPHCM departments. Students and faculty from across the School as well as faculty and students from the other health sciences schools have attended these events. The first symposium in April 2004 was on Problem-Based Learning. This year, the theme was Public Health Ethics. The interdepartmental committee that planned the symposium continues to meet with the purpose of implementing the student and faculty recommendations from the symposium for ethics teaching.
Training Grants
Several training grants offer opportunities for interdisciplinary teaching and research collaboration. These are listed in Table II-1.

Joint, Adjunct, and Affiliate Faculty Appointments
To encourage collaboration across disciplines, a number of faculty have joint, adjunct, or affiliate appointments outside their primary departments. An explanation of these appointments appears in Criterion VIII.A.

Important affiliations outside the UW include the FHCRC, Group Health Cooperative of Puget Sound, Seattle Biomedical Research Institute, Public Health—Seattle & King County, the Veterans Affairs Medical Center, the Washington State Department of Health, and affiliations with local biotechnology companies. Several faculty hold titles at these institutions concurrent with faculty titles in the SPHCM.

The nature of the affiliation depends on individual circumstances. A faculty member whose primary appointment is at the UW may hold an equivalent title at the external organization (for instance, a full professor may be a full member at the FHCRC). Based on the terms of the affiliation agreement, someone whose primary affiliation lies outside the UW may hold a joint or affiliate title at the University, depending on his or her level of involvement in departmental teaching, research, and service. Faculty titles are described in Criterion VIII, Faculty.

Promotion Policies
The introduction of the School’s guidelines for promotion in the SPHCM Academic Affairs Handbook encourages interdisciplinary collaboration. It also states that “innovative and interdisciplinary efforts in teaching, research/academic PHP scholarship are given special recognition in the promotion review.” In 2003, the School updated its promotion policy to officially acknowledge academic PHP as a criterion for promotion in lieu of established research measurements. In accordance with the Association of Schools of Public Health (ASPH) definition, PHP is the “applied, interdisciplinary pursuit of scholarship in the field of public health.” Faculty involved in academic PHP carry out the mission of “developing, integrating, and applying new knowledge to improve public health in the population, and practice in public health agencies and in community, medical, and other public health organizations.” This amendment to the School’s promotion policy recognized the valuable interdisciplinary contributions being made by faculty in the School.

Research Grants
SPHCM research projects tend to be highly interdisciplinary. Faculty collaborate with colleagues both within and outside the School. For example, at least a third of the Biostatistics faculty are involved with Epidemiology faculty on mutual research projects. Most of the DEOHS faculty are involved in collaborative research with other departments. Health Services faculty are involved in multiple collaborative research projects with investigators from Group Health Cooperative’s Center for Health Studies, the VA Medical Center’s Health Services Research and Development field unit, numerous departments in the schools of Medicine, and so on.

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Table II-1. Training Grants and Fellowship Programs Involving SPHCM Students and Faculty

<table>
<thead>
<tr>
<th>GRANT</th>
<th>AGENCY</th>
<th>DEPARTMENTS INVOLVED</th>
<th>PI</th>
<th>TRAINEE SUPPORTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biobehavioral Cancer Prevention and Control</td>
<td>NIH/NCI</td>
<td>Health Services</td>
<td>Patrick</td>
<td>5 predocs; 3 postdocs</td>
</tr>
<tr>
<td>*Biomedical and Health Informatics Training</td>
<td>NIH/NLM</td>
<td>Health Informatics, Health Services, Biostatistics</td>
<td>Tarczy-Hornuch</td>
<td>10 predocs; 6 postdocs</td>
</tr>
<tr>
<td>Cancer Epidemiology</td>
<td>NCI</td>
<td>Epidemiology, Biostatistics</td>
<td>Vaughan McKnight</td>
<td>8 predocs; 4 postdocs</td>
</tr>
<tr>
<td>Cancer Prevention</td>
<td>NCI</td>
<td>Epidemiology, Biostatistics, Health Services</td>
<td>White</td>
<td>4 predocs; 4 postdocs</td>
</tr>
<tr>
<td>Cardiovascular Biostatistics</td>
<td>NIH/NIAID</td>
<td>Biostatistics, Cardiology, Medicine</td>
<td>Kronmal</td>
<td>7 predocs; 0 postdoc</td>
</tr>
<tr>
<td>Cardiovascular Epidemiology</td>
<td>NIH/NIAID</td>
<td>Epidemiology, Medicine</td>
<td>Siscovick</td>
<td>6 predocs; 2 postdocs</td>
</tr>
<tr>
<td>Certificate Training Program</td>
<td>CDC</td>
<td>Health Services, Epidemiology</td>
<td>Gale</td>
<td>30 non-matric. master’s level</td>
</tr>
<tr>
<td>Clinical Research on AIDS</td>
<td>NIH/NIAID</td>
<td>Biostatistics, Medicine</td>
<td>Fleming</td>
<td>4 predocs; 0 postdocs</td>
</tr>
<tr>
<td>Diseases of Public Health Importance</td>
<td>NIH/NIAID</td>
<td>Pathobiology</td>
<td>Campbell</td>
<td>3 predocs; 2 postdocs</td>
</tr>
<tr>
<td>Emerging Infectious Diseases</td>
<td>NIH/Fogarty</td>
<td>40 faculty from SPHCM, Medicine, Arts and Sciences, and the Washington Regional Primate Center</td>
<td>Stuart</td>
<td>2 predocs; 1 postdoc</td>
</tr>
<tr>
<td>*Drug Action, Metabolism, and Kinetics</td>
<td>NIH/NIGMS</td>
<td>Pharmacy, DEOHS</td>
<td>Rettie</td>
<td>18 predocs; 2 postdocs</td>
</tr>
<tr>
<td>Environmental and Molecular Epidemiology</td>
<td>NIEHS</td>
<td>DEOHS, Epidemiology</td>
<td>Checkoway</td>
<td>8 predocs; 2 postdocs</td>
</tr>
<tr>
<td>*Environmental Pathology/Toxicology</td>
<td>NIEHS</td>
<td>Pathology, DEOHS, Pharmacy</td>
<td>Fausto/ Faustman</td>
<td>7 predocs; 5 postdocs</td>
</tr>
<tr>
<td>Education and Research Center</td>
<td>NIOSH</td>
<td>DEOHS</td>
<td>Seixas</td>
<td>16 predocs; 3 postdocs</td>
</tr>
<tr>
<td>Health Services Research Training Grant</td>
<td>HRSA</td>
<td>Health Services</td>
<td>D. Martin</td>
<td>5 predocs; 1 postdoc</td>
</tr>
<tr>
<td>*Genetic Approaches to Aging</td>
<td>NIH/NIA</td>
<td>Pathology, DEOHS, Epidemiology, Biostatistics</td>
<td>G. Martin</td>
<td>9 predocs; 9 postdocs</td>
</tr>
<tr>
<td>International Training Grants in Epi Related to AIDS</td>
<td>NIH/NIAID</td>
<td>Epidemiology, Health Services, Medicine</td>
<td>Holmes</td>
<td>13 postdocs</td>
</tr>
<tr>
<td>International Health/ Biomedical Informatics Research and Training</td>
<td>Fogarty</td>
<td>Health Services</td>
<td>Kimball</td>
<td>2 postdocs</td>
</tr>
<tr>
<td>Maternal and Child Health</td>
<td>HRSA</td>
<td>Health Services, Epidemiology</td>
<td>Huebner</td>
<td>1 predoc; 16 MPH</td>
</tr>
<tr>
<td>International Scholars in Occup. and Env. Health</td>
<td>Fogarty</td>
<td>DEOHS</td>
<td>Keifer</td>
<td>1 postdoc</td>
</tr>
</tbody>
</table>

*grants not administratively based in SPHCM

Table II-1 continued on next page
Dentistry, Nursing, and Pharmacy, and state and local Washington public health agencies. Pathobiology faculty have important ties with Microbiology and the Regional Primate Center. Specific examples are listed in the faculty CVs.

The Dean's Office sets aside a small amount of funds each year that can be used to hire temporary staff support to assist faculty in development of large, multidisciplinary research projects that are deemed to be of high priority to the research mission of the School. For example, in the past two years these funds were used to provide temporary staff assistance in the application of the new CDC Center for Health Informatics, for a new CDC training grant, and for the large NIH K12 Interdisciplinary Clinical Research Training Grant.

Many of the School's faculty also have active research programs at affiliated institutions. For example, more than 50 SPHCM faculty have joint (regular) appointments at FHCRC. Likewise, 12 Pathobiology faculty have appointments and laboratories at the Seattle Biomedical Research Institute (SBRI). Many of these faculty run their grants through these affiliated institutions, and so the magnitude of total faculty research effort is underestimated when only research grants administered through the UW are counted. For example, in FY 2003, the SPHCM faculty received $69.6 million in grant and contract awards administered through the SPHCM. But during that same period, 55 SPHCM faculty were principal investigators (PIs) on another $68 million in grant and contract awards administered through the FHCRC. At SBRI, 11 of the 13 PIs hold joint appointments in the Department of Pathobiology (the other two hold affiliate appointments). In 2003, SBRI PIs received $10.1 million in grant and contract awards.

Interdisciplinary Research and Training Centers
In addition to individual research grants, the School has formed or is involved with

<table>
<thead>
<tr>
<th>GRANT</th>
<th>AGENCY</th>
<th>DEPARTMENTS INVOLVED</th>
<th>PI</th>
<th>TRAINEES SUPPORTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multidisciplinary Internat. Res. Training (MIRT)</td>
<td>NIH/Fogarty</td>
<td>Epidemiology</td>
<td>Williams</td>
<td>7 predocs</td>
</tr>
<tr>
<td>Oral Epidemiology and Biostatistics</td>
<td>NIDR</td>
<td>Dental School, Epidemiology, Biostatistics</td>
<td>DeRouen</td>
<td>2 predocs 5 postdocs</td>
</tr>
<tr>
<td>Public Health Traineeships</td>
<td>HRSA</td>
<td>Biostatistics, DEOHS, Health Services, Epidemiology</td>
<td>Connell</td>
<td>Partial support for 15 MPH students</td>
</tr>
<tr>
<td>*STD/AIDS Research Training Grant</td>
<td>NIH/NIAID</td>
<td>Health Services, Epidemiology, Biostatistics</td>
<td>Holmes</td>
<td>8 predocs 10 postdocs</td>
</tr>
<tr>
<td>Superfund Training Core</td>
<td>NIH/NIEHS</td>
<td>DEOHS, Engineering, Epidemiology, Biochemistry</td>
<td>Kavanagh</td>
<td>6 predocs</td>
</tr>
<tr>
<td>*UW Multidisciplinary Clinical Research Training</td>
<td>NIH/NICHD</td>
<td>Medicine, Biostatistics, Epidemiology, Health Services</td>
<td>Deyo</td>
<td>7 clinical research scholars/yr</td>
</tr>
<tr>
<td>UW Clinical Research Training Program</td>
<td>NIH/NHLBI</td>
<td>Medicine, Biostatistics, Epidemiology, Health Services</td>
<td>Probsfeldt</td>
<td>10 postdocs</td>
</tr>
</tbody>
</table>

* grants not administratively based in SPHCM
approximately 30 multidisciplinary research centers and institutes that bring together faculty from several departments, students, scientists at other research organizations, government agencies, professional organizations, and community groups. Faculty affiliated with these centers offer courses in their fields of interest through the School’s academic departments and often provide opportunities for student involvement in research. Detailed descriptions of each center and current research activities are included in Appendix II-3.

Committees and Councils
The following committees and councils described in Criterion III.1.a are interdisciplinary and collaborative, including members from each department and typically a student member:

- School of Public Health Executive Committee (SPHEC)
- Faculty Council
- Curriculum and Educational Policy Committee
- Distance Learning Committee
- Practicum Committee
- Diversity Task Force

In addition to these standing committees, an ad hoc committee on ethics was formed in 2004 and includes one or more members from each of the School’s departmental faculty and two students.

Student Public Health Association
In Autumn 1996, the UW Student Public Health Association (SPHA) was created to forge coordination, communication, and overall unification of students involved in public health studies or activities within SPHCM and elsewhere at the University of Washington. SPHA is governed by a five to nine-member board of students representing all the departments of the School and including both graduate and undergraduate students.

The organization and its members are guided by several principles:

- To support a positive graduate school experience for all members
- To create interdisciplinary learning and understanding between departments and programs
- To encourage open communication among all SPHCM departments
- To promote open communication with the Dean’s Office and other decision-making bodies in the SPHCM
- To foster social interaction among students and faculty for the purposes of enjoyment and networking.

SPHA serves as a forum in which graduate and undergraduate public health students can address their concerns, and it provides a consolidated voice to represent student interests. SPHA is responsible for organizing student representatives to serve on committees such as SPHEC and the Curriculum and Educational Policy Committee to ensure student representation on school-wide issues. SPHA works closely with the Washington State Public Health Association and selects a student representative to serve as a liaison between the two organizations. It is also responsible for organizing many important events such as New Student Orientation, brown-bag lunches on a variety of topics, the annual school-wide picnic, and the University’s National Public Health Week activities.
School-Wide Events
To bring faculty, students, alumni, and staff together more regularly, the School uses such means as school-wide seminars, an annual Symposium on Learning and Teaching, an annual career and practicum event, and periodic brown-bag lunches with the deans and faculty from each department. The Dean holds an all-staff meeting annually. Among the annual social events are a reception for new students at fall orientation, a school-wide picnic in the spring, and an annual commencement ceremony.

II.B.4. Definition of the professional public health values, concepts, and ethics to which the School is committed, and a description of how these are operationalized.

The School periodically reviews its values and evaluates them in relation to the Strategic Plan. Extensive review is conducted at intervals according to the strategic planning process and during the intensive Self-Study. The list below reflects the current values of the School, as determined by faculty and students. The bullet points document ways in which each value is operationalized.

SPHCM values:

a. Objectivity and professional integrity in research, education, and service
   - The UW Human Subjects Committee oversees protection of rights, well-being, and privacy of all research involving human subjects.
   - The UW Office of Research reviews all consulting and research projects for potential conflicts of interest.
   - Scientific manuscripts and reports are published in peer-reviewed journals.
   - Courses are evaluated by peer review and students.
   - Student evaluations of courses are posted on the University’s website.
   - Faculty and students receive training through the summer in research ethics seminars.
   - Faculty are encouraged to serve on peer review study sections.
   - Principles of researching in communities were developed and are prominently posted on the School’s website at http://sphcm.washington.edu/research/community.asp.
   - The School grants a Community Service Award every year for faculty and students.

b. Creativity and interdisciplinary approaches in solving local, national, and global public health problems
   - The School maintains infrastructure to support interdisciplinary research and teaching units.
   - Students are encouraged to work abroad through the Puget Sound Partners program funded by the Bill & Melinda Gates Foundation.

c. Pursuit of knowledge to better understand human health, environmental health, and their interconnections
   - The DEOHS maintains a rigorous research program that connects with major federal agencies.
   - The School maintains a contract with the State Department of Labor and Industries to study workforce health threats.

d. Scientifically rigorous evaluation of evidence to inform public health recommendations
   - The School is committed to performing scientifically rigorous studies.
Publications in peer-reviewed journals communicate research results to inform further research, practice, and public health policy.

- PHP is incorporated in the School’s policies governing faculty promotion.
- The norm of the School is that Biostatistics and Epidemiology faculty collaborate on research.

e. **Building partnerships between academic public health and communities to improve human and environmental health**
   - The revised SPHCM *Academic Affairs Handbook* recognizes academic public health practice as part of promotion and tenure evaluations.
   - A new MPH in Community-Oriented Public Health Practice program explicitly builds on community partnerships.
   - The School encourages partnerships with community groups that support collaborative research (e.g., the Health Promotion Research Center in South Seattle, the Center for Public Health Nutrition efforts in the rural community of Moses Lake).

f. **Compassion, equity, and social justice in defining and addressing health**
   - The School has developed and posts the principles of community-based research on-line at [http://sphcm.washington.edu/research/community.asp](http://sphcm.washington.edu/research/community.asp).
   - The School is planning to increase the amount of ethics teaching in required and elective courses.
   - The School continues to expand its courses and course content in population health, social determinants of health, community-based participatory research, and health disparities.

g. **Expanded opportunities for learning beyond the classroom to individual mentorship and applied experience in the community**
   - The School has expanded opportunities for research assistantships, teaching assistantships, and capstone projects, in addition to the practicum required by the MPH program.
   - The School grants an Outstanding Mentor Award to one faculty member each year.

h. **Educational outreach to the public health workforce**
   - The Northwest Center for Public Health Practice links public health academic and practice communities in six Northwest states. More information is available online at: [http://healthlinks.washington.edu/nwcphp/](http://healthlinks.washington.edu/nwcphp/).
   - DEOHS supports continuing education classes. Details on its programs are found at the continuing education portal at: [http://depts.washington.edu/ehce](http://depts.washington.edu/ehce).
   - The VA Epidemiologic Research and Informational Center and the Department of Epidemiology support a summer institute that is open to the public.

i. **Respect for and inclusion of diverse values, beliefs, and cultures in research and teaching**
   - Research initiatives that explore health disparities are actively sought.
   - A recent school-wide initiative in social epidemiology has led to a new course on research methods in social determinants of health, cross-listed with the departments of Epidemiology and Health Services.
   - The School actively recruits faculty, research staff, and students from diverse backgrounds and cultures.
• The Dean has created a Diversity Task Force to improve the diversity climate in the School.
• The School’s diversity statement is posted on its website at http://sphcm.washington.edu/prospective/diversity.asp.

j. Vigilance to recognize and forecast threats to public health
• Faculty are encouraged to “think big” regarding program projects, leadership in professional societies, keynote talks, etc.
• Strategic planning emphasizes identification of, and support for, new areas of public health scholarship.

These values incorporate or represent a restatement of values that were articulated in the previous Self-Study and strategic planning process as well as new values or expressions of values that have been added. They support the School’s mission and goals and define the principles it has promoted since its inception.

As part of the Self-Study process, the School conducted alumni and student surveys in 2005. A summary of these results can be found in Appendix X-5 and Appendix X-6. In the alumni survey, graduates were asked to rate how well public health values had been conveyed during their graduate training. Of 878 alumni respondents, 89% indicated that the School had done a “good” to “excellent” job of teaching public health values. Of 104 graduating current students who responded to the same question, 92% gave a “good” to “excellent” rating.

Objectivity and professional integrity are fostered by various means, including checks and balances via human subjects review committees and conflict of interest committees, and through transparency in evaluation of teaching and research. Through research, work in the classroom, and work in communities, faculty and students pursue the knowledge that supports the School’s value of creativity and interdisciplinary approaches in solving local, national, and global public health problems. In the process, they learn the importance of collaboration with colleagues and with the community.

The SPHCM upholds a high, rigorous standard for all research activities, whether applied to basic science experiments, epidemiologic studies, community or program evaluation, or policy analysis. The general practice in the School is to involve biostatisticians and/or epidemiologists as collaborators in all research projects. SPHCM pursues interconnections of human and environmental health via a rigorous research program in DEOHS that connects with federal agencies, as well as being supported by a large contract with the State Department of Labor and Industries. The Academic Affairs Handbook, which the School’s Faculty Council developed and whose Executive Committee has ratified, includes criteria and a process for evaluating and recognizing academic public health practice leadership, rigor, and impact. This explicitly fosters partnerships with communities. In addition, SPHCM research centers have continued to build consistent relationships with specific communities in the state, with the goal of improving the health of those communities in both human and environmental terms.

The SPHCM Office of Student Services continues to help the School build a diverse student body, which is fundamental to learning and critical thinking. Vigilance, equity, social justice, and compassion are qualities and principles for guiding decisions about research questions, assessment activities, program development, allocation of scarce resources, and other areas in public health. They are reflected in the School’s research and service activities and are explicit
components of its graduate programs. The School aims for students to acquire these values, along with course content, to increase their commitment and dedication to the profession and to provide guidance throughout their careers.

The School in 2005 is refocusing its efforts to promote and cultivate diversity in the field and practice of public health by launching a school-wide Diversity Task Force. One of the first charges for the task force will be to establish both qualitative and quantitative measures for the School’s goals as they relate to diversity and strategies for meeting these goals. This will be the School’s most intensive broad-based effort to date to examine and analyze its organizational culture from the viewpoint of faculty, staff, and students.

The School is increasingly emphasizing capstone projects that engage students in community-based participatory research. In addition, opportunities for apprenticeship learning are fostered in both teaching and research via increased use of assistantships. Students are also involved in educational outreach, which benefits both the students themselves and the communities they reach.

II.B.5. Identification of written policies that are illustrative of the School’s commitment to fair and ethical dealings.

The SPHCM fully supports all University and departmental policies that govern fair and ethical dealings. University-wide policies on equal opportunity, affirmative action, sexual harassment, appointments, promotion, tenure, conflicts of interest, and ethics are described in selected sections of the University Handbook and supporting documents. The University Handbook is available only online at: www.washington.edu/faculty/facsenate/handbook/handbook.html.

Scholarship and Research

The Office of Scholarly Integrity (OSI) resides in the Office of the Provost and is supported by the University Complaint, Investigation, and Resolution Office. OSI coordinates, in consultation and cooperation with the schools and colleges, inquiries and investigations into allegations of scientific and scholarly misconduct. OSI is responsible for compliance with reporting requirements established by federal and other funding agencies in matters of scientific or scholarly misconduct. OSI maintains all records resulting from inquiries and investigations of such allegations. University rules for addressing allegations of scientific and scholarly misconduct are published in the University Handbook, Vol. IV, Part 9, Chapter 1, Executive Order #61.

The use of human subjects in research is monitored by the UW Human Subjects Review Committee (Institutional Review Board). All research involving animals is formally reviewed and monitored by the UW Institutional Animal Care and Use Committee (IACAUC).

The SPHCM also promotes the Community-based Research Principles that were adopted by the UW Board of Health Sciences Deans and the SPHCM and published on the School’s website. These principles are intended to guide the development of research projects involving collaboration between researchers and community partners, whether the community partners are formally structured community-based organizations or informal groups of individual community members.
Community-Based Research Principles

The following statement of community-based research principles was promulgated by faculty of the SPHCM in 1990 and subsequently adopted by the UW Board of Health Sciences Deans for all UW Health Sciences Schools and the UW Board of Deans for all of the UW schools and colleges.

Community-based research takes place in community settings and involves community members in the design and implementation of research projects. Such activities should demonstrate respect for the contributions of community partners as well as respect for the principle of “doing no harm” to the communities involved.

To achieve these goals, the following principles should guide the development of research projects involving collaboration between researchers and community partners, whether the community partners are formally structured community-based organizations or informal groups of individual community members.

- Community partners should be involved at the earliest stages of the project, helping to define research objectives and having input into how the project will be organized.
- Community partners should have real influence on project direction—that is, enough leverage to ensure that the original goals, mission, and methods of the project are adhered to.
- Research processes and outcomes should benefit the community. Community members should be hired and trained whenever possible and appropriate, and the research should help build and enhance community assets.
- Community members should be part of the analysis and interpretation of data and should have input into how the results are distributed. This does not imply censorship of data or of publication, but rather the opportunity to make clear the community’s views about the interpretation prior to final publication.
- Productive partnerships between researchers and community members should be encouraged to last beyond the life of the project. This will make it more likely that research findings will be incorporated into ongoing community programs and therefore provide the greatest possible benefit to the community from research.
- Community members should be empowered to initiate their own research projects that address needs they identify themselves.

Outside Consulting Activities

The Provost Office also monitors all outside professional work of faculty and professional staff at the University of Washington. The State of Washington Ethics in Public Service Act permits University faculty, librarians, and academic personnel to consult outside of their official duties as long as they do not engage in activities where there might be a financial or other conflict of interest.

Academic Grievances

Academic grievance procedures applicable to all graduate students are developed and implemented by the Dean of the Graduate School. The University also has adopted a Student Conduct Code that outlines standards of conduct, hearings for disciplinary actions, and due process for all UW students.

Faculty Personnel Matters

In addition, School and departmental guidelines deal with fair and ethical treatment that
enhances or elaborates on the University’s guidelines. These include the guidelines for faculty appointments, promotions, and tenure found in the SPHCM Academic Affairs Handbook (Appendix II-4). Other department- or program-specific documents will be available in the on-site resource file.

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

Strengths

• The strong departmental structure within the School of Public Health provides an functional, efficient, and flexible structure for the conduct of the SPHCM educational, research, and service mission
• While this structure results in strong, discipline-based research and teaching programs, school policies and ethos also emphasize cooperation, communication, and collaboration through interdisciplinary programs and training grants, joint courses and seminars, joint and adjunct faculty appointments, promotion policies, research grants, interdisciplinary research and training centers, committees and councils, student activities, and school-wide events.
• The large number of research centers in the school encourage cutting-edge, interdisciplinary and inter-institutional efforts to create and disseminate new knowledge
• The SPHCM promotion guidelines contain explicit language to promote multidisciplinary efforts and community-based contributions to public health practice
• Many of the centers/institutes in the school operate with partners outside of the University to provide continuing education and workforce development
• The School has written principles for community based research and all faculty and students are required to comply with University procedures to protect human and animal subjects and to avoid unethical conflict of interest.

Challenges

• The financial burden of creating new departments in the SPHCM has caused the School to create departmental homes for major interdisciplinary programs that, in other circumstances, would have their own departments (e.g., nutritional sciences, social and behavioral sciences, and others).
• Equitable distribution of recovered indirect costs from grants and contracts to provide infrastructure support to interdisciplinary programs, institutes, and centers remains problematic.

Plans

• Identify and create appropriate, effective structures to support interdisciplinary programs, e.g., Nutritional Sciences.
• Through School and departmental orientations and websites, provide better information about opportunities for trans-disciplinary research, training, service, and courses.
• Develop clearer, more consistent policies for return of Research Cost Recovery (RCR) to interdisciplinary programs, institutes, and centers.

This criterion is met.
Criterion III

GOVERNANCE

The School administration and faculty shall have clearly defined rights and responsibilities concerning School governance and academic policies. Where appropriate, students shall have participatory roles in School governance.

Documentation Provided

1. Description of the school's administrative, governance and committee structure and processes, particularly as they affect:
   a. general school policy development;
   b. planning;
   c. budget and resource allocation;
   d. student recruitment, admission and award of degrees;
   e. faculty recruitment, retention, promotion and tenure;
   f. academic standards and policies;
   g. research and service expectations and policies.
2. A list of standing and important ad hoc committees, with a statement of charge and composition.
3. A list, including membership, of the school and university committees through which faculty contribute to the activities of the school and university.
4. Assessment of the extent to which this criterion is met.
GOVERNANCE

Criterion III. The School administration and faculty shall have clearly defined rights and responsibilities concerning School governance and academic policies. Where appropriate, students shall have participatory roles in School governance.

III.1. Description of the School’s administrative, governance, and committee structure and processes, particularly as they affect:

a. General School policy development
b. Planning
c. Budget and resource allocation
d. Student recruitment, admission, and award of degree
e. Faculty recruitment, retention, promotion, and tenure
f. Academic standards and policies
g. Research and service expectations and policies.

a. General School Policy Development
SPHCM operates within the governance guidelines and systems of the University of Washington, as determined, in large part, by the UW Faculty Senate, UW Faculty Code, the Graduate School, and the Office of the Provost.

Within this framework, school-wide policy, internal allocation, and strategic planning decisions are made primarily by the School of Public Health Executive Committee (SPHEC) with input from the School’s standing committees, faculty, students, and other constituencies.

SPHEC is concerned with all issues affecting the School, particularly resource allocation, strategic planning, development, external visibility, faculty affairs, and educational policy. The committee meets monthly and is advisory to the Dean. It makes collegial decisions on these matters based on input from faculty, staff, and students, including input from the standing committees. The interests of the faculties of each department are represented in SPHEC by their chairs. At these meetings, issues of school-wide importance that have been raised at departmental faculty meetings and by the students are presented and discussed. In addition, the Dean informs the department chairs and associate deans of important university-wide initiatives and policy issues.

The standing committees that contribute to governance in the SPHCM are: the Faculty Council, the Curriculum and Educational Policy Committee, the Practicum Committee, and the Distance Education Committee.

- The Faculty Council contributes to school-wide policies on faculty expectations, appointments, and promotions. The Faculty Council reviews and votes on faculty appointment, promotion, and tenure. The Council also advises the Dean on matters involving School policy, including priorities, resource and salary allocation, and budgets. Each department must elect a representative and an alternate to the Faculty Council. Terms are for three years and may be renewed once by a vote of the department faculty. All voting members of the faculty are eligible to serve, including
joint faculty who hold voting rights in SPHCM. Each year, the Faculty Council elects a chair, whose term may be renewed.

- The Curriculum and Educational Policy Committee formulates school-wide academic policies, oversees the curriculum, and approves new courses and programs at the School level.
- The Practicum Committee sets and monitors policies and procedures for the MPH practicum.
- The Distance Education Committee coordinates and monitors distance learning conducted under the auspices of the SPHCM.

These standing committees may present issues and recommendations to SPHEC for discussion and action. All of these committees are advisory to the Dean.

The departments in the SPHCM play a major governance role and are given considerable autonomy and responsibility for resource use, faculty recruitment and mentoring, curriculum development, and student admissions, advising, and monitoring. All departments hold monthly faculty meetings to review emerging issues, discuss potential initiatives, and provide a forum for all faculty and student representatives to participate in the governance and decision-making of the department.

Students contribute to the governance of the School through the Student Public Health Association. This organization receives funding from the Dean to hold meetings and other student-run events. Furthermore, School policy is that all standing school-wide and departmental committees have student representatives. Students are encouraged to bring concerns and proposals to departmental meetings (except Faculty Council) and to the SPHEC.

b. **Strategic Planning**

   **School-wide Planning**
   The School conducted a formal strategic planning process during 1999–2000. Review of the School’s operating strategic plan occurs formally each year at the SPHEC retreat, where modifications are made based on input from the faculty, local developments, and developments in the field. The Dean meets once a year with the Faculty Council to discuss new developments and solicit suggestions on aspects of the School, especially as they relate to faculty affairs. The Dean also reviews the plans for the SPHCM with the School’s Alumni Council and External Advisory Council, approximately annually as a means of soliciting their input on strategic directions for the School.

   **Departmental and Program Planning**
   Annually, all departments formally discuss academic and research activities and make plans related to program development, faculty, and departmental initiatives and needs. In departments with multiple teaching program tracks, the program faculties also conduct periodic retreats and reviews to evaluate their programs and plan efforts for program enhancements. In addition, every 10 years, the Graduate School conducts formal reviews of each graduate program in the School and as a part of this process, the departments or programs develop formal plans to respond to issues (including both concerns and opportunities) identified by these reviews.
c. **Budget and Resource Allocation**

Based on the School’s strategic plan and goals, as well as departmental needs, the Dean develops a biennial budget that is presented by the Dean to the Provost. Allocations for state funds are distributed directly to departments. Virtually all (95%) of Research Cost Recovery (RCR) funds are distributed directly back to the departments from which they were generated. The use of the Dean’s share of the RCR is discussed annually with SPHEC, generally at its October meeting. In a process that is widely noted for its fairness and transparency, allocation of these school-wide funds is made in accordance with SPHEC recommendations.

d. **Student Recruitment, Admission, and Award of Degree**

The departments bear the major responsibility for student recruitment, admissions standards, student selection, academic standards, and tracking fulfillment of degree requirements. The faculty have clearly defined rights and responsibilities in these activities. A description of the School’s student recruitment and admissions process is given in Criterion IX.A.1 and A.2.

The Dean’s Office 1) oversees the development of the SPHCM *Academic Catalog*, 2) maintains the School’s website, which serves for many prospective students as the point of first contact with the School, and 3) houses an Office of Student Services (OSS) that helps applicants and current students with problems related to choice of program and financial aid. The OSS also assists students with academic and personal difficulties that require counseling. It also plays a major role in minority recruitment, which involves frequent attendance at outreach events, identification of financial support for minority students, and counseling and advising of minority students.

The Graduate School sets broad (indeed, minimal) requirements for admissions and the awarding of degrees. At the UW, students apply simultaneously to both the Graduate School and to specific academic programs in the SPHCM. The Graduate School provides administrative support for admissions such as verifying admissions materials (e.g., transcripts) and collecting the application fee. Nevertheless, the SPHCM, the departments, and the faculty of the School are responsible for admissions (criteria, standards, and selection). Degrees are granted by the Graduate School based on departmental recommendations.

e. **Faculty Recruitment, Retention, Promotion, and Tenure**

Faculty recruitment, retention, promotion, and tenure are shared responsibilities of the departments and the School’s Faculty Council, with the Dean having final decision-making authority for the School.

Departments are generally responsible for identifying needs for new or replacement faculty, and with permission of the Dean, for conducting appropriate national searches. The Faculty Council reviews all promotions, tenure proposals, and new appointments at the levels of associate and full professor. It is also the responsibility of the Faculty Council to develop (with approval from SPHEC and the Dean) criteria for promotion, to inform departments of these requirements, to specify appropriate review materials, to establish time schedules for review, and to gather all necessary information for promotion decisions. After the review of a proposed appointment, promotion, or tenure proposal, the Faculty Council makes a recommendation to the Dean. If the department chair and
faculty do not agree on a particular proposed appointment or promotion, the Faculty Council also plays a fact-finding role.

**Faculty Recruitment**

An explanation of the procedures for recruiting, appointing, and promoting faculty can be found in the *University Handbook* (Chapter 24), online at [http://www.washington.edu/faculty/facsenate/handbook/](http://www.washington.edu/faculty/facsenate/handbook/), in the SPHCM *Academic Affairs Handbook* in Appendix II-4, and on the web at [http://sphcm/washington.edu/gateway/handbook/](http://sphcm/washington.edu/gateway/handbook/). Briefly, the process is as follows:

- The department chair, in consultation with the faculty, decides to open a search for a new position.
- After faculty review, the chair forwards a position announcement and a request to open the position to the Associate Dean for Academic Affairs, who reviews the request and the accompanying ad.
- The proposed ad is forwarded simultaneously to the Assistant Provost for Equal Opportunity, the Assistant Director for Academic Human Resources, and the Director of International Services for review for compliance with Affirmative Action/Equal Opportunity Employer and U.S. Department of Labor guidelines, compliance with University regulations, and compliance with Immigration and Naturalization Service regulations.
- The ad is approved, or alterations are suggested, and the ad is returned to the Associate Dean for Academic Affairs for final approval.
- The department chair appoints a search committee.
- The position is advertised. The School and the University require a nationally advertised search to attract the largest pool of qualified applicants. In accordance with the University’s affirmative action guidelines, departments are encouraged to make special efforts to attract and hire qualified minorities and women.
- The search committee reviews the candidates and makes a recommendation to the chair, who forwards it to the departmental faculty for a vote. Their vote is forwarded to the Dean, along with the chair’s recommendation and the letters of reference.
- If the appointment is at the level of associate or full professor (regular or research track), it is reviewed by the Faculty Council. The council then forwards its recommendation to the Dean.
- The Dean reviews the proposed appointment, then forwards it to the President and Provost, with her recommendation.
- The proposal is reviewed by the Assistant Provost for Equal Opportunity and the Provost. Final approval is given by the Board of Regents.

**Faculty Retention**

Through the hiring process, new faculty orientation, mentoring, and annual review, the School seeks to hire, retain, and promote faculty of the highest caliber. The SPHCM faculty often receive competitive offers from other institutions. Faculty who receive offers from other employers are requested to complete a Report of Competitive Offer form. If appropriate, the department may make a counter-offer to retain outstanding tenured faculty, using resources that may be available from a retention pool maintained by the University.
Promotion
To qualify for promotion, faculty must perform at a high standard in teaching and in research or academic public health practice, and they are encouraged to provide service to the professional, School, University, and general communities. Outstanding performance in one area may compensate partially for modest activity—but not for inadequate performance—in another.

Each fall, senior departmental faculty review all faculty beneath the rank of professor for possible promotion. Reviews are conducted using the general University guidelines (University Handbook, Chapter 24) and the guidelines established by the Faculty Council in the SPHCM Academic Affairs Handbook (Appendix II-4).

If the departmental faculty recommend promotion, the recommendation and the packet of supporting materials is sent to the Dean, who refers the proposal to the Faculty Council. The council reviews the proposal and makes a recommendation to the Dean, who forwards the proposal to the Provost with her recommendation.

Tenure
The School has a limited number of tenure positions that are backed by money from the state general fund. The number of tenure positions can be increased primarily though the development of new, state-funded academic programs. The Department of Environmental and Occupational Health Sciences (DEOHS) has a number of positions backed by funds from the Washington State Department of Labor and Industries. The process for awarding tenure in those positions is the same as for those supported by the state general fund.

f. Academic Standards and Policies
The Graduate School sets minimum requirements for graduate degrees, such as credits and grades. Specific academic requirements, standards, and policies for each program in the SPHCM are determined by departmental faculty. The requirements for all degree programs in the SPHCM exceed the requirements of the Graduate School. An analogous relationship exists with the Office of Undergraduate Education for undergraduate programs.

Departmental faculty establish standards and policies for their academic programs, and the SPHCM Curriculum and Educational Policy Committee provides oversight to assure compliance with School standards and policies. Generally, the responsibility for curriculum development lies with the departments, each of which has its own curriculum committee. The Curriculum and Educational Policy Committee reviews any proposed new course, degree and certificate programs, or modifications to existing programs. It ensures course integration across the School by noting any gaps or overlaps in the curriculum and occasionally initiates school-wide efforts in curriculum development, e.g., recent initiatives in the areas of public health ethics and in human biology.

The Curriculum and Educational Policy Committee monitors all curricular matters related to the educational mission of the SPHCM, reviews and approves changes to the curriculum, and makes recommendations, as appropriate, to the SPHEC and the Dean. Because the MPH degree involves courses throughout the various departments, the Curriculum and Educational Policy Committee has a special role in reviewing and approving any changes in the requirements and expectations for the MPH. The committee reviews the departmental peer teaching evaluation programs.
The Associate Dean for Academic Affairs, with guidance from the Curriculum and Educational Policy Committee, oversees all degree programs to assure that they are implemented consistently across departments, including the development and updating of program learning objectives and the inclusion of course learning objectives in all syllabi.

The University’s Graduate Faculty Council reviews each graduate program in the University on a 10-year rotation cycle and approves new degree program applications before they are sent to the state Higher Education Coordinating Board for approval. The review process for the Graduate Faculty Council is similar to the CEPH accreditation review. The department/program prepares a self-study document according to university-wide specifications. A review committee is formed, consisting of three to four University faculty outside the SPHCM and two to three non-UW faculty members involved with similar programs at their home institutions. After the self-study is reviewed, a two-day site visit is conducted to meet with the program director, coordinator, faculty, students, the department chair, and the Dean. The review committee drafts a report and distributes it to the program for comments on its accuracy. A final report is distributed to the Graduate Faculty Council, which then meets with the internal review committee members, the department chair, and the Dean to discuss the report and make any final recommendations.

Programs reviewed by the Graduate Faculty Council since the last CEPH accreditation include: Biostatistics MS and PhD (2002); Environmental Health MS and PhD (1997); Epidemiology MPH, MS, and PhD (2004); Health Services MHA (2002); Nutritional Sciences MPH, MS, and PhD (2005); and Pathobiology MS and PhD (1997). The Health Services PhD is currently preparing for the Graduate School review.

g. Research and Service Expectations and Policies

All faculty in the School are expected to engage in research, and all must comply with the standards for research established by the University through the Human Subjects Division and Office of Research. Specific policies for the SPHCM have been developed by SPHEC concerning which faculty titles can be principal investigators on externally funded grants and contracts. Research and service expectations for promotion at each rank are established by the elected Faculty Council, approved by SPHEC, and published in the SPHCM Academic Affairs Handbook (Appendix II-4). Brief descriptions appear in Criterion VIII.B.

III.2. A list of standing and important ad hoc committees, with a statement of charge and composition.

Important school-wide committees include the SPHEC, the Faculty Council, the Curriculum and Educational Policy Committee, the Practicum Committee, the Distance Education Committee, Extended Degree Program (EDP) Steering Committee, and the Diversity Taskforce. The ad hoc Accreditation Committee was formed to coordinate the Self-Study process for accreditation. The ad hoc Web Advisory Committee was established to coordinate the numerous web and database initiatives that are underway throughout the School. When necessary, an ad hoc Student Academic Grievance Committee is formed to hear student grievances.
SPHEC
Charge:
- Reviews and advises the Dean on matters related to school-wide budget allocations, curriculum and educational policy, faculty policy, long-range planning, and external visibility.
- Provides a forum for information-sharing and deliberation among leaders of the School, including the Dean, associate deans, chairs, and student representatives.

Composition: SPHEC is composed of the Dean, the associate deans, the department chairs, a student representative, the Director of Student Services, the Assistant to the Dean, and the School Administrator.

Faculty Council
Charge:
- Develops criteria and policies for faculty appointment, promotion, and tenure.
- Reviews all appointments at the level of associate professor and above and makes recommendations to the Dean.
- Reviews all proposals for promotion and tenure and makes recommendations to the Dean.

Composition: The Faculty Council is composed of one elected representative (and alternate) from each of the SPHCM departments, the Associate Dean for Academic Affairs (ex-officio), and the Manager of Academic Affairs and Research Programs (staff, ex-officio). Terms are for three years and may be renewed once by a vote of the department faculty. All voting members of the faculty are eligible to serve, including joint faculty who hold voting rights in SPHCM. Each year, the Faculty Council elects a chair, whose term may be renewed.

Curriculum and Educational Policy Committee
Charge:
- Monitors curricula in all programs (undergraduate, graduate, certificate) in the School.
- Reviews and approves proposals for new courses, certificates, degrees, and programs.
- Approves any curricular changes or requirements for the MPH program.
- Oversees scheduling of core courses.
- Establishes standards for course syllabi.
- Reviews departmental procedures for evaluating teaching effectiveness.
- Provides a forum for discussion and decisions regarding school-wide and interdepartmental curriculum issues.

Composition: The Curriculum and Educational Policy Committee is composed of faculty members appointed from each department and a student representative. Terms are for two years (with the exception of the student). The Associate Dean for Academic Affairs chairs the committee. Committee members generally are members of their departmental curriculum committees and thus are able to integrate departmental perspectives into school-wide discussion and vice-versa. The student representative participates fully in all aspects of the committee's work and has the same voting privileges as the faculty.

Practicum Committee
Charge:
- Implements the practicum guidelines that were developed by the previous ad hoc Practicum Committee and approved by SPHEC.
Establishes procedures for identifying appropriate practicums for students and coordinates practicum requests among the different departments in the School and the various practicum sites within the community and health agencies.

Develops and implements plans for the evaluation of practicums.

Reviews requests for practicum waivers and recommends, to the Associate Dean for Public Health Practice, acceptance or denial of the requests.

Composition: The committee is composed of the Associate Dean for Public Health Practice and representatives from faculty and staff from each of the SPHCM departments.

**Distance Education Committee**

Charge:

- This committee was charged in 2003 to investigate standards of delivery for distance learning material.

Composition: The committee is composed of the Associate Dean for Public Health Practice and one or more faculty members from each of the SPHCM departments.

**Extended Degree Program Steering Committee**

Charge:

- Reviews and advises the program on matters related to budget allocation, coordination of mission with the School, curriculum and educational policy, long-range planning, and external visibility.
- Provides a forum for discussion and decisions regarding important public health school-wide, or interdepartmental initiatives.
- Reviews and approves proposals for major changes to educational direction, such as offering new certificates, concurrent degrees, and/or partnerships with other programs.

Composition: This committee is composed of the Dean, Associate Dean for Academic Affairs, the department chairs, Director of EDP, Associate Director of EDP, and a few faculty members from within the School who have long-term experience with the program and its mission.

**Diversity Task Force**

Charge:

- Develops and implements a diversity plan with qualitative and quantitative goals for the School and ensures means for achieving the goals identified in the plan.
- Assesses the School’s climate and culture as it pertains to cultivating a diverse faculty, student body, and staff.

Composition: This task force is chaired by the Dean, and it includes faculty, students, and staff from each of the SPHCM departments.

**Ad hoc Accreditation Committee**

Charge:

This committee was formed in Autumn 2004 to coordinate the accreditation Self-Study process. The committee:

- Plans the strategy for the Self-Study process.
- Leads discussions within the departments and brings this feedback to the committee.
- Contributes to and reviews drafts of the Self-Study document.
- Informs and obtains input from department faculty and students on the Self-Study.
Composition: The committee is composed of a faculty member from each department, the Associate Dean for Academic Affairs, the Manager of Academic Affairs and Research Programs, and one student representative.

Ad hoc Web Advisory Committee
Charge:
- Serves as liaison between the Dean's Office and the departments on web, database, and technical matters.
- Helps to create and implement school-wide web applications.

Composition: This committee is co-chaired by the School's webmaster, database administrator, and systems administrator, and it is composed of departmental and research center employees who handle web design, development, content creation, and management for their respective units.

III.3. A list, including membership, of the School and University committees through which faculty contribute to the activities of the School and University.

The list of School and University committees on which faculty serve is extensive. University committees on which SPHCM faculty have served are shown below.

**SPHCM Service**
See Criterion III.2 for a description of SPHCM standing committees.

**University Service**
- UW Faculty Senate councils and committees (numerous)
- Grants and Contract Services Advisory Committee
- Primate Center Research Review Committee
- Scientific Advisory Committee, School of Medicine
- Scientific Misconduct Review Committee
- UW Human Subjects Committee
- Faculty Advisory Committee, Office of Intellectual Property
- Various University search committees (Director of Harborview Medical Center Occupational Medicine Service, and School of Architecture Dean, among others)
- Alcohol and Drug Abuse Institute Small Grants Program
- Graduate Certificate Program, Microbiology, Occupational Medicine Residency Program, Nutritional Sciences
- Chemical Hazards Advisory Committee, university-wide Department of Environmental Health and Safety
- Campus Health Services Committee
- Dean 5-year Review Committee
- Faculty Advisory Board, Graduate Opportunities and Minority Achievement Program
- Faculty Advisory Committee, Northwest Center for Public Health Practice
- Faculty Advisory Committee, International Education
- Research Advisory Council

The SPHCM faculty involved in these committees will be listed in the on-site resource file.
III.4. Assessment of the extent to which this criterion is met.

Strengths

- The SPHCM has an effective system of governance that gives faculty a major role in academic policy, promotion and tenure decisions, budget deliberations, and space allocation.
- The faculty play a dominant role in curricular and educational policy, appointments, promotion and tenure, and through the UW Faculty Senate, in the governance of the University.
- The committee structure in the School and departments includes student representation and functions effectively for communication, policy, planning, and evaluation.
- The SPHCM Academic Affairs Handbook, written by SPHCM faculty, gives a clear, comprehensive overview of appointment, promotion, and tenure criteria and procedures.

Challenges

- Faculty vary in the degree to which they willingly contribute to governance, planning, and other University service.

Plans

- Continue to upgrade the SPHCM website to provide clear access to SPHCM policies, procedures, and developments affecting the School community.
- Encourage all departments to provide structure for broad faculty participation in planning, governance, and University service.

This criterion is met.
Criterion IV

RESOURCES

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

Documentation Provided

1. A clearly formulated school budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years whichever is longer.

2. A concise statement or chart concerning faculty resources, showing number and percent time of faculty by program area and computing a student faculty ratio for each and for the school as a whole. (FTE faculty and FTE student numbers should be used and these should be consistent with FTE faculty and student numbers presented in sections VIII and IX.)

3. A concise statement or chart concerning the availability of other personnel (administration and staff).

4. A concise statement or chart concerning amount of space available to the school by purpose (offices, classrooms, common space for student use, etc.), by program and location.

5. A concise statement or floor plan concerning laboratory space, including kind, quantity and special features or special equipment.

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

7. A concise statement of library/information resources available for school use.

8. A concise statement identifying field experience sites used during the last three years.

9. A concise statement describing other community resources available for instruction, research and service, indicating those where formal agreements exist.

10. Identification of outcome measures by which the school may judge the adequacy of its resources, along with data regarding the school’s performance against those measures over the last three years. As a minimum, the school must provide data on student-to-faculty ratio by program, institutional expenditures per full-time-equivalent student, and research dollars per full-time equivalent faculty.

11. Assessment of the extent to which this criterion is met.
Criterion IV. The School shall have resources adequate to fulfill its stated mission and goals, and its instructional, research, and service objectives.

IV.1. A clearly formulated School budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer.

Table IV-1 shows the funding sources and expenditures by category for the SPHCM since the last accreditation visit. State funding has accounted for 11.13–19.89% of total expenditures since the prior accreditation. This funding source is expected to remain stable (with increases for inflation) over the next several years. In 1998–99 and 1999–2000, UW’s Planning and Budgeting Office rolled Research Cost Recovery (RCR) and other miscellaneous funds into the State General Funds category, and it is not possible to separate the RCR and other funds amount from the State General Funds for those years. (RCR refers to that portion of grant generated indirect costs that accrue to the School to cover administrative costs.) This is why the “Other UW” category in Table IV-1 has been left blank for those years and why the State General Fund is also higher for those years. Between 1998–99 and 2004–05, funding from institutional sources increased from $7,323,493 to $11,641,439 (calculated as the sum of State General Funds and Other UW, including RCR from Table IV-1). A significant portion of this increase occurred between 1998–99 and 1999–2000, as a result of negotiations that occurred in conjunction with Patricia Wahl’s appointment as Dean in 1999. Because of the two-year state funding cycle, dollars drawn from State General Funds can vary from year to year. Despite the apparent fluctuation in annual state funding between 2000 and 2004, biennial funding for the 2002–04 state allocation ($12,964,950) was actually only 4% greater than the funding for the 2000–02 biennium ($12,571,058). This difference represents the net result of cost of living and merit increases and some new program funding on one hand, and on the other, the withdrawal of institutional support for the evening Master of Health Administration Program when it converted to a self-sustaining program.

The grant funding shown in Table IV-1 reflects only those grants that come directly to the School. Due to the School’s strong interdisciplinary orientation, faculty also receive substantial support on grants that are based in other UW schools or at affiliated institutions. For example, in 2003–2004, 40 SPHCM faculty based at the FHCRC generated $51,462,854 in grant funding (direct costs), and 10 SPHCM faculty based at SBRI generated $5,857,511 in grant funding (direct costs). Research funding sources are described in further detail in Criterion VI.

IV.2. A concise statement or chart concerning faculty resources, showing number and percent time of faculty by program area and computing a student faculty ratio for each and for the School as a whole. (FTE faculty and FTE student numbers should be used and these should be consistent with FTE faculty and student numbers presented in sections VIII and IX.)

Table IV-2 shows the FTE faculty by department and the student/faculty ratio by department and for the School as a whole. Because faculty teach students in all degree programs, the numbers displayed are not program-specific. The faculty headcount has remained stable since the previous accreditation. (The current faculty FTE is 198.5.)
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State General Funds</strong>*</td>
<td>7,323,493</td>
<td>8,406,434</td>
<td>5,572,613</td>
<td>6,998,445</td>
<td>5,637,031</td>
<td>7,327,919</td>
<td>6,561,035</td>
</tr>
<tr>
<td><strong>Labor and Industries (L&amp;I)</strong></td>
<td>4,879,355</td>
<td>5,310,009</td>
<td>6,305,236</td>
<td>5,179,387</td>
<td>6,664,923</td>
<td>5,889,130</td>
<td>6,008,189</td>
</tr>
<tr>
<td><strong>Other UW, incl RCR</strong></td>
<td>3,582,115</td>
<td>2,360,077</td>
<td>3,402,687</td>
<td>3,534,005</td>
<td>5,080,404</td>
<td>3,753,487</td>
<td>5,080,404</td>
</tr>
<tr>
<td><strong>Gifts</strong></td>
<td>406,149</td>
<td>470,767</td>
<td>546,835</td>
<td>674,749</td>
<td>751,733</td>
<td>717,607</td>
<td>753,487</td>
</tr>
<tr>
<td><strong>TOTAL FUNDING</strong></td>
<td>43,347,692</td>
<td>49,725,622</td>
<td>58,265,785</td>
<td>67,300,260</td>
<td>69,820,749</td>
<td>67,010,014</td>
<td></td>
</tr>
<tr>
<td><strong>EXPENDITURES (STATE AND L&amp;I)</strong></td>
<td>12,202,848</td>
<td>13,716,443</td>
<td>15,459,964</td>
<td>14,537,909</td>
<td>15,704,649</td>
<td>17,649,628</td>
<td></td>
</tr>
<tr>
<td>Salaries and wages</td>
<td>9,518,221</td>
<td>10,698,826</td>
<td>12,058,772</td>
<td>11,339,569</td>
<td>12,249,620</td>
<td>13,065,822</td>
<td>12,150,422</td>
</tr>
<tr>
<td>Fringe benefits</td>
<td>854,199</td>
<td>960,151</td>
<td>1,082,197</td>
<td>1,017,644</td>
<td>1,099,325</td>
<td>1,172,574</td>
<td>3,162,587</td>
</tr>
<tr>
<td>Other expenses</td>
<td>1,586,370</td>
<td>1,783,138</td>
<td>2,009,795</td>
<td>2,016,603</td>
<td>2,172,574</td>
<td>2,055,070</td>
<td>2,115,603</td>
</tr>
<tr>
<td>Equipment</td>
<td>244,057</td>
<td>274,329</td>
<td>309,199</td>
<td>314,903</td>
<td>335,021</td>
<td>311,549</td>
<td>311,549</td>
</tr>
<tr>
<td><strong>SUBTOTAL STATE EXPENDITURES</strong></td>
<td>12,202,848</td>
<td>13,716,443</td>
<td>15,459,964</td>
<td>14,537,909</td>
<td>15,704,649</td>
<td>17,649,628</td>
<td></td>
</tr>
<tr>
<td><strong>EXPENDITURES (GRANT &amp; CONTRACT)</strong></td>
<td>30,738,695</td>
<td>35,538,412</td>
<td>42,258,986</td>
<td>44,543,254</td>
<td>50,843,886</td>
<td>52,352,088</td>
<td>57,606,899</td>
</tr>
<tr>
<td><strong>EXPENDITURES (GIFTS)</strong></td>
<td>406,149</td>
<td>470,767</td>
<td>546,835</td>
<td>674,749</td>
<td>751,733</td>
<td>717,607</td>
<td>753,487</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>43,347,692</td>
<td>49,725,622</td>
<td>58,265,785</td>
<td>59,755,912</td>
<td>67,300,260</td>
<td>69,820,749</td>
<td>76,010,014</td>
</tr>
</tbody>
</table>

---

** L&I funding is provided through the Washington State Medical Aid and Accident Fund, and numbers are taken from DEOHS departmental budget records.  
*** Tuition/stipends are not shown in breakout; these expenditures are rolled into the salary line.  
**** Totals for state expenditures are actual; breakout by category for all years uses percent of total calculated from current biennium expenditures.  
†† Excludes grants of SPHCM faculty administered in other institutions such as FHCRC and SIR.
Table IV-2. Faculty Resources

<table>
<thead>
<tr>
<th></th>
<th>BIO-STATISTICS</th>
<th>DEOHS</th>
<th>EPIDEMIOLOGY</th>
<th>HEALTH SERVICES</th>
<th>PATHO- BIOLOGY</th>
<th>SPHCM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 FTE Faculty(^2)</td>
<td>36.4</td>
<td>30.1</td>
<td>52.9</td>
<td>55.4</td>
<td>28.0</td>
<td>202.8</td>
</tr>
<tr>
<td>2003 FTE Student</td>
<td>75.5</td>
<td>73.5</td>
<td>193.0</td>
<td>263.3</td>
<td>36.0</td>
<td>641.3</td>
</tr>
<tr>
<td>2003 Dept. Student FTE/Faculty FTE Ratio</td>
<td>2.1:1</td>
<td>2.4:1(^4)</td>
<td>3.6:1</td>
<td>4.8:1</td>
<td>1.3:1</td>
<td>3.2:1</td>
</tr>
<tr>
<td>2004 FTE Faculty(^2)</td>
<td>34.0</td>
<td>32.6</td>
<td>52.8</td>
<td>56.8</td>
<td>30.0</td>
<td>206.3</td>
</tr>
<tr>
<td>2004 FTE Student</td>
<td>76.5</td>
<td>81.5</td>
<td>202.0</td>
<td>268.2</td>
<td>45.0</td>
<td>673.2</td>
</tr>
<tr>
<td>2004 Dept. Student FTE/Faculty FTE Ratio</td>
<td>2.3:1</td>
<td>2.5:1(^4)</td>
<td>3.8:1</td>
<td>4.7:1</td>
<td>1.5:1</td>
<td>3.3:1</td>
</tr>
<tr>
<td>2005 FTE Faculty(^2)</td>
<td>34.4</td>
<td>30.9</td>
<td>51.8</td>
<td>55.9</td>
<td>25.4</td>
<td>198.5</td>
</tr>
<tr>
<td>2004 FTE Students</td>
<td>77.0</td>
<td>79.0</td>
<td>218.0</td>
<td>282.8</td>
<td>49.0</td>
<td>705.8</td>
</tr>
<tr>
<td>2005 Dept. Student FTE/Faculty FTE Ratio</td>
<td>2.2:1</td>
<td>2.6:1(^4)</td>
<td>4.2:1</td>
<td>5.1:1</td>
<td>2.0:1</td>
<td>3.6:1</td>
</tr>
</tbody>
</table>

\(^1\) Includes Nutritional Sciences and Public Health Nutrition
\(^2\) Includes Extended MPH, MHA, and Executive MHA
\(^3\) Excludes some emeritus faculty not currently active.
\(^4\) Figures for graduate students only.

IV.3. A concise statement or chart concerning the availability of other personnel (administration and staff).

Table IV-3 displays the administrative, clerical, research, and information technology staff in each department. Research staff, who are largely funded from extramural resources, make up the largest category of staff in the School. The number of administrative staff in each department generally reflects the complexity of the academic programs within the departments.

Table IV-3. Non-faculty Personnel (UW-based*)

<table>
<thead>
<tr>
<th></th>
<th>BIO-STATISTICS</th>
<th>DEOHS</th>
<th>EPIDEMIOLOGY</th>
<th>HEALTH SERVICES</th>
<th>PATHO- BIOLOGY</th>
<th>DEAN’S OFFICE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Staff</td>
<td>9</td>
<td>25</td>
<td>15</td>
<td>48</td>
<td>2</td>
<td>6</td>
<td>105</td>
</tr>
<tr>
<td>Clerical Staff</td>
<td>13</td>
<td>21</td>
<td>7</td>
<td>17</td>
<td>2</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>Research Staff</td>
<td>30</td>
<td>77</td>
<td>30</td>
<td>27</td>
<td>23</td>
<td>0</td>
<td>187</td>
</tr>
<tr>
<td>Technical Staff</td>
<td>18</td>
<td>2</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>Total Staff</td>
<td>70</td>
<td>125</td>
<td>60</td>
<td>102</td>
<td>29</td>
<td>10</td>
<td>396</td>
</tr>
</tbody>
</table>

* Does not include non-faculty personnel that provide support to SPHCM faculty with research programs based in other schools (e.g., Medicine or institutions such as FHCRC and SBRI).
IV.4. A concise statement or chart concerning the amount of space available to the School by purpose (offices, classrooms, common space for student use, etc.) by program and location.

UW Space: The SPHCM occupies 64,507 net square feet (NSF) on campus and an additional 65,793 NSF off campus for a total of 130,300 NSF. Table IV-4 gives information on space by department and use. (Note that classrooms are not directly under the control of the SPHCM but are assigned through the University’s Classroom Services division.)

Faculty occupy 19,499 NSF; administration and staff (including service space and storage), 43,677 NSF; students, 7,650 NSF; laboratories (including animal quarters and lab service space), 50,998 NSF; computer space, 1,364 NSF; and conference space, 7,082 NSF.

The SPHCM has gained approximately 23,000 NSF of new University space since 1998, largely through the acquisition of additional laboratory and office space at the Roosevelt Building facility immediately adjacent to campus. This represents a 20% increase in space since the School’s last CEPH review. The School is in the early stages of planning a new building that will provide approximately 65,000 NSF of new office, teaching, and student space. The Provost’s office has assigned a “footprint” adjacent to the current Health Sciences Building for the new facility, and a capital campaign is underway to raise the necessary capital to begin construction.

Lecture halls, classrooms, and seminar rooms used by the SPHCM are controlled by Health Sciences Administration. They are shared among all Health Sciences schools, and classroom scheduling can be problematic if room requests are not planned well in advance. These rooms are not included in the accounting of SPHCM space.

These figures do not include the extensive space allocated to SPHCM faculty whose research and/or office space is at affiliated institutions, including the Fred Hutchinson Cancer Research Center, the Seattle Department of Veteran’s Affairs Hospital, the Biomembrane Institute, and Children’s Hospital and Medical Center. Research space for SPHCM faculty not controlled by the UW; more than 50 School faculty have primary research space in SPHCM “sister” organizations, such as the FHCRC and the Seattle Biomedical Research Institute (SBRI), Seattle Department of Veteran’s Affairs Hospital, the Biomembrane Institute, and Children’s Hospital and Medical Center. For example, 40+ faculty in the School are provided research and office space in the new 372,000 sq ft. Public Health Sciences building at the FHCRC that opened in April 2004. Ten SPHCM faculty members have their research programs located at the new 112,000 sq ft. SBRI building. Both the FHCRC and SBRI are located in the “biotechnology corridor” near South Lake Union, a 10-minute bus or car ride away. A shuttle bus also runs regularly between the FHCRC and UW Medical Center.

IV.5. A concise statement or floor plan concerning laboratory space, including kind, quantity, and special features or special equipment.

a. Department of Biostatistics

The Department of Biostatistics occupies the 6th floor of the F-wing in the Magnuson Health Sciences Building. This provides approximately 6,000 NSF of space on campus. In addition, several multi-investigator research programs are based in leased, off-campus space of approximately an equal amount (Table IV-4). For example, the Cardiovascular Clinical Trials Center is based in leased space in the University District Building approximately three
Table IV-4. SPHCM Total Space in Net Square Feet (UW controlled), 2005

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>ON CAMPUS</th>
<th>OFF CAMPUS</th>
<th>TOTALS</th>
<th>% OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEAN’S OFFICE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>680</td>
<td>0</td>
<td>680</td>
<td></td>
</tr>
<tr>
<td>Administrative/staff</td>
<td>1,814</td>
<td>0</td>
<td>1,814</td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td>595</td>
<td>0</td>
<td>595</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3,089 (100%)</td>
<td>0 (0%)</td>
<td>3,089</td>
<td>2.4%</td>
</tr>
<tr>
<td>BIOSTATISTICS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>2,435</td>
<td>1,084</td>
<td>3,519</td>
<td></td>
</tr>
<tr>
<td>Research staff/administration</td>
<td>1,899</td>
<td>4,281</td>
<td>6,180</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>236</td>
<td>148</td>
<td>384</td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td>513</td>
<td>423</td>
<td>936</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>1,741</td>
<td>350</td>
<td>2,091</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6,824 (52%)</td>
<td>6,286 (48%)</td>
<td>13,110</td>
<td>10.1%</td>
</tr>
<tr>
<td>DEOHS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>1,541</td>
<td>3,497</td>
<td>5,038</td>
<td></td>
</tr>
<tr>
<td>Research staff/administration</td>
<td>4,784</td>
<td>7,272</td>
<td>12,056</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>203</td>
<td>220</td>
<td>423</td>
<td></td>
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<tr>
<td>Conference</td>
<td>351</td>
<td>2,950</td>
<td>3,301</td>
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<tr>
<td>Student</td>
<td>434</td>
<td>1,520</td>
<td>1,954</td>
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<tr>
<td>Laboratory</td>
<td>10,293</td>
<td>22,136</td>
<td>32,429</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>17,606 (32%)</td>
<td>37,595 (68%)</td>
<td>55,201</td>
<td>42.4%</td>
</tr>
<tr>
<td>EPIDEMIOLOGY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>1,975</td>
<td>922</td>
<td>2,897</td>
<td></td>
</tr>
<tr>
<td>Research staff/administration</td>
<td>2,136</td>
<td>7,127</td>
<td>9,263</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>407</td>
<td>0</td>
<td>407</td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td>0</td>
<td>647</td>
<td>647</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>484</td>
<td>128</td>
<td>612</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>777</td>
<td>488</td>
<td>1,265</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5,779 (38%)</td>
<td>9,312 (62%)</td>
<td>15,091</td>
<td>11.6%</td>
</tr>
<tr>
<td>NUTRITIONAL SCIENCES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>894</td>
<td>0</td>
<td>894</td>
<td></td>
</tr>
<tr>
<td>Research staff/administration</td>
<td>1,678</td>
<td>0</td>
<td>1,678</td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td>150</td>
<td>0</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td>324</td>
<td>0</td>
<td>324</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>126</td>
<td>0</td>
<td>126</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>7,692</td>
<td>0</td>
<td>7,692</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10,864 (100%)</td>
<td>0 (0%)</td>
<td>10,864</td>
<td>8.3%</td>
</tr>
<tr>
<td>HEALTH SERVICES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>2,453</td>
<td>2,810</td>
<td>5,263</td>
<td></td>
</tr>
<tr>
<td>Research staff/administration</td>
<td>4,839</td>
<td>6,910</td>
<td>11,749</td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td>571</td>
<td>738</td>
<td>1,309</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>543</td>
<td>2,142</td>
<td>2,685</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8,406 (40%)</td>
<td>12,600 (60%)</td>
<td>21,006</td>
<td>16.1%</td>
</tr>
<tr>
<td>PATHOBIOLOGY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>1,208</td>
<td>0</td>
<td>1,208</td>
<td></td>
</tr>
<tr>
<td>Research staff/administration</td>
<td>937</td>
<td>0</td>
<td>937</td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>182</td>
<td>0</td>
<td>182</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>9,612</td>
<td>0</td>
<td>9,612</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11,939 (100%)</td>
<td>0 (0%)</td>
<td>11,939</td>
<td>9.2%</td>
</tr>
<tr>
<td>TOTAL SPHCM</td>
<td>64,507 (50%)</td>
<td>65,793 (50%)</td>
<td>130,300</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
blocks from the main campus (six blocks from the Health Sciences Building). In addition, 10 Biostatistics faculty have primary office and research space in the Arnold Public Health Sciences Building at the FHCRC.

b. Department of Environmental and Occupational Health Sciences (DEOHS)

DEOHS occupies nearly 33,000 NSF of lab space on and off campus. Completion of the Roosevelt Building in 2003–04 allowed for the expansion of several research programs (and alleviated a severe laboratory-space crunch).

Following are some of the laboratories housed in the department.

*Environmental Health Analytical Laboratory:* The Environmental Health Analytical Laboratory is an American Industrial Hygiene Association/National Institute for Occupational Safety and Health (AIHA/NIOSH) certified facility. It provides industrial hygiene analytical support for the Washington State Department of Labor and Industries as well as corporate and labor organizations throughout the state. The laboratory occupies six fully equipped rooms and is staffed with six research technologists, two research scientists, a laboratory supervisor, a program support supervisor, and a laboratory director.

*Toxicology laboratories:* The Toxicology laboratories, located both in the Roosevelt Building and Health Sciences Building F-wing, contain a full range of state-of-the-art instrumentation for the study of biochemical and physiological mechanisms of toxic action in both laboratory animals and humans. The department's 2004 acquisition of additional lab and office space in the Roosevelt Building has accommodated some research program growth in toxicology, environmental microbiology, and occupational/environmental medicine.

*Electron Microscopy Laboratory:* The Electron Microscopy Laboratory is equipped with a transmission electron microscope with goniometer stage, X-ray energy spectrometer, scanning electron microscope, and Zeiss Ultraphot II light microscope.

*Air Pollution Research Laboratory:* The Air Pollution Research Laboratory investigates respiratory physiology and gas-aerosol generation. The facility is equipped for research on pulmonary response to short-term exposures to common ambient air pollutants such as sulfur dioxide and ozone. A state-of-the-art diesel exhaust exposure facility has been constructed at another off-campus location (North Lake Union) and provides investigators with a unique laboratory to study the health effects of diesel exhaust in both animal models and through controlled human exposures.

*Functional Genomics Laboratory:* The Functional Genomics Laboratory, located in the Roosevelt Building, has moved the department into the forefront of research in the area of biological monitoring of toxic exposures and effects. The laboratory, supported nearly completely by NIH grants, provides SPHCM faculty with access to instrumentation and technical assistance in a full range of genomics tools, including high throughput genotyping, Real Time PCR, microarray analysis of gene expression, and proteomics analyses.

*Ergonomics and Safety Laboratory:* The Ergonomics and Safety Laboratory occupies three rooms in the Roosevelt Building. The lab's primary goal is to develop hardware and software systems for measuring and characterizing worker activities and the resultant physical exposures. The lab has computers for data acquisition and biomechanical modeling/analysis, stand-alone portable data acquisition systems for field use, and equipment for measuring and characterizing underlying physiological activity.
**Industrial Hygiene laboratories:** The Industrial Hygiene laboratories are equipped to facilitate controlled test atmospheres, permitting research of the physics and chemistry of airborne particles and of human exposure to simulated industrial environments.

**Field Research and Consultation Group Laboratory:** The Field Research and Consultation Group Laboratory, based in the Roosevelt facility, evaluates a wide variety of health problems in the workplace in response to requests from state government, employers, and workers. Scientists work closely with members of the department faculty, including specialists in ventilation engineering, safety, ergonomics, toxicology, and analytical chemistry.

**Environmental Health Microbiology Laboratory:** Investigators at the Environmental Health Microbiology Laboratory perform research on the occurrence, fate, and transport of health-relevant microbes in environmental media (water, air, food, etc.). The laboratory is equipped to run a full range of immunological, molecular, microscopic, and culture-based assays for all classes of microbe (viruses, bacteria, fungi, and protozoa), other organisms of concern in drinking water (e.g. algae), and vector insects (e.g., mosquitoes). Facilities include recently remodeled BSL2 and BSL3 laboratory space in the Roosevelt Building, a water quality laboratory, and a field laboratory for trace analysis.

**c. Department of Epidemiology**

**Genetic Epidemiology Laboratory:** This laboratory is involved in epidemiologic and genetic studies of pancreatic cancer, hyperlipidemias, cardiovascular disease, and diabetes and the insulin resistance syndrome. The studies use community-based family studies, twin studies, and population-based case-control samples. Procedures include the separation and size analysis of atherogenic lipoproteins by ultracentrifugation, gradient gel electrophoresis and densitometry, the extraction and quantitation of human DNA, and storage of immortalized cell lines from cancer patients.

**Nutritional Sciences Laboratories:** The Nutritional Sciences research laboratories are located in Raitt Hall. The program houses laboratories performing human dietary intervention studies and research on food preferences and satiety. The program also maintains a cell culture facility and specialized instrumentation required for the study of cellular nutrition, nutrient:gene interactions, lipids and lipoproteins, and vitamins and minerals.

**d. Department of Health Services**

The Health Services Department is located in the H-wing of the Magnuson Health Sciences Building, immediately adjacent to the F-wing (School of Public Health wing). This area provides approximately 8,500 NSF of high quality faculty and administrative offices, and several conference rooms. Student space for Health Services is located in the T-wing. In addition, faculty in the Department of Health Services occupy leased off-campus office space, primarily located in the University District Building several blocks from campus. The total off-campus leased space available is approximately 12,600 NSF. Five faculty associated with the Center for Health Education Research are based in leased office space in downtown Seattle. Four Health Services Faculty have office and research space at the FHCRC, and seven are based at the Veterans Administration Puget Sound Health Care System.

**e. Department of Pathobiology**

In addition to the on-campus lab space, faculty and trainees have access to off-campus facilities, including 28,000 NSF at Seattle Biomedical Research Institute; 6,083 NSF at the FHCRC; 2,400 NSF at Harborview; 200 NSF at the Infectious Disease Research Institute.
(a private, non-profit organization); 5,500 NSF at the Pacific Northwest Research Foundation (a private, non-profit organization); and 1,050 NSF at the Northwest Biological Science Center (a U.S. government facility). All facilities are designed for molecular, immunological, and biochemical research, and they contain fume hoods, water purification systems, and BLS2 and BSL3 facilities for the handling of pathogens.

The major equipment necessary to accomplish the department’s research is available at each research location. Specialized equipment includes inverted, upright, fluorescence, and confocal microscopes, automated DNA sequencers, an optical biosensor for real time monitoring of macromolecular interactions, fluorescence activated cell sorters, mass spectrophotometers, a Microarraying Robot, a Microarray Scanner, a peptide synthesizer, and Zeiss photomicroscopes with video-imaging and an image analysis system.

IV.6. A concise statement concerning the amount, location, and types of computer facilities and resources for students, faculty, administration, and staff.

University of Washington computing resources
- The University provides faculty and staff centrally managed resources for e-mail and websites that all the departments use through the Computing and Communications (C&C) organization.
- Students have access to their own University-managed e-mail and websites.
- The University provides many services for faculty, staff, and students, such as online access to articles from scientific journals, large poster and slide printing, nationwide Internet dialup service, and wireless network access at many locations. C&C is heading an ongoing initiative to expand Wi-Fi Internet access across the entire campus over the next two years.
- Each year, the School applies for and receives between $10,000 to $50,000 of the University’s technology innovation funds, which are supported by the UW student technology fee.
- The UW has invested heavily in new computer and network-based technologies to enhance both research and instruction. “UWired” is the University of Washington forum for promoting broad-based discussions, experimentation, and analysis of the following areas:
  - innovation in teaching and learning with technology tools
  - fluency in information technology
  - new ways for students and faculty to access technology-enabled tools and resources.
- UWired is the University’s intellectual “commons” to address uses of information technology in all facets of the UW’s instructional mission. UWired is not an operating unit but rather a source for new ideas about technology-enabled teaching and learning and new practices and services, as well as the ongoing evaluation of such practices and services.

SPHCM computing resources
- The School centrally maintains 10 servers to support web-based applications and their development to support the School and its departments.
- The School provides a secure central database of faculty, grant, and student information and provides access to these data through secure intranet and reporting services websites.
- The School has developed and deployed web-based applications for use by the departments and programs, including: an events calendar, a website search service, faculty
appointments and biographies, searchable faculty research interests, an alumni contact/mentoring information submission service, and a jobs listing service.

- All applications are built on industry-standard relational database technology and web technologies. They are secure and provide access to the data via Extensible Markup Language (XML) over Hypertext Transfer Protocol (HTTP). The use of XML allows for multi-purposing of the data, meaning School and department websites, reports, and other administrative functions all share the same data source, and any change to the data source changes the data presented on the web automatically.

**SPHCM departmental computing resources**

Departments are generally responsible for obtaining and maintaining computer resources for their faculty, students, and staff. These resources are purchased from departmental or grant funds. In addition, the University Student Technology Fee program annually makes available, through a competitive process, funds for the purchase of computer resources expressly for student use. Through this mechanism, SPHCM departments have successfully obtained equipment and software for student computer labs.

Computing resources in the School are listed by department below.

**Department of Biostatistics**

Faculty, students, and staff have use of a managed set of approximately 90 desktop computers running Microsoft Windows, Linux, and OS X; a small but growing number of dual-CPU Linux machines for faculty use in intensive computation; a Linux cluster of 20 CPUs and a second 64-bit four-way Opteron Linux system for faculty; and a Linux cluster of 12 CPUs and a second four-way Opteron Linux system for students. SAS, STATA, S-Plus, and the increasingly popular R package are installed on the department’s Linux hosts. Access to host computers from department networks and from other sites is via Secure Shell Host (SSH), a highly secure data transfer method; in addition, X-Windows is tunneled over SSH.

**Department of Environmental and Occupational Health Sciences**

The department has 275 managed desktop computers spread over offices and laboratories in four locations; two student computer labs (consisting of 17 computers, two scanners, two printers, with an array of software suggested by faculty and students); 10 notebook computers, two LCD projectors, and two digital video recorders that are available for checkout by students.

**Department of Epidemiology**

All the core faculty and staff members (approximately 125) are supplied with a Windows or Apple OS X computer and printer (or access to a networked printer); two student labs, one with nine computers and one printer, the other with five computers and a printer. The computers provide a full range of statistical software, including STATA, SPSS, and SAS as well as Microsoft Office and EndNote.

**Department of Health Services**

The department maintains 200 managed desktop and laptop computers; a domain comprised of six servers; four student labs; laptop and LCD projector checkout for student use; and teleconferencing.

**Department of Pathobiology**

Faculty and staff work on approximately 30 computers running Windows or Apple OS X. Two networked high-volume printers are available for use along with individual office printers.
One student lab contains Windows and Mac OS X computers, networked black and color laser printers, and a scanner.

IV.7. A concise statement of library/information resources available for School use.

The University of Washington Libraries is a network of 25 facilities serving three campuses. It holds a collection of more than six million cataloged volumes, an equal number in microfilm format, more than 50,000 serial titles, and several million items in other formats. The major facilities on the Seattle campus include the Suzzallo-Allen Graduate Library, Odegaard Undergraduate Library, and the Health Sciences Library. In addition, 14 subject-oriented libraries are located near academic departments throughout the Seattle campus, with branches in downtown Seattle and on San Juan Island. The Association of Research Libraries composite index ranks the University of Washington Libraries 12th among 120 academic research libraries in North America.

Last year, the UW Libraries received the 2004 Excellence in Academic Libraries Award, which recognizes the top university research library in the country. The award is presented by the Association of College and Research Libraries and Blackwell's Book Services. The UW Libraries Catalog is a fully integrated, computerized system that provides bibliographic information and circulation status for the cataloged holdings of the University Libraries. The UW Libraries and Computing and Communications are working together to provide electronic access to a multitude of information sources—online catalogs, journal databases, daily news sources, weather, an encyclopedia, and the Internet—through UWIN, the University of Washington Information Navigator. The Suzzallo-Allen library houses the major social sciences and humanities collections.

The Health Sciences Libraries partner with health sciences departments and programs and external organizations, delivering services from three facilities: the Health Sciences Library and Social Work Library, located on the main campus, and the K. K. Sherwood Library at Harborview Medical Center. The system supports six schools: Dentistry, Medicine, Nursing, Pharmacy, Public Health and Community Medicine, and Social Work. A primary user population of more than 20,000 students and faculty are located both on campus and at clinical sites through the five-state WWAMI (Washington, Wyoming, Alaska, Montana, Idaho) region. In serving this large geographic area, the Health Sciences Libraries focus their efforts on providing web-based knowledge resources regardless of the physical location of the user. The libraries contract with the National Library of Medicine to be part of the National Network of Libraries of Medicine, Pacific Northwest Region, connecting health professions across the region to information services.

Health Sciences Libraries staff includes 29 FTE professionals and 39 FTE classified staff and student assistants, including 14 FTE funded by grants and contracts for special projects. Knowledge resources include 1,500 current print journal subscriptions, 136,000 book titles, 465 video titles, 1,865 electronic journals, 150 textbooks, and 100 databases available via the web. All online content is available through the HealthLinks website (http://healthlinks.washington.edu). While rich in historical depth, the libraries focus on digital provision of information and are particularly strong in clinical reference (i.e., drug information, evidence-based sources). Links to online articles are standard in core databases such as MEDLINE.
HealthLinks database includes links to an additional array of filtered, no-cost, high-quality resources. Documents not available online may be requested for fast delivery.

Curriculum support services include a full-service computing lab, composed of 65 PCs in three classrooms, a library teaching lab, and 70 drop-in stations for independent student learning. In addition, the Learning Commons has a Reserves section (offering a mediated e-reserves system for instructors), VCRs, and other audio-visual equipment, anatomical models, study rooms, and Ethernet laptop ports. In addition, approximately 70 public PC stations are located in the three Health Sciences Libraries for research, study, and e-mail access.

The DEOHS maintains a library reflecting the multidisciplinary and dynamic nature of research interests and course offerings within the department. The collection consists of approximately 3,500 catalogued materials, including toxicology and occupational health and safety reference works and standards; CD-ROMs; monographs; technical reports; student theses; government documents from the National Institute for Occupational Safety and Health and the U.S. Environmental Protection Agency; conference proceedings; and more than 100 journal and newsletter titles. A part-time librarian and staff are available to assist with reference questions, library research methods, literature searching, and general information needs for members of the department as well as the SPHCM. The Environmental Health Library also serves affiliates of the University, government agencies, and the public.

The departments of Biostatistics, Epidemiology, Health Services, and Pathobiology also maintain small libraries for faculty and student use.

IV.8. A concise statement identifying field experience sites used during the last three years.

As the only school of public health in the Northwest, the School enjoys widespread and cordial relationships with a large number of public health, non-governmental, community, policy, advocacy, research, and industry organizations. Through individual faculty contacts, the School’s practicum supervisor, program efforts, the Northwest Center for Public Health Practice, and student initiative, students find many opportunities for internships, practicums, and self-directed research and service experiences. Many SPHCM faculty collaborate with colleagues at these sites in research, service, or workforce training.

In addition to the required practicum for all MPH students, some programs promote other extramural activities. For example, the Industrial Hygiene and Safety program and the Master of Health Administration programs encourage full-time summer internships after the first year of study. These provide valuable real-world experience for students, allowing them to build on their academic preparation as well as providing an opportunity to network with practicing professionals.

Capstone projects for the MHA program and the MPH track in Community-Oriented Public Health Practice are required to utilize field sites.

The MPH program in Nutritional Sciences adheres to the curriculum guide established by the Association of the Faculties of Graduate Programs in Public Health Nutrition that list the knowledge and skills in advanced nutrition, public health, social and behavioral sciences, and education specifically required in graduate education for the preparation of public health nutritionists. The Nutritional Sciences MPH Program includes a thesis and an eight-week
fieldwork experience. During the summer quarter following the first year of the program, students complete their block field experience, working full-time in a facility for at least six weeks under the supervision of a qualified professional. In 2004, Nutritional Sciences students were placed at more than a dozen institutions.

The School has formal agreements with all the sites where students perform practicums. Field sites used by students for the past three years are listed in Appendix IV-1.a-d.

IV.9. A concise statement describing other community resources available for instruction, research, and service, indicating those where formal agreements exist.

In addition to the large number of community, governmental, and industry sites listed in Appendix IV-1, the School maintains formal and extensive affiliations with a small number of prestigious local institutions where faculty and students collaborate on educational, research, and service activities. A significant number of scientists and practitioners from each of these institutions have regular, research, or affiliate academic appointments in the SPHCM, and many SPHCM faculty have formal appointments on the professional staff of these organizations:

- Fred Hutchinson Cancer Research Center
- Seattle Biomedical Research Institute
- Children’s Hospital and Medical Center
- Veterans Affairs Medical Center
- Group Health Center for Health Studies
- Public Health—Seattle & King County
- Washington State Department of Health
- Washington State Department of Labor and Industries
- Program for Appropriate Technology in Health (PATH)

IV.10. Identification of outcome measures by which the School may judge the adequacy of its resources, along with data regarding the School’s performance against those measures over the last three years. As a minimum, the School must provide data on student-to-faculty ratio by program, institutional expenditures per full-time-equivalent student, and research dollars per full-time equivalent faculty.

The outcome measures the School uses to track the adequacy of its resources include:

1. Student-faculty ratios (Table IV-5)
2. Institutional expenditures per FTE student (Table IV-5)
3. SPHCM space (Table IV-6)
4. Total School funding (Table IV-1)
5. Gifts to the School (Table IV-1)
6. Research expenditures per FTE Faculty (Table IV-7)

These measures reflect the growth the SPHCM has experienced both since the last accreditation and in the past three years. Despite an increase in student enrollment in School programs, there are still low student-to-faculty ratios in all departments. Even in the Department of Health Services, which has the highest student/faculty ratio (reflecting the larger relative teaching load in that department), the ratio is only 4.7:1. The institutional expenditures per student have been stable, despite the increase in the number of students.
and the addition of several new teaching programs in the School. Space has increased, largely through the addition of off-campus space. In 2004, after considerable lobbying of the University leadership, the SPHCM was given a “footprint” and authorization to begin fund-raising for a new 65,000 NSF “SPHCM Building” on campus. Total School funding has increased substantially since the last accreditation, largely on the basis of faculty success in obtaining grant and contract support for research. The Dean is currently engaged in discussions with the new UW President and Provost to increase University allocations to the School to catch up to the increases in SPHCM students, programs, and service teaching during the past 10 years.

Table IV-5. Institutional Expenditures per FTE Student

<table>
<thead>
<tr>
<th></th>
<th>2002–03</th>
<th>2003–04</th>
<th>2004–05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>$9,791,451</td>
<td>$11,579,531</td>
<td>$12,394,926</td>
</tr>
<tr>
<td>FTE students</td>
<td>592.3</td>
<td>638.8</td>
<td>705.8</td>
</tr>
<tr>
<td>Student/faculty FTE ratios</td>
<td>3.11:1</td>
<td>3.2:1</td>
<td>3.6:1</td>
</tr>
<tr>
<td>Expenditures/FTE students</td>
<td>$16,531.24</td>
<td>$18,127.00</td>
<td>$17,561.52</td>
</tr>
</tbody>
</table>

Table IV-6. SPHCM Space in 1998 and 2005 (Net Square Feet)

<table>
<thead>
<tr>
<th></th>
<th>1998</th>
<th>2005</th>
<th>INCREASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus</td>
<td>62,379 (58%)</td>
<td>64,507 (50%)</td>
<td>2,128</td>
</tr>
<tr>
<td>Off-campus</td>
<td>44,459 (42%)</td>
<td>65,793 (50%)</td>
<td>21,334</td>
</tr>
<tr>
<td>Total</td>
<td>106,838 (100%)</td>
<td>130,300 (100%)</td>
<td>23,462</td>
</tr>
</tbody>
</table>

Table IV-7. Research Expenditures per FTE Faculty

<table>
<thead>
<tr>
<th></th>
<th>2002–03</th>
<th>2003–04</th>
<th>2004–05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research expenditures*</td>
<td>$94,442,963*</td>
<td>$103,814,942*</td>
<td>$105,296,514*</td>
</tr>
<tr>
<td>FTE faculty</td>
<td>190.04</td>
<td>202.75</td>
<td>198.5</td>
</tr>
<tr>
<td>Expenditures/FTE faculty</td>
<td>$496,963.02</td>
<td>$512,034.23</td>
<td>$530,462.03</td>
</tr>
</tbody>
</table>

* Does not include grants in other schools where SPHCM faculty collaborate. Includes grants through FHCRC on which SPHCM faculty are PIs.
IV.11. Assessment of the extent to which this criterion is met.

**Strengths**

- Resources of the University of Washington, including libraries, computing infrastructure, and laboratories are a major asset and resource for SPHCM students, faculty, and staff.
- The School is co-located with other Health Sciences schools and physically close to the rest of the University, which promotes shared educational, research, service, and administrative collaboration.
- Faculty enjoy extraordinarily close working arrangements with neighboring research, clinical, and public health resources, many of whom have formal affiliation agreements with the University and the School.

**Challenges**

- Despite the addition of 24,000 NSF of office and lab space (2,100 NSF on-campus) and an approximately $3.5 million increase in funding from institutional sources since 1998, the growth of the School’s student body, programs, research, and service activities continues to place difficult demands on financial and space resources.
- Approximately half of SPHCM space is now located in off-campus facilities.
- The need for classroom space, particularly for small seminar rooms, is increasing, which limits the flexibility of scheduling new courses or additional sections of courses.

**Plans**

- The Dean is working with the new UW President and Provost to increase financial, space, and classroom resources for the SPHCM.
- The SPHCM has received authorization and a footprint from the UW for construction of a new 65,000 NSF School of Public Health Building on the Health Sciences Campus.
- Decrease student enrollment to provide faculty additional time for development of grant proposals.
- Maintain level of grant and contract research funding as federal funding decreases.

This criterion is met.
Criterion V.A

INSTRUCTIONAL PROGRAMS

The School shall offer 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.

Documentation Provided

1. Identification in matrix form of all of the school's degree programs, including undergraduate degrees if any, showing the areas of specialization possible and distinguishing between those considered by the school to be professional degrees and those considered to be academic degrees. If the school offers degrees in a non-traditional format, these must be included in the matrix and identified as non-traditional.

2. The school bulletin or other official publication which describes all curricula offered by the school for all degree programs.

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

Criterion V.A. The School shall offer programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional masters degree in at least the five areas of knowledge basic to public health. The School may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

The areas of knowledge basic to public health include:
1. Biostatistics—collection, storage, retrieval, analysis, and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis.
2. Epidemiology—distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health.
3. Environmental health sciences—environmental factors including biological, physical, and chemical factors that affect the health of a community.
4. Health services administration—planning, organization, administration, management, evaluation, and policy analysis of health programs; and
5. Social and behavioral sciences—concepts and methods of social and behavioral sciences relevant to the identification and the solution of public health problems.

V.A.1. Identification in matrix form of all the School’s degree programs, including undergraduate degrees if any, showing the areas of specialization possible and distinguishing between those considered by the School to be professional degrees and those considered to be academic degrees. If the School offers degrees in a non-traditional format, these must be included in the matrix and identified as non-traditional.

To meet its goal of educating innovative, effective, and culturally competent public health researchers, faculty, and practitioners, the School of Public Health and Community Medicine offers a wide range of both professional and academic degrees. These include the BS, MPH, MS, and PhD degrees in the program areas shown in Table V-1. The School also administers several interdisciplinary programs: Master of Health Administration (MHA), Nutritional Sciences (MS and PhD), and Public Health Genetics (PhD). These are not strictly SPHCM degrees, as they are awarded through the Graduate School’s interdisciplinary group structure. Nevertheless, the administrative responsibility, the academic leadership, and the majority of faculty for these programs are housed in the SPHCM.

Graduate Professional Degrees
The MPH and the MHA are considered professional degrees. The MPH is offered in all five core areas (Biostatistics, Environmental Health, Epidemiology, Health Services, and Social and Behavioral Sciences). In addition, the departments provide opportunities for pursuing an MPH in several subspecialty areas such as maternal and child health, international health, and public health genetics as indicated in Table V-1.
A special option in the Department of Health Services is the Extended MPH Degree Program (EDP), a non-traditional program offered through intensive summer sessions and weekends over a three-year period. Similarly, the MHA is also offered in an alternative schedule format (the Executive MHA Program) for clinicians and other health services professionals interested in management.

**Academic Degrees**
The School offers the doctorate degree (PhD) in Biostatistics, Environmental and Occupational Health Sciences, Epidemiology, Health Services, and Pathobiology; it oversees the interdisciplinary PhD programs in Nutritional Sciences and Public Health Genetics. The Master of Science degree (MS) is offered by all departments. Some departments offer the MS or PhD degrees in one of several tracks.

**Undergraduate Degrees**
The School offers an undergraduate minor in Public Health and a major in Public Health through the General Studies mechanism of the UW College of Arts and Sciences. These two undergraduate programs are administered for the School through the Department of Health Services. The DEOHS offers a BS degree in Environmental Health. In addition, the program in Health Information Administration (housed in the Department of Health Services) offers a BS degree.

**Residency Program**
The School offers a residency program for physicians in Occupational and Environmental Medicine.

**Concurrent (Joint) Degree Programs**
In response to a growing demand from colleagues and students in other UW schools, SPHCM participates in a large number of concurrent (joint) degree programs with other units of the University. These involve the following degrees: Master of Social Work (MSW), Master of Nursing (MSN), Master of Business Administration (MBA), Master of Arts in International Studies (MAIS), Master of Public Affairs (MPA), Master of Science in (Pediatric) Dentistry (MSD), Doctor of Medicine (MD), and Doctor of Jurisprudence (JD). Table V-1 indicates the various concurrent degrees that are available. The concurrent programs are housed in specific departments and/or programs in the School, and therefore, are so listed in the table.

**Graduate Certificate Programs**
To provide structure and recognition for sub-specialty training in public health, the School offers a wide and growing range of Graduate Certificates. Admission to these certificate programs is generally restricted to matriculated graduate students at the UW, although some certificate programs, e.g., International Health, are open to visiting fellows from overseas who are not enrolled in a formal degree program at the University. These programs are also listed in Table V-1, under the department or academic program responsible for the certificate.
V.A.2. The School bulletin or other official publication which describes all curricula offered by the School for all degree programs.

The current version of the SPHCM Academic Programs brochure, which provides an overview of the School’s programs, appears in Appendix II-1 and can be found on the School’s website (http://sphcm.washington.edu/). The publications of the departments and programs (tracks), including comprehensive descriptions of their curricula, will be available in the on-site resource file.

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

**Strengths**
- The SPHCM offers an MPH in all five core areas of knowledge basic to public health.
- The SPHCM also offers a graduate professional degree in Health Administration.
- The curriculum for each program in the SPHCM is clearly described in School and program materials and on the School and program websites.

**Challenges**
- The large number of degree, concurrent degree, and certificate programs offered by the SPHCM can be confusing to potential applicants.

**Plans**
- Continue to enhance the School’s website to help potential applicants understand the School’s offerings and choose the program(s) best suited to their needs and interests.
- Continue to expand and improve the School’s professional and academic programs to meet the changing needs and opportunities in the field.
- Continue to develop innovative programs to meet the evolving educational needs of the field.

This criterion is met.
Table V-1. School Degree Programs and Specialties, Displayed by Department

<table>
<thead>
<tr>
<th>DEPARTMENT ADMINISTERING DEGREE/SPECIALTY</th>
<th>BS</th>
<th>MPH</th>
<th>MHA</th>
<th>MS</th>
<th>PhD</th>
<th>CONCURRENT DEGREES</th>
<th>GRADUATE CERTIFICATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>MD/MPH</td>
<td>Statistical Genetics</td>
</tr>
<tr>
<td>Environmental and Occupational Health Sciences</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>MPA/MS</td>
<td></td>
</tr>
<tr>
<td>Environmental Health</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental and Occupational Health</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MPA/MPH</td>
<td></td>
</tr>
<tr>
<td>Industrial Hygiene</td>
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<td></td>
<td></td>
<td></td>
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<td>MPA/MS</td>
<td>Occupational Safety and Health*</td>
</tr>
<tr>
<td>Environmental and Occupational Hygiene</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Safety and Ergonomics</td>
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<td></td>
<td>X</td>
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<tr>
<td>Toxicology</td>
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<tr>
<td>Occupational and Environmental Medicine</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Epidemiology</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>MD/MPH MD/PhD MPA/MPH</td>
<td>HIV/STI#, Basic Clinical Research Methods*, Advanced Clinical Research Methods*</td>
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<tr>
<td>General</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Public Health Genetics</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>JD/MPH*</td>
<td>Public Health Genetics</td>
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<tr>
<td>Genetic Epidemiology</td>
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<td></td>
<td></td>
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<tr>
<td>Nutritional Sciences</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Maternal and Child Health</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>MSD/MPH</td>
<td></td>
</tr>
<tr>
<td>International Health</td>
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<td></td>
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</table>

* pending/proposed

# Human Immunodeficiency Virus/Sexually Transmitted Infections
Table V-1. continued

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>BS</th>
<th>MPH</th>
<th>MHA</th>
<th>MS</th>
<th>PhD</th>
<th>CONCURRENT DEGREES</th>
<th>GRADUATE CERTIFICATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services</td>
<td>X**</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>MN/MPH,</td>
<td>Public Health Preparedness, Public Health Informatics</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>MSW/MPH, MD/MPH</td>
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<tr>
<td>Health Administration</td>
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<td>X</td>
<td></td>
<td></td>
<td></td>
<td>MBA/MHA, MD/MHA,</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>MPA/MHA, MPH/MHA</td>
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</tr>
<tr>
<td>Health Education</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Information</td>
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<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Administration</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Health Policy and Research</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>MPA/MPH</td>
<td>Health Policy</td>
</tr>
<tr>
<td>International Health</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>MPA/MPH, MAIS/MPH</td>
<td>International Health</td>
</tr>
<tr>
<td>Maternal and Child Health</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>MSD/MPH</td>
<td>Maternal and Child Health</td>
</tr>
<tr>
<td>Health Practice</td>
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<td></td>
<td></td>
<td>X</td>
<td></td>
<td>MPA/MPH</td>
<td></td>
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<tr>
<td>Social and Behavioral Sciences</td>
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<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>Health Behavior and Health Promotion, Biobehavioral Cancer Prevention and Control</td>
</tr>
<tr>
<td>Pathobiology</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Health Services administers the undergraduate minor and major in Public Health in the College of Arts and Sciences General Studies program
Criterion V.B

INSTRUCTIONAL PROGRAMS

Each professional degree program identified in V.A., as a minimum, shall assure that each student a) develops an understanding of the areas of knowledge which are basic to public health, b) acquires skills and experience in the application of basic public health concepts and of specialty knowledge to the solution of community health problems, and c) demonstrates integration of knowledge through a culminating experience.

Documentation Provided

1. Identification of the means by which the school assures that all professional degree students have a broad understanding of the areas of knowledge basic to public health. If this means is common across the school, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

2. Description of the school’s policies and procedures regarding practice placements, including criteria for selection of sites, methods for approving preceptors, approaches for faculty supervision and methods of assessment of students.

3. Identification of agencies and preceptors used for formal practice placement experiences for students, by program area, over the last three years.

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

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

Criterion V.B.  Each professional degree program identified in V.A., as a minimum, shall assure that each student a) develops an understanding of the areas of knowledge which are basic to public health, b) acquires skills and experience in the application of basic public health concepts and of specialty knowledge to the solution of community health problems, and c) demonstrates integration of knowledge through a culminating experience.

V.B.1.  Identification of the means by which the School assures that all professional degree students have a broad understanding of the areas of knowledge basic to public health. If this means is common across the School, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

Master of Public Health Program
The MPH degree requires a minimum of 63 quarter-credits, including at least 30 course credits (exclusive of independent study, seminar, and thesis), a 9-credit thesis (or capstone project), and a 3-credit (120-hour) practicum. At the UW, credit hours are generally equivalent to student contact (classroom) hours per week (e.g., a 3-credit course would involve 3 classroom hours per week, or 30 classroom hours per quarter). For each credit-hour, it is the expectation that students spend 2–3 hours outside the classroom reading, studying, writing papers, etc. For “courses” that do not involve classroom time (e.g., Practicums), students are expected to devote 4 hours of effort per credit-hour per week. To provide students with a broad understanding of the core areas of knowledge basic to public health, students in the MPH program (with the exception of the MPH in Community-Oriented Public Health Practice, described in Table V-3) are required to complete core courses in biostatistics, environmental health, epidemiology, health services, and social and behavioral sciences, as described in Table V-2.

Students enrolled in the MPH program in Community-Oriented Public Health Practice (COPHP) also complete their degree work with a solid foundation in the core disciplines of public health: biostatistics, environmental health, epidemiology, health services management, and social and behavioral sciences. In addition, all students in the COPHP program devote time in their core curriculum to coursework involving social determinants of health, community assessment, community development, program evaluation, health policy, and social action.

The core curriculum of the COPHP program utilizes the technique of Problem-Based Learning and is delivered through an integrated two-year sequence (36 quarter-credits) of approximately 50 case studies. The cases are divided among a series of eight “blocks.” Because the integrated nature of the curriculum and the block structure is different from the traditional course-based curriculum, Table V-3 is provided to translate the COPHP curriculum into traditional course units.

Tracks in the Master of Public Health Program: Departments have created multiple tracks for the MPH degree. Each track allows students to focus on specific areas of public health.
### Table V-3. COPHP Core Degree Requirements

<table>
<thead>
<tr>
<th>COPHP BLOCK</th>
<th>COURSE AND QUARTER-CREDIT EQUIVALENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR ONE</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction to Public Health (Autumn)</td>
<td>Social Determinants of Health (2 cr)</td>
</tr>
<tr>
<td>Community Assessment (Autumn)</td>
<td>Assessment (3 cr)</td>
</tr>
<tr>
<td>Public Health Assessment (Winter)</td>
<td>Epidemiology (1 cr)</td>
</tr>
<tr>
<td>Health Promotion and Disease Prevention (Spring)</td>
<td>Epidemiology (2 cr)</td>
</tr>
<tr>
<td>Community Development (Spring)</td>
<td>Environmental Health Assessment (2 cr)</td>
</tr>
<tr>
<td>Program Evaluation (Autumn)</td>
<td>Bio-statistics (3 cr)</td>
</tr>
<tr>
<td>Health Policy (Autumn–Winter)</td>
<td>Health Policy (5 cr)</td>
</tr>
<tr>
<td>Social Action (Winter)</td>
<td>Environmental Health Policy (1 cr)</td>
</tr>
<tr>
<td>Health Systems Planning and Management (Spring)</td>
<td>Community Development and Mobilization (3.5 cr)</td>
</tr>
<tr>
<td><strong>YEAR TWO</strong></td>
<td></td>
</tr>
<tr>
<td>Program Evaluation (2.5 cr)</td>
<td>Planning and Management (6 cr)</td>
</tr>
</tbody>
</table>

Table V-2. MPH Core Degree Requirements

<table>
<thead>
<tr>
<th>CORE AREA</th>
<th>REQUIRED CORE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>BIOST 511—Medical Biometry (Introduction to Biostatistics) or BIOST 517 &amp; 518—Applied Biostatistics I and II</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>ENVH 511—Environmental and Occupational Health or ENVH 570—Occupational and Environmental Epidemiology or ENVH 577—Risk Assessment for Environmental Health Hazards or ENVH 517—Children’s Environmental Health or ENVH 584—Occupational Health Policy</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>EPI 511—Introduction to Epidemiology or EPI 512 &amp; 513—Epidemiologic Methods I and II</td>
</tr>
<tr>
<td>Health Services</td>
<td>HSERV 511—Introduction to Health Services and Public Health</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>HSERV 510—Society and Health or (prior to 2005) HSERV 507—Communication for Health Promotion: Theory and Application or HSERV 581—Strategies of Health Promotion</td>
</tr>
</tbody>
</table>
Application and enrollment in the specific MPH tracks is a coordinated process conducted by departments and the tracks; for example, Health Services has one admissions committee but seeks to accept a defined number of students for each track within the department. The tracks and the sponsoring departments are listed in Table V-4.

All tracks in the MPH program have track-specific learning objectives that are summarized in Appendix V-1.

Table V-4. MPH Program Tracks

<table>
<thead>
<tr>
<th>TRACK</th>
<th>DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>Biostatistics</td>
</tr>
<tr>
<td>Occupational/Environmental Medicine</td>
<td>DEOHS</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>DEOHS</td>
</tr>
<tr>
<td>General Epidemiology</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>Public Health Genetics</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>Nutritional Sciences</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>Maternal and Child Health</td>
<td>Epidemiology or Health Services</td>
</tr>
<tr>
<td>International Health</td>
<td>Epidemiology or Health Services</td>
</tr>
<tr>
<td>Health Policy and Research</td>
<td>Health Services</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>Health Services</td>
</tr>
<tr>
<td>Community-Oriented Public Health Practice</td>
<td>Health Services</td>
</tr>
</tbody>
</table>

Master of Health Administration Program

Students in the Master of Health Administration program acquire knowledge in each of the basic areas of public health. All MHA students take HSERV 511 (Introduction to Health Services and Public Health), which serves as the core MPH Health Services course. To acquire statistical and epidemiologic methods, they take three courses designed to give them skills and perspectives in applying these methods to health care management. Special emphasis is given to critical appraisal of evidence from the literature. A new course, implemented on the basis of the recommendations of the previous CEPH accreditation review, addresses environmental and occupational health issues in hospital and health administrations. (Interestingly, this is now one of the highest-rated courses by students in the entire MHA curriculum.) Social and behavioral sciences content is provided in several courses, but most directly in HSMGMT 590B (Introduction to Clinical Care and Processes) and HSMGMT 500 (Risk and Insurance), two courses that cover behaviors of individuals, and HSMGMT 514 (Health Economics) and HSMGMT 560A (Organizational Behavior in Health Care Organizations), which address the behaviors of groups and organizations. The MHA core curriculum is summarized in Table V-5. MPH students take some of these courses, and together with HSERV 511, these courses provide opportunities for substantial interchange between MPH and MHA students. A small number (one to two per year) of MHA students also pursue concurrent MPH degrees.
Table V-5. MHA Core Curriculum

<table>
<thead>
<tr>
<th>CORE AREA</th>
<th>REQUIRED MHA COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>HSMGMT 590C—Biostatistics</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>HSMGMT 590V—The Health System and Its Environment</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>HSMGMT 501—Epidemiology/Critical Evidence Appraisal <strong>and</strong></td>
</tr>
<tr>
<td></td>
<td>HSMGMT 502—Evidence-Based Health Care Planning</td>
</tr>
<tr>
<td>Health Services</td>
<td>HSERV 511—Introduction to Health Services and Public Health</td>
</tr>
<tr>
<td></td>
<td>(plus numerous courses in Health Systems Management)</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>HSMGMT 590—Introduction to Clinical Care and Processes <strong>and</strong></td>
</tr>
<tr>
<td></td>
<td>HSMGMT 500—Risk and Insurance <strong>and</strong></td>
</tr>
<tr>
<td></td>
<td>HSMGMT 560A—Organizational Behavior in Health Care Organization <strong>and</strong></td>
</tr>
<tr>
<td></td>
<td>HSMGMT 514—Health Economics</td>
</tr>
</tbody>
</table>

V.B.2. Description of the School’s policies and procedures regarding practice placements, including criteria for selection of sites, methods for approving preceptors, approaches for faculty supervision, and methods of assessment of students.

*Master of Public Health Program*

All MPH students must complete a three-credit, 120-hour practicum. Details of the policies and procedures for the practicum are shown in the MPH Practicum Program Handbook (Appendix V-4).

The objectives of the practicum are to:
- Provide students with practical field experience in a public health practice setting.
- Help students further develop skills or competencies learned in the academic program by applying them in a public health practice setting.
- Provide a means for acquiring practical skills that are useful to public health professionals and are not available through academic institutions.
- Link academic training to the core functions of public health practice as described in the Washington State Public Health Improvement Plan.
- Understand the political, economic, social, and organizational context within which public health activities are conducted.
- Gain exposure to an organizational and/or community context for public health activities.

The practicum site must:
- Be an organization, agency, or community that provides planning or services relevant to public health.
- Enable the student to further develop and apply specific skills or competencies learned in the academic program.
- Provide a supervisor who is willing and able to spend regularly scheduled time with the student and provide guidance. In addition, the site supervisor should consider himself/herself a public health practitioner.
- Afford the student regular contact with public health practitioners.
- Provide a supervisor who exhibits a willingness to increase student responsibility and independence over the duration of the practicum experience.
- Exhibit a willingness to provide support, ranging from a desk and a phone, to stipends or salary, transportation, and lodging.
- Be a good match with the needs of the student.
- Offer a uniquely valuable experience.

Potential sites and site supervisors are identified in several ways. Often, contacts within the practice community notify the School’s faculty directly about practicum opportunities. Other sites have been identified through the faculty and staff associated with the Northwest Center for Public Health Practice. After a site has been identified, the School’s standard affiliation agreement is completed by representatives of the University and the practicum site (Appendix V-4). A practicum site supervisor is designated and the training site submits written documentation regarding the supervisor’s professional and academic credentials.

The SPHCM practicum coordinator maintains descriptions of all approved practicum opportunities. Students may review these descriptions to select potential practicum sites or may propose alternate sites, which must be approved by the faculty adviser. Each student is responsible for initiating the process of the practicum placement, as well as completing all required forms, maintaining a work schedule as agreed with the site supervisor, completing the specified tasks outlined in the project agreement, meeting with the site supervisor to discuss progress of the project, maintaining contact with the faculty adviser regarding progress, and completing an evaluation of the practicum. Many students create professional poster presentations summarizing their practicum experiences and display them as part of the annual SPHCM Practicum Fair each spring.

The site supervisor helps the student develop the practicum agreement and reviews and signs the agreement prior to the field placement. The site supervisor ensures that the student is oriented to the agency, organization, or community; ensures that the student has the necessary support to complete the task (e.g., resources such as work space, materials, access to required information); and provides guidance to the student in carrying out the activities to complete the project through regular supervisory meetings. The School provides forms (Appendix V-4) to the training site to evaluate student performance. These are submitted to the School upon completion of the practicum.

The faculty adviser ensures that the field placement negotiated by the student and the site is appropriate and that it meets department and program requirements. The faculty adviser helps the student develop the practicum agreement and reviews and signs the agreement prior to the field placement. The adviser monitors the progress of the project and is available for student support if requested by the student or the site supervisor, or at the request of the department or program. The faculty adviser assesses the project and assigns academic credits upon completion.

The practicum for the COPHP program is a six-credit experience (two credits per quarter over three quarters) during the student’s first year. The purpose of the practicum during
the first year of the COPHP program is to provide students an opportunity to practice application of their classroom learning within a local health department. The student is expected to function in roles both as a student and practitioner within the health department. The student applies the theory, knowledge, and skills being learned in the classroom during the first year of her/his MPH studies. Field experience is considered to be service learning and therefore students are expected to make a substantive contribution to the work of the health department within the limits of their responsibility and authority. The result is a service learning experience that should be of mutual benefit to the health department, the student, the University and, most importantly, to the community served by the health department.

During the first year, the COPHP Practicum consists of two modules, the Practicum Seminar and the Practicum Field Experience. The Practicum Seminar is an Autumn Quarter course that is designed to provide the student with selected skills that will contribute to a successful field experience and an enhanced knowledge base about Public Health—Seattle & King County (including its structure, functions, and the communities it serves). This knowledge enables the student to both learn and serve more effectively in the Practicum Field Experience offered during the Winter and Spring quarters of the first year.

The second module, Practicum Field Experience, begins during the Winter Quarter and continues through the Spring Quarter of the first year. In this course, students are matched to a project or program within Public Health—Seattle & King County, with supervision from a Public Health—Seattle & King County employee who is also a clinical faculty member at the University. The student’s faculty adviser collaborates with the site supervisor to provide supervision, consultation, and expert assistance to the student as appropriate. Public Health—Seattle & King County has served as the field experience site for the first year due to its long history of collaboration with the University and because it is an outstanding example of a large community-oriented public health agency. Working in a single, yet large and diverse, agency provides the students with a common field experience problem during the first quarter and a common practice model for applying learning from the Problem-Based Learning curriculum during the first year.

The learning objectives of the COPHP Practicum are for students to:

- Describe and discuss the role, structure, functions, budget, funding and culture of the health department.
- Describe and discuss the demographics of the community(s) served by the health department.
- Describe and discuss the health status of the community(s), the environment, and its citizens.
- Describe and discuss disparities in health conditions and/or health status between communities and identifiable populations within the community.
- Demonstrate an ability to work as a member of a team to gather and analyze data.
- Demonstrate their ability to communicate effectively with professional colleagues, clients, and community groups.
- Demonstrate knowledge, attitudes, and skills associated with community organization and cultural competence.
- Participate effectively in a community-based public health practice within a large urban health department.
Master of Health Administration Program

Students in the MHA program do not complete a practicum, but they are encouraged to complete an internship during the summer between the first and second years of the program. The internship allows students to integrate knowledge and skills obtained in the classroom through application in a health care setting. Internship sites are identified in a number of ways. Each year, the program coordinator contacts area hospitals and other potential sites. The sites send job descriptions for internships to the program office. Other internships are identified by MHA alumni. The program has a large and active alumni group in the Puget Sound area that is committed to providing internship opportunities to current students.

Job descriptions and application information for the internships are maintained by the MHA office. Advisers are available to assist students in determining appropriate internship experiences. Students review the information and apply for positions that best meet their needs. Internships typically are 10 weeks long (although this is negotiable), and most are paid positions. At the conclusion of the internship, both the student and the preceptor complete an evaluation that becomes part of the student’s file.

V.B.3. Identification of agencies and preceptors used for formal practice placement experiences for students, by program area, over the last three years.

The SPHCM faculty believe that a wide range of organizations and agencies can provide a valuable field experience for students. In general, any organization that provides, plans for, coordinates, organizes, pays for, or regulates public health services is a valid training site. Some examples are listed below.

- Federal agencies: Department of Health and Human Services, Department of Veterans Affairs, Occupational Safety and Health Administration
- State, county, or city health departments
- Other state and local health and social service agencies
- Managed care organizations
- Insurance companies
- Neighborhood health centers and community clinics
- Hospitals (public, not-for-profit, for-profit, psychiatric, rehabilitation)
- Community mental health centers
- Environmental health consulting companies
- Industrial settings
- Multi-specialty medical practices

MPH practicum sites for students are listed in Appendix IV-1.a. These have ranged from placements with clinics and administrative departments with the Public Health—Seattle & King County, to other local health departments in the Northwest, to the Washington State Department of Health, to international placements in Peru and Tanzania. Internship and capstone sites for the MHA program are also listed in Appendix IV-1.d.
V.B.4. Identification of the culminating experience required for each degree program. If this is common across the School’s professional degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

**Master of Public Health Program**

Both the in-residence MPH program and the Extended Degree Program MPH require culminating experiences.

**Master’s Thesis**

Most of the MPH degree tracks require a master’s thesis. The thesis is an opportunity for students to consolidate and advance the knowledge gained during graduate studies, to exercise and expand the research skills learned in the program, and to develop expertise in a specialized area of interest. The process of identifying a topic or question of interest, defining and designing a study to provide information on the topic, obtaining appropriate data, analyzing the data using proper techniques, interpreting the results correctly, and documenting the entire process in a written report, a key component of the learning process and an important way to assess student performance.

Each student: works closely with a thesis adviser to identify an area or problem of interest, poses a number of potential project ideas, narrows and hones these ideas into a feasible thesis question or hypothesis, and designs the study, using either primary or secondary data to address the question. The design, conduct, write-up, and presentation of the thesis project is a major effort and is generally regarded by alumni as one of the most important and useful aspects of their graduate experiences. Examples of acceptable designs for the thesis include analytic studies (e.g., case-control studies), program evaluations, case studies, policy analyses, descriptive studies, and experiments or quasi-experiments (rarely performed for a master’s thesis). When a thesis significantly contributes to a scientific body of knowledge the student is encouraged to publish the results in a scholarly journal.

**Master’s Capstone Project**

The Extended Degree Program MPH and the MPH degrees in Environmental Health and in Community-Oriented Public Health Practice give the student the option of doing a master’s capstone project as an alternative to a master’s thesis. Like a master’s thesis, a capstone project is a major, rigorous, scholarship-based, and demanding undertaking. Where the thesis is designed to apply research methods to the challenge of creating new knowledge, the objective of the capstone project is to address a real public health problem in the community. The capstone project has the following goals:

**Experiential Goals**

To contribute to solving a community health problem in a meaningful, effective, and culturally sensitive fashion; specifically,

- To work to solve a public health problem in a community setting
- To find and apply evidence-based solutions to a defined community problem
- To work productively with other people and to develop successful community partnerships and solutions
- To explore problem-solving methods in the contexts of specific communities and populations
• To understand the organizational, political, economic, and social contexts that can promote or constrain public health interventions.

**Academic Goals**

• To develop advanced public health assessment and problem-solving skills
• To develop comprehensive knowledge in an area or areas of special interest
• To evaluate the successes and weaknesses of the project through either formal evaluation and analysis or reflection
• To hone communication skills and use them to summarize findings in professional-quality written and oral presentations.

Table V-6 compares the characteristics of the capstone project and the thesis.

**Table V-6. Comparison of Capstone Projects and Thesis Projects**

<table>
<thead>
<tr>
<th></th>
<th>MASTER’S CAPSTONE PROJECT</th>
<th>MASTER’S THESIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal intent</td>
<td>To identify and solve a problem of practical importance to a public health agency or a defined community; to improve public health practice or community health.</td>
<td>To create new knowledge.</td>
</tr>
<tr>
<td>Nature of scholarship</td>
<td>The student must identify and synthesize evidence from the literature relevant to the project. The student must also identify local historical, social, organizational, economic, and community contexts in which the project will occur.</td>
<td>The student must identify and synthesize literature relevant to the research.</td>
</tr>
<tr>
<td>Research?</td>
<td>Yes, but it must have direct, practical usefulness to the sponsoring agency, organization, or community.</td>
<td>Yes</td>
</tr>
<tr>
<td>Is data analysis involved?</td>
<td>It can be if it has direct, practical usefulness to the sponsoring agency, organization, or community.</td>
<td>Usually</td>
</tr>
<tr>
<td>Does the student critically evaluate the results and quality of the project/research?</td>
<td>Yes, including a self-reflective evaluation of the project</td>
<td>Yes, in discussion section</td>
</tr>
<tr>
<td>Principal audience</td>
<td>Agency, organization, or community where the project is conducted; in some cases, the larger professional community</td>
<td>Larger professional community</td>
</tr>
<tr>
<td>Is the project/thesis report publishable in a professional journal?</td>
<td>Possibly (most likely in practice-oriented journals)</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**Master of Health Administration Program**

The integrative project for the MHA program is called the Capstone Consulting Project. The project places student teams to work in the real-world environment studying a problem of current importance to a health care organization and recommending to the organization how the problem should be handled. The projects provide students with an opportunity to work directly with a project preceptor and others in the organization in identifying and analyzing a management problem and in the formulation and presentation of a recommended course of action. Through interim reports and final presentations, team members also have an opportunity to polish their presentation and communication skills. Throughout the project, students may discuss issues, ambiguities, and “learnings” that come from their experience with faculty and colleagues. Ultimately, successful completion of the project assignments requires students to organize and work as an effective team to “get the job done.”

The projects are complex and time-sensitive. They also affect people in the organization, and therefore have political as well as analytical dimensions. They provide exposure to the realities that often confront managers as they try to solve problems and make changes in their organizations. As such, the project experience is intended to help students transition from classrooms to jobs.

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

**Strengths**

- Students in all professional programs are required to meet requisite learning objectives in each of the five core areas of knowledge that are basic to public health by enrollment in required core courses covering each of the five areas.
- Students in all professional programs engage in a carefully structured practicum/field experience that requires application of public health skills to community health problems, many of which are summarized in a professional poster presentation.
- The SPHCM has agreements with more than 65 community agencies, including local, state, and international agencies, for student practicum and research activities. (Students are also free to find additional sites for extramural academic pursuits.)
- All students carry out a rigorous, individually supervised culminating project—either a master’s thesis or capstone project.

**Challenges**

- Scheduling of core courses to provide flexibility for international, military, concurrent, and part-time students is problematic.
- Some students express that it is difficult to decide on a (best) culminating project. This leads to delay in initiating these projects and sometimes delay in graduating.
- Students with a strong public health research orientation occasionally choose practicum projects that provide limited exposure to community health.
- Some of the public health content areas recommended by the 2003 Institute of Medicine (IOM) report *Who Will Keep the Public Healthy?* are covered only in elective courses.
Plans

- The School’s Curriculum and Educational Policy Committee is working with faculty representing each of the five core areas to explore ways to teach core courses more often than once per year.
- The School’s Curriculum and Educational Policy Committee is examining how the Institute of Medicine (IOM) competencies (beginning with public health ethics and human biology) can be incorporated into the curricula of the various programs in the School.
- Programs are encouraged to strengthen advising to help students choose culminating experiences earlier.

This criterion is met.
Criterion V.C

INSTRUCTIONAL PROGRAMS

For each program and area of specialization within each program identified in Criterion V.A., there shall be clear learning objectives.

Documentation Provided

1. Identification of a set of learning objectives for each program of study identified in the matrix for V.A. If individualized learning objectives are used, identification of a sample set that is typical of each program of study and which can be verified through on-site inspection.

2. A description of the manner in which learning objectives are developed, used and made available to students.

3. A description of the manner in which the school periodically assess the changing needs of public health practice and uses this information to establish the learning objectives for its educational programs.

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

**Criterion V.C.** For each program and area of specialization within each program identified in Criterion V.A., there shall be clear learning objectives.

**V.C.1.** Identification of a set of learning objectives for each program of study identified in the matrix for V.A. If individualized learning objectives are used, identification of a sample set that is typical of each program of study and which can be verified through on-site inspection.

This section outlines the general learning objectives for the MPH, MHA, MS, and PhD degrees, and the undergraduate major in Public Health.

**A. Master of Public Health**

The Master of Public Health degree provides a broad introduction to the field of public health and its core disciplines. The general learning objectives for the MPH degree are listed below. These objectives apply to all MPH students, regardless of the department or track in which they are enrolled. The program- and track-specific learning objectives are shown in Appendix V-1.

Upon satisfactory completion of the MPH program, students should be able to meet the following learning objectives:

**Overarching MPH Core Learning Objectives**
- Communicate effectively and persuasively, both orally and in writing.
- Work effectively in and with diverse cultures and communities (cultural competency).
- Critically read and evaluate quantitative and qualitative research findings contained in medical, public health, and social science journals.
- Apply analytic tools to defining and describing public health problems.
- Demonstrate creativity, inquisitiveness, and evidence-based rigor in the application of public health problem-solving skills.

**Core Area-specific MPH Learning Objectives**

**Biostatistics**
- Plot graphs and compute summary statistics to display important features of a set of data.
- Describe major research study designs and their advantages and limitations.
- Explain the logic of statistical hypothesis tests and confidence intervals.
- Perform appropriate hypothesis tests to compare one group to a standard, two groups to each other, and K-groups to each other.
- Set up hypotheses to be tested based on data from a biomedical research study and the major research question of the study.
- Determine the sample size needed for a study to have a given power.

**Environmental and Occupational Health Sciences**
- Define the major sources of chemical, microbial, and physical agent contamination identified in water, air, soil, and food.
- Understand the effects of environmental contaminants on the human body.
- Describe basic methods of assessment and control of environmental health hazards.
Describe the impact of social and behavioral influences on health and the interaction of these influences with environmental hazards;
Organize data and information, prepare technical reports, and give oral presentations on recognition, evaluation, management, and control of environmental health hazards;
Identify current regulatory problems and legislative authorities directed at managing contamination in water, air, soil, and food; and
Effectively communicate environmental health risks and prevention strategies to potential affected communities.

Epidemiology
- Define and calculate measures of disease frequency and measures of association between risk factors and disease;
- Describe the major epidemiologic research study designs and their advantages and limitations;
- Describe the major sources of bias in epidemiologic research (confounding, selection bias, and measurement error) and the ways to evaluate and reduce the bias;
- Apply criteria to support whether an association is causal;
- Understand the basic terms and methods used in outbreak investigation, infectious disease epidemiology, chronic disease epidemiology, disease prevention trials, and evaluation of screening tests;
- Critically review the scientific literature, synthesize the findings across studies, and make appropriate public health recommendations based on current knowledge;
- Interpret results of an epidemiologic study, including the relation to findings from other epidemiologic studies, the potential biological and/or social mechanisms, the limitations of the study, and the public health implications; and
- Apply epidemiologic skills in a public health setting, specifically in the formulation or application of public health programs or policies.

Health Services
- Explain and apply an understanding of the socioeconomic, behavioral, biological, and societal determinants of health and disease. Understand the factors affecting the etiology, incidence, and prevalence of major health problems and disparities in populations;
- Explain the sociocultural and health sector responses to health conditions in society. Understand the factors affecting the need, demand, and utilization of health care and public health services;
- Explain and apply an understanding of the economic, social, technological, political, and regulatory factors shaping the financing and organization of health services;
- Explain how the availability, financing, and organization of health services affects access, costs, quality, and outcomes;
- Explain the context, structure, functioning, and effectiveness of public health systems and other programs aimed at protecting and promoting the health of the public;
- Explain and apply an understanding of the economic, social, and political factors that influence health policy; and
- Understand the importance of and be able to balance science and values in the development and advocacy of policy positions.
Social and Behavioral Sciences

- Identify and evaluate the relative contribution of social and behavioral determinants—including race, ethnicity and class, social capital, gender, age, disability status, sexual orientation, level of economy, income inequality, attitudes and beliefs, and health and illness behaviors—to the health status of populations;
- Describe how social and behavioral processes affect the etiology, incidence, and prevalence of the major diseases in the population;
- Identify and discuss possible ways to remove barriers to self-care and the use of effective health care services, including those outside the health sector; and
- Identify political, economic, and social processes that influence the development, evaluation, implementation, financing, and advocacy for policies and programs that improve the public’s health.

Track-specific learning objectives for each program are given in Appendix V-1.

B. Master of Health Administration

The Master of Health Administration program emphasizes application of core management concepts and theories within clinical processes, health enterprises, and public health programs and career contexts.

Upon satisfactory completion of the MHA program, students should be able to:

- Explain and assess the health status of the population, determinants of health and illness, and the factors influencing the use of health services;
- Describe the organization, financing, and delivery of health services in the U.S. health care system;
- Position organizations and assess performance;
- Identify and evaluate forces affecting health care services;
- Describe cultural, societal, ethical, and legal issues relating to the delivery of health care services;
- Design and implement programs that clearly address population-based health care needs;
- Describe and apply quantitative methods for management analysis and decision making;
- Describe and apply methods for economic and financial analysis and decision making;
- Describe and apply policy analysis methods;
- Measure and assess medical quality using principles of medical informatics;
- Describe the structure and nature of organizations;
- Explain how to provide organizational leadership and manage people;
- Apply leadership, management, and organizational skills associated with decision-making in integrated delivery systems; and
- Describe environmental issues affecting the delivery, safety, and quality of health care affecting the community within which health care organizations provide services.

C. Master of Science Program

The MS programs in Biostatistics, Environmental and Occupational Health Sciences, Epidemiology, Genetic Epidemiology, Nutritional Sciences, Health Services, and Pathobiology offer focused research training in specific disciplines.

Upon satisfactory completion of the MS program, students should be able to:

- Describe major research study designs and their advantages and limitations;
- Critically review the scientific literature, synthesize the findings across studies, and make appropriate recommendations based on current knowledge;
- Organize data and information, prepare technical reports, and give oral presentations appropriate to the scientific community and/or the general public;
- Function as a professional within a management structure (academic, governmental, or other), including working with professionals from other disciplines;
- Collect, analyze, interpret, and use data for solving problems in an area of research interest; and
- Formulate a hypothesis, design an experiment to test that hypothesis, conduct a study, and complete a research-based thesis.

Track-specific learning objectives for each program are given in Appendix V-1.

D. Doctor of Philosophy Program
The doctoral programs in Biostatistics, Environmental and Occupational Health Sciences, Epidemiology, Health Services, Nutritional Sciences, Pathobiology, and Public Health Genetics train highly qualified academicians, independent investigators, teachers, and practitioners. The doctoral programs are distinct from the Master of Science programs by the addition of advanced coursework and the nature and scope of the dissertation research project. Upon satisfactory completion of the PhD program, students should be able to:
- Meet the general learning objectives of the MS program (see above);
- Display comprehensive understanding and in-depth knowledge of a methodology or subject area;
- Display knowledge of the discipline within the context of the field of public health; and
- Conceive and conduct independent research.

Track-specific learning objectives for each program are listed in Appendix V-1.

E. Undergraduate Programs
Faculty in the SPHCM are responsible for the following undergraduate programs: Undergraduate Minor in Public Health; Undergraduate Major in Public Health (via the General Studies Program), BS in Environmental Health; and BS in Health Information Administration.

Specific learning objectives for each of these programs are listed in Appendix V-1.

V.C.2. A description of the manner in which learning objectives are developed, used, and made available to students.
Course learning objectives are developed by the instructors and are an integral part of the course syllabus. Instructors are likely to revise and update the course learning objectives from year to year based on developments in the field, issues of emerging importance, new knowledge in the discipline, and feedback from students and colleagues. The School is exploring the feasibility of requiring that all syllabi be organized in a standard web-based format. The advantage of this method is that syllabi would be uniformly organized and readily available to students who are considering taking a course, to colleagues who are interested in the course, and to students who are enrolled in the class.
Program learning objectives are developed by faculty responsible for teaching in that program. Some of the newer programs, such as the MPH in Community-Oriented Public Health Practice, endeavor to define program learning objectives first and design courses to implement the pre-established learning objectives. Program learning objectives are periodically reviewed and updated by the relevant departmental or track curriculum committees and the School’s Curriculum and Educational Policy Committee. For example, the Department of Health Services is currently involved in an extensive effort to review and update its learning objectives for the MPH. This process has generated a list of more than 150 learning objectives in 10 areas. The list is currently being refined and will be available in the on-site resource file. Learning objectives are posted on both departmental and the SPHCM websites, as well as in printed program materials.

V.C.3. A description of the manner in which the School periodically assesses the changing needs of public health practice and uses this information to establish the learning objectives for its educational programs.

The School has a number of means by which it reviews and establishes the learning objectives for its programs. In general, the School updates its learning objectives in response to needs and opportunities perceived by the Dean, faculty, students, alumni, the community, and in recognition of developments in public health education.

First, programs or departments conduct curriculum reviews, using published resources such as the IOM 2003 report, *Who Will Keep the Public Healthy?*, the Council of Linkage’s Core Competencies for Public Health Practice, and most recently, the Association of Schools of Public Health *Core Masters in Public Health Competency Development Project* document. Feedback from students, alumni, and faculty provide insight to enhance, expand, or refine program learning objectives. These reviews are usually carried out as part of a regular curriculum revision process, so that the development of new learning objectives is linked to the revision or development of courses. Major revisions in curriculum are reviewed by the SPHCM Curriculum and Educational Policy Committee.

Second, the stimulus for curriculum development—and updating of learning objectives—may arise in direct response to the assessment of developments in public health education or from needs expressed by students, faculty, or alumni. An example of this is the current effort to enhance the teaching of ethics in the School. A small group of students approached the Associate Dean for Academic Affairs in 2004 because they recognized a serious gap in the curriculum the teaching of public health ethics. This topic was discussed by the Curriculum and Educational Policy Committee, which suggested dedicating the School’s 2005 Annual SPHCM Symposium on Learning and Teaching to public health ethics. Following this decision, the committee researched existing curricula on public health ethics at the SPHCM and other schools of public health and sought potential speakers on this topic. The May 2005 Symposium was well attended, and it generated considerable interest and ideas for implementing curriculum in public health ethics in the School. The Curriculum and Education Policy Committee is now considering how best to implement the ideas generated during the symposium.
Similarly, the MPH program in Community-Oriented Public Health Practice was created by a group of four faculty who wanted to re-invigorate the teaching of integrated public health practice in the School, which traditionally had its strengths in discipline-based research. The program was built on learning objectives, the selection and development of which were guided by published resources, consultation with experts, and by participation of an ad hoc community advisory board.

Another example of learning objective development motivated by individual initiative combined with developments in the field is the Curriculum and Educational Policy Committee’s plan to explore how the School can incorporate learning objectives and curriculum related to human biology into MPH programs. This work is in response to both internal faculty interest and recent external deliberations and reports such as the IOM report.

A third method by which the departments assess their learning objectives in relation to developments in the field is Graduate School reviews, which are described in Criterion X.A. These reviews of departmental graduate degree programs are conducted every 10 years. They involve an extensive self-study and a site visit by external reviewers. Curriculum and the effectiveness of the degree programs are scrutinized as part of these reviews, and outside experts make recommendations, if appropriate, on the need for curricular development.

Finally, the Dean will, based on the School’s Strategic Plan and input from her advisory board, appoint ad hoc committees to conduct extensive examination of the curriculum of specific programs in the School. Three such committees—one for international health, one for social and behavioral sciences, and one for health policy—have been formed in the past five years. Each has conducted extensive research on the external environment, on programs in other universities, and on the School’s needs and resources for developing program-specific strategic plans.

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

**Strengths**

- Explicit learning objectives are formulated for all educational programs in the School by departmental and program faculty.
- Course syllabi—and guidance materials for master’s theses and capstone projects—contain learning objectives.
- Each program learning objective must be linked to listed learning objectives for the required courses and other educational experiences.
- Program learning objectives are posted on the School, department, and program websites and in published program materials.
- Faculty, curriculum committees, and special ad hoc committees review and update program learning objectives in response to developments in the field; faculty, student, alumni, or external input; or the School’s Strategic Plan.

**Challenges**

- To ensure that faculty write properly constructed (i.e., behavioral) learning objectives for the syllabi of their courses.
Plans
- Continue to promote new learning objectives and expand curricular opportunities in “newly recognized” areas of public health, such as informatics, communication, cultural competency, ethics, and others.
- The various curriculum committees (School, department, and program) will continue to refine and enhance the learning objectives.
- The SPHCM Curriculum Committee will continue to monitor degree, program, and course learning objectives.

This criterion is met.
Criterion V.D

INSTRUCTIONAL PROGRAMS

There shall be procedures for assessing and documenting the extent to which each student has attained these specified learning objectives and determining readiness for a public health practice or research career, as appropriate to the particular degree.

Documentation Provided

1. Description of the procedures used for monitoring and evaluating student progress in meeting stated learning objectives.

2. Identification of outcomes which serve as measures by which the school will evaluate student achievement in each program, and presentation of data assessing the school’s performance against those measures over the last three years.

3. If the outcome measures selected by the school do not include degree completion rates and job placement rates, then data for these two additional indicators must be provided, including experiential data over the last three years. If degree completion rates, in the normal time period for degree completion, are less than 80 percent, an explanation must be provided. If job placement rates, within 12 months following award of the degree, are less than 80 percent, an explanation must be provided.

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

Criterion V.D. There shall be procedures for assessing and documenting the extent to which each student has attained these specified learning objectives and determining readiness for a public health practice or research career, as appropriate to the particular degree.

V.D.1. Description of the procedures used for monitoring and evaluating student progress in meeting stated learning objectives.

The previous Site Visit Report noted that, while the SPHCM programs had well-developed, specific, and measurable learning objectives, the School lacked a clear system to assure that students who successfully completed a program’s required curriculum had, in fact, achieved the program’s stated objectives.

To assure that students obtain the specified program learning objectives, the school-wide Curriculum and Educational Policy Committee has devised a system whereby learning objectives for each program are now explicitly mapped to specific required courses and other required educational experiences, as documented by 1) the learning objectives for courses, and 2) the learning objectives for capstone, thesis, and experiential requirements. Successful completion of the various program requirements can therefore be mapped to the learning objectives of the program. A complete set of linking tables for all programs in the School will be available in the on-site resource file for the site visitors.

In addition to explicitly mapping program learning objectives to required courses, the SPHCM uses additional procedures to monitor and assure student progress toward meeting program learning objectives:

- **Classroom performance:** All students are required to take a prescribed set of courses and a specified number of electives. These are described in program-specific guidelines (available for review at the site visit). All core courses must be taken for a grade (e.g., 4.0, 3.9, etc.), and all students must successfully complete the class examinations and assignments for each course. All graduate students are required to maintain a grade point average of 3.0 to graduate, and a grade of 2.9 or above is required in each course to be counted toward the degree requirements.

- **Practicums and Capstone projects:** All MPH students are required to complete a practicum experience. The site supervisor and faculty adviser evaluate the student’s work at the practicum site to assure that it meets the stated objectives (Criterion V.B-2). Students do not receive academic credit for the practicum unless these objectives are met. MPH and MHA students undergo a similar experience and evaluation for their Capstone project.

- **Theses and dissertations:** MPH and MS students who complete a thesis must meet the learning objectives and standards of quality to receive credit for their work. The thesis is approved by at least two faculty members. Similarly, all PhD students must write an acceptable dissertation and pass a final oral examination. This process, explicitly prescribed and monitored by the Graduate School, contains several intermediate
outcomes to measure progress and to demonstrate that the student has achieved the level of skill necessary to contribute to knowledge in the field at the doctoral level. The dissertation is supervised and approved by the student’s dissertation supervisory committee, which includes four or more faculty, at least one of whom (the Graduate School Representative) has an appointment outside of the student’s department. The dissertation is presented at an open seminar and must be of sufficient quality and originality to be published in a peer-reviewed journal.

- **Preliminary and general examinations:** Each PhD student must pass preliminary exams and a general exam, which are designed to test comprehensive knowledge in the discipline, as well as specific knowledge in at least one subject area (typically in the area of the dissertation). The Graduate School Representative formally evaluates the process of the exams, and the supervisory committee evaluates the student’s performance. SPHCM student performance is almost always rated “above average” or “excellent” compared to other doctoral candidates throughout the University.

- **Advising:** Students are assigned a primary adviser upon entering a program. To avoid potential performance problems, students undergo intensive scrutiny in the first quarter and throughout the first year, and appropriate assistance is offered if necessary. When a student begins work on a thesis or dissertation, the faculty member with whom the student is doing research often becomes the adviser.

- **Student program counselors:** All departments and some program tracks (e.g., International Health, Maternal and Child Health) employ graduate program assistants or advisers to support and monitor the progress of students. During their time in the program and at the time of graduation, every student’s program is checked by both the faculty adviser and the Student Program Counselor to assure that all requirements have been met. In this way, both the faculty adviser and the graduate program assistants monitor every student. This process not only certifies that program requirements are adequately met (e.g., students must achieve a numeric grade point average of 2.9 or higher), but also encourages each student to achieve his/her own individual learning objectives.

- **Progression:** Each student’s progress and performance is monitored by course instructors, practicum mentors, a faculty adviser, the program’s student counselor, the thesis or dissertation supervisory committee, and (for doctoral students) the Graduate School. The limit for program completion established by the Graduate School is six years for a master’s degree, 10 years for a doctorate. Students are expected to complete the required courses and take any required exams in a timely fashion.

V.D.2. **Identification of outcomes which serve as measures by which the School will evaluate student achievement in each program, and presentation of data assessing the School’s performance against those measures over the last three years.**

The SPHCM uses the following indicators, described in Table V-7, to measure student progress and achievement:
1. Employment status after graduation
2. Exit survey rating of quality of instruction
3. Alumni survey rating of quality of instruction
4. Time to graduation (Students are expected to complete the required courses and thesis (or capstone project) in a reasonable amount of time, which the SPHCM considers to be five years for a master’s degree.)

Table V-7. Student Achievement Outcome Indicators

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>YEAR OF GRADUATION</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2001</td>
<td>2002</td>
<td>2003</td>
<td>2004</td>
</tr>
<tr>
<td>Employment status as of May 2005</td>
<td>FT: 83.1</td>
<td>FT: 87.7</td>
<td>FT: 82.8</td>
<td>FT: 67.9</td>
</tr>
<tr>
<td>% employed full-time (FT), part-time (PT), or in school (IS)</td>
<td>PT: 5.1</td>
<td>PT: 8.2</td>
<td>PT: 1.6</td>
<td>PT: 10.3</td>
</tr>
<tr>
<td></td>
<td>IS: 8.5</td>
<td>IS: 2.0</td>
<td>IS: 11.0</td>
<td>IS: 12.8</td>
</tr>
<tr>
<td>Exit survey: Average rating of overall quality of program (5 = excellent, 1 = poor)</td>
<td>4.2</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Alumni survey: % rating instruction as good or better</td>
<td>91.5</td>
<td>93.8</td>
<td>95.3</td>
<td>98.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR ENTERED PROGRAM</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to graduation: % of MPH students graduating in five years or less</td>
<td>76.7</td>
<td>84.0</td>
<td>84.9</td>
<td>88.3</td>
</tr>
<tr>
<td>Time to graduation: % of MS students graduating in five years or less</td>
<td>83.3</td>
<td>83.4</td>
<td>84.8</td>
<td>84.8</td>
</tr>
</tbody>
</table>

Although data based on both exit surveys and alumni surveys are subject to non-response bias, the results suggest that the SPHCM is educating students who are competitive for employment and who are highly satisfied with the quality of their education. Analysis of time to graduation indicates that the School is well within the range of the expectations delineated by CEPH. Data on students who entered their program in 2000 are incomplete at this time; however, the percent of students graduating in four years or less in the 2000 cohort is consistent with previous years.
V.D.3. If the outcome measures selected by the School do not include degree completion rates and job placement rates, then data for these two additional indicators must be provided, including experiential data over the last three years. If degree completion rates, in the normal time period for degree completion, are less than 80%, an explanation must be provided. If job placement rates, within 12 months following award of the degree, are less than 80%, an explanation must be provided.

See Criterion V.D.2.

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

**Strengths**
- The SPHCM Curriculum and Educational Policy Committee monitors all programs in the School to ensure that all degree and program learning objectives are met through required courses, seminars, practicums, and culminating projects.
- All students have advisers who monitor their mastery of core competencies and guide them toward appropriate electives and field and research experience.
- All programs employ professional student counselors to advise students and assure progress toward graduation.
- Alumni and exit surveys indicate that graduates give high ratings to the quality of their educational experience.
- More than 80% of master’s students graduate within five years of entering their program.

**Challenges**
- Because alumni surveys are time- and resource-intensive for both SPHCM staff and respondents, they can be conducted only every five to seven years.
- Low response rates and non-respondent bias affect confidence in the findings of exit and alumni surveys.

**Plans**
- The SPHCM Curriculum and Educational Policy Committee will compare the UW MPH learning objectives with the competencies specified by the ASPH Core MPH Competency Development Project and by other groups to determine how recommendations for new competencies can be incorporated into the curriculum.
- Programs will be encouraged to develop systems for students to list and track mastery of “individual learning objectives.”

This criterion is met.
Criterion V.E

INSTRUCTIONAL PROGRAMS

If the school also offers curricula for academic degrees, then students pursuing them shall have the opportunity and be encouraged to acquire an understanding of public health problems and a generic public health education. These curricula shall cover as much basic public health knowledge as is essential for meeting their stated learning objectives.

Documentation Provided

1. Identification of all academic degree programs, by degree and area of specialization. The matrix in V.A. may be referenced for this purpose.

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

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

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

Criterion V.E. If the School also offers curricula for academic degrees, then students pursuing them shall have the opportunity and be encouraged to acquire an understanding of public health problems and a generic public health education. These curricula shall cover as much basic public health knowledge as is essential for meeting their stated learning objectives.

V.E.1. Identification of all academic degree programs, by degree and area of specialization. The matrix in V.A.1. may be referenced for this purpose.

The School offers the MS and PhD degrees in all five departments. See Table V-1 for a listing of sub-departmental degree tracks.

V.E.2. Identification of the means by which the School assures that students in research curricula have the opportunities and are encouraged to acquire a public health orientation. If this means is common across the School, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

The School’s academic programs share a strong disciplinary orientation. Despite this orientation, students have the opportunity, and are encouraged, to acquire a broader public health perspective through both required courses and electives. For example, in the Biostatistics MS and PhD programs, students take their introduction to biostatistics classes together with MPH students and are also required to select electives from two lists — one with a methodologic emphasis, the other with a biologic emphasis. The methodologic list includes courses in health services (Health Program Evaluation and Community Assessment), in addition to courses in applied mathematics, biostatistics, quantitative methods, and statistics. The biologic list offers an even greater choice of public health courses, including several in epidemiology, environmental health, health services, and pathobiology, which cover not only the core courses in each department but also the social and behavioral sciences options and several specialty areas.

The MS and PhD programs in Environmental and Occupational Health Sciences require, at a minimum, core courses in biostatistics and epidemiology. Higher-level courses in these areas also are encouraged. Students in the MS and PhD programs in Epidemiology take at least three quarters of biostatistics. The Epidemiology MS and PhD programs were revised to require electives (two for the MS and three for the PhD) from UW courses relating to the biologic, physical, and social/behavioral factors that affect health. One aim of this new requirement is to encourage students to broaden their studies to include coursework in the basic areas of public health. MS and PhD students in Pathobiology are required to take introductory biostatistics and epidemiology, and depending on the track in which they are enrolled, they are encouraged to take higher-level courses as well.

All academic programs encourage students to take coursework in the core disciplines of public health. In addition, students have opportunities to learn about other areas of public health in several ways. For example, while some students in Biostatistics may not take
Environmental and Occupational Health Sciences or Health Services courses, the department has several faculty with joint appointments in these two departments. These faculty regularly provide exam questions in environmental health and health services. In addition, several faculty in the Department of Epidemiology have joint appointments in Health Services, and they give seminars on health services topics. All students in Biostatistics take a consulting course in which students in other SPHCM departments bring in problems for which they need statistical help, thus exposing Biostatistics students to problems in other public health disciplines. Courses within each department use examples across the spectrum of public health to illustrate the application of a particular discipline to a variety of public health issues.

Another means by which students in academic programs acquire a public health orientation is through the thesis or dissertation research. In the culminating experience of the thesis or dissertation process, students are required to:

- Identify a topic or question of interest.
- Determine and use appropriate methods to answer the question.
- Interpret the results correctly.
- Document the entire process in a thesis or dissertation.

This process is an essential component of the student's education. It is an important way to assess student performance, and it is also a practical mechanism for ensuring students are exposed to public health concepts, methods, and scientific values.

V.E.3. Identification of the culminating experience required for each degree program. If this is common across the School’s academic degree programs, it need be described only once. If it varies by degree or program area, sufficient information must be provided to assess compliance by each program.

For the MS degree, the thesis is the culminating experience. For doctoral programs, the dissertation serves this purpose.

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

**Strengths**

- The SPHCM has strong, nationally competitive MS and PhD programs.
- Students in academic programs write a scholarly thesis or dissertation. Exit surveys indicate that more than 90% of PhD students publish at least one paper in a peer-reviewed journal prior to graduation.
- Students in academic programs have opportunities to take public health courses together with students in professional programs and to collaborate with public health practitioners in research, consultation, and service activities.

**Challenges**

- Some students in academic degree programs do not elect to take courses in general public health subjects outside of their field of interest.
**Plans**

- The School is redesigning its student orientation and other school-wide events to increase the interaction of academic and professional students.
- The SPHCM Curriculum and Educational Policy Committee will assess the needs and opportunities for enhancing exposure to public health for students in academic programs.

This criterion is met.
Criterion V.F

INSTRUCTIONAL PROGRAMS

The school shall offer at least one doctoral degree which is relevant to one of the five specified areas of basic public health knowledge.

Documentation Provided

1. Identification of all doctoral programs offered by the school, by degree and area of specialization. The matrix in V.A. may be referenced for this purpose. If the school is a new applicant and has no active doctoral program, a description of plans and a timetable for offering a doctoral program must be presented, with university documentation supporting the school’s estimate.

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

Criterion V.F. The School shall offer at least one doctoral degree which is relevant to one of the five specified areas of basic public health knowledge.

V.F.1. Identification of all doctoral programs offered by the School, by degree and area of specialization. The matrix in V.A.1. may be referenced for this purpose. If the School is a new applicant and has no active doctoral program, a description of plans and a timeline for offering a doctoral program must be presented with university documentation supporting the School’s estimate.

The School offers PhD programs in the departments of Biostatistics, Environmental and Occupational Health Sciences, Epidemiology, Health Services, and Pathobiology. The Department of Environmental and Occupational Health Sciences offers two areas of specialization within its doctoral program: Environmental and Occupational Hygiene and Toxicology. Students in the PhD program in the Department of Health Services can elect to concentrate their coursework and dissertation research in one of eight areas, including several that could be considered social and health behavior areas:

1. Methods and analysis
2. Economics or finance
3. Health behavior and health promotion
4. Occupational health
5. Cancer prevention and control
6. Evaluative sciences
7. Population health and social determinants
8. International health

The PhD degrees in Nutritional Sciences and in Public Health Genetics are offered through the Graduate School’s Interdisciplinary Group degree structure.

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

Strengths
- The School offers doctoral degrees in four of the areas of knowledge basic to public health: biostatistics, environmental health, epidemiology, and health services. Several of the concentration areas of the PhD in Health Services can be considered equivalent to a doctoral program in social and behavioral sciences.

Challenges
- SPHCM needs to maintain its preeminence as a leading public health research training institution.
Plans

- Continue to adapt to the changing needs for doctoral education in public health, especially in areas of emerging importance, such as global health.

This criterion is met.
Criterion V.G

INSTRUCTIONAL PROGRAMS

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.

Documentation Provided

1. Identification of joint degree programs offered by the school and a description of the requirements for each.
2. Assessment of the extent to which this criterion is met.
INSTRUCTIONAL PROGRAMS

Criterion V.G. If the School offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

V.G.1. Identification of joint degree programs offered by the School and a description of the requirements for each.

The concurrent degree programs are identified in Table V-1. Descriptions of the programs are given below. These programs have all been developed in accordance with the guidelines specified by the UW Graduate School (Graduate School Memorandum No. 35, Concurrent Degree Programs, found in Appendix V-2). Students in these joint programs must be admitted to each degree program individually and must fulfill the academic requirements for each program. Students can streamline their concurrent degree programs by counting selected required courses for each degree as electives for the other degree, saving both time and tuition. In addition, students pursuing concurrent degrees can, when appropriate and with permission, count fieldwork and culminating experiences as meeting requirements of both degrees. Concurrent degrees are managed jointly by designated faculty in each participating program or school to assure coordination of curriculum and adequate supervision and support of students. Detailed curricula and requirements for these programs will be available on-site in the resource file.

MPH Concurrent Degree Programs

MD/MPH
Medical students may apply to the joint MD/MPH in Epidemiology. Students complete all requirements of the MPH degree. The objective of the program is to train physicians whose biomedical knowledge and clinical skills are supplemented by a broad understanding of public health and community medicine. Students generally choose to pursue the MPH in either the Department of Epidemiology or the Department of Health Services.

MN/MPH
This three-year program, offered jointly with the School of Nursing and the Department of Health Services, allows students to develop competence in community health or parent and child nursing, an understanding of the organization and function of the health care delivery system, and the basic analytic skills necessary to do research and to perform competently in a variety of health services careers. Students take the core public health courses and the core curriculum in either community health care systems or parent and child health nursing. The objective of the program is to prepare professionals to work at the interface of nursing and public health in practice, research, planning, administration, and policy development. Various MPH tracks in the Department of Health Services participate in this program.

MSW/MPH
This three-year program, offered jointly with the School of Social Work and the Department of Health Services, leads to an MSW/MPH degree with interdisciplinary preparation in the fields of social work and public health. Students usually have backgrounds in social,
behavioral, or biological sciences, or clinical health services. The objective of the program is to prepare professionals to work at the interface of social work and public health, in practice, research, planning, administration, and policy development. Various MPH tracks in the Department of Health Services participate in this program.

**MAIS (Master of Arts in International Studies)/MPH**

This three-year program is offered jointly with the Henry M. Jackson School of International Studies. Students take the required courses for the international health track of the MPH and a core MAIS curriculum that addresses global political, economic, social, and anthropological issues. The objective of the program is to train public health professionals, administrators, and policy analysts for careers focused on health issues of the developing world.

**MPA/MPH**

The purpose of the MPA/MPH degree is to create a master’s level opportunity for future leaders in the public, private, and non-profit sectors, to prepare for the breadth of issues facing management-level positions in public health management. The proposed educational programs create a curriculum designed:

- to integrate knowledge and skills in organizational management, policy analysis, social and natural science, and public health management in ways suitable for professional development in the public, private, and non-profit sectors; and
- to create a collaborative and interdisciplinary learning environment in which master’s students with different backgrounds can contribute to the collective educational experience.

The MPA/MPH has been implemented in the departments of Environmental and Occupational Health Sciences, Epidemiology, and Health Services.

**MSD/MPH**

The purpose of the concurrent MSD/MPH degree is to train future leaders in pediatric dentistry for leadership roles in education, research, public health administration, advocacy, and public service for MCH populations, including children with special health care needs. This interdisciplinary program is aimed at educating pediatric dentists who can bring a public health orientation and rigor to their work with these populations at the community level or within health administration, academic, or policy arenas. The concurrent degree program:

- Creates a curriculum designed to integrate knowledge and skills in family-centered, culturally appropriate pediatric dentistry for underserved populations, including children with special health care needs, with knowledge of public health science and approaches to maternal and child health issues including epidemiology, biostatistics, principles of evidence-based care, program development, analysis, and evaluation.
- Provides a collaborative and interdisciplinary learning environment in which master’s students and faculty from SPHCM and Pediatric Dentistry can contribute to the collective educational experience and develop joint initiatives and activities.

**JD/MPH (pending)**

The overall goal of the concurrent degree and certificate programs is to train professionals who will be specially suited to advocate for and implement public health policy in both the national and international arenas. This concurrent degree program would offer students the
opportunity to combine in-depth professional educational training in the two professions. Graduates with the JD/MPH concurrent degree would have the ability to move more directly into government, national and international public agencies, and public interest organizations focusing on public health and health care issues, services, and resources. Similarly, graduates will possess legal skills in addition to the public health knowledge they may bring to health departments and other public health agencies. For example, graduates will be attuned to the legal ramifications of the changing health care industry and public health arena. They will be adept at interpreting laws and regulations, analyzing them, and determining what will be necessary for compliance. Graduates will also be prepared to serve effectively as change agents and advocates. The School is planning to implement this degree in the departments of Health Services (Health Policy/Research and International Health MPH tracks), Environmental and Occupational Health Sciences, and with the MPH in Public Health Genetics.

MS Concurrent Degree Programs

MPA/MS

The purpose of the MPA/MS degree is to create a master’s level opportunity for future leaders in the public, private, and non-profit sectors, to prepare for the breadth of issues facing management-level positions in public health management. The proposed educational programs create a curriculum designed to:

- Integrate knowledge and skills in organizational management, policy analysis, social and natural science, and public health management in ways suitable for professional development in the public, private, and non-profit sectors.
- Create a collaborative and interdisciplinary learning environment in which master’s students with different backgrounds can contribute to the collective educational experience.

The MPA/MS has been implemented in the departments of Environmental and Occupational Health Science (Toxicology, Industrial Hygiene, and Environmental Health MS tracks) and Epidemiology.

PhD Concurrent Degree Programs

MD/PhD

Exceptional medical students may combine the MD program with a PhD degree program in Epidemiology. All requirements for the PhD must be met. The objective of the program is to train physician-scientists for academic and research careers.

MHA Concurrent Degree Programs

MBA/MHA

This three-year program was established to provide a broader exposure and more in-depth knowledge within both management and health services disciplines. The objective of the program is to train students who wish to pursue careers in the private sector of health care, through coursework in both the School of Business and the SPHCM.

MPA/MHA

The purpose of the MPA/MHA degree is to create a master’s level opportunity for future leaders in the public, private, and non-profit sectors, to prepare for the breadth of issues facing management-level positions in public health management. The proposed educational programs create a curriculum designed to:
Integrate knowledge and skills in organizational management, policy analysis, social and natural science, and public health management in ways suitable for professional development in the public, private, and non-profit sectors.

Create a collaborative and interdisciplinary learning environment in which master’s students with different backgrounds can contribute to the collective educational experience.

**MD/MHA**

The concurrent MD/MHA is for students who want to combine education in health care management and policy with their clinical training. For medical students interested in playing a broader role than service provider in the system, clinical training is only a starting point. Students who plan a career in management or policy need both skills and contextual understanding in these areas. Students in this program can expect to use their concurrent degree either to broaden their perspective as clinicians/advocates/leaders or to take on broader roles such as manager of a clinical department within a health care organization, medical director of a public program (e.g., Medicaid), policy adviser, or consultant.

In addition to these concurrent degrees offered by the School, the UW allows the pursuit of any doctoral degree to be combined with the pursuit of any master’s degree in another program with permission of both programs/schools and the Graduate School as an “informal concurrent degree.”

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

**Strengths**

- The SPHCM offers the following concurrent (joint) degrees: MD/MPH, MN/MPH, MSW/MPH, MD/MPH, MAIS (International Studies)/MPH, MPA/MPH, MPA/MS, MSD/MPH (Dentistry), MD/PhD, MBA/MHA, MPA/MHA, and the MD/MHA.
- For each of these concurrent degrees, students must fulfill all requirements for their MPH, MS, or MHA degree in a manner equivalent to what would be required were they pursuing the MPH or MHA separately.
- The Graduate School formally recognizes and advertises these concurrent degrees.

**Challenges**

- The small numbers of students in these concurrent degree programs, combined with the complexities involved with coordinating the requirements and schedules for two separate programs makes the management and advising for these students more resource-intensive than for single-degree students.

**Plans**

- SPHCM is currently exploring the development of a joint MPH/DVM with the Washington State University School of Veterinary Medicine.

This criterion is met.
Criterion V.H
INSTRUCTIONAL PROGRAMS

If the school offers degree programs using non-traditional formats or methods, these programs must a) be consistent with the mission of the school and within the school’s established area of expertise; b) be guided by clearly articulated student learning outcomes which 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 which take into consideration and are responsive to the characteristics and needs of adult learners. If the school offers non-traditional programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The school must have an ongoing program to evaluate the academic effectiveness of the format, to assess teaching and learning methodologies and to systematically use this information to stimulate program improvements.

Documentation Provided

1. Identification of all degree programs that are offered in a non-traditional format, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The matrix in V.A. may be referenced for this purpose.

2. Description of the non-traditional degree programs, including an explanation of the model or methods used, the school’s rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to traditional degree programs and the manner in which it evaluates the educational outcomes, as well as the format and methodologies.

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

Criterion V.H. If the School offers degree programs using non-traditional formats or methods, these programs must a) be consistent with the mission of the School and within the School’s established area of expertise; b) be guided by clearly articulated student learning outcomes which 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 which take into consideration and are responsive to the needs of adult learners. If the School offers non-traditional 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 academic effectiveness of the format, to assess teaching and learning methodologies, and to systematically use this information to stimulate program improvements.

V.H.1. Identification of all degree programs that are offered in a non-traditional format, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The matrix in V.A. may be referenced for this purpose.

The School offers the Extended MPH Degree Program through the Department of Health Services.

Since January 1998, an executive track, alternative-schedule degree, the Executive MHA (EMHA), has been offered through the MHA program in the Department of Health Services.

V.H.2. Description of the non-traditional degree programs, including an explanation of the model or methods used, the School’s rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to traditional degree programs, and the manner in which it evaluates the educational outcomes as well as the format and methodologies.

Extended Degree Program (EDP) MPH

Explanation of model/methods

This is a three-year, part-time program for mid-career professionals with three or more years experience in the health care field. This track combines intensive four-week summer sessions, independent/directed study, and intensive weekend seminars during the academic year. A master’s thesis or project is required.

Rationale

The unique structure of the EDP curriculum is a response to an unmet need for graduate-level instruction tailored to full-time practitioners. An MPH often is a requirement for physicians, dentists, nurses and other health professionals who have become involved in and committed to addressing community needs. These professionals are approaching or have reached levels in their field at which management, administration, planning, and sophisticated
analysis of public health problems are important. They hold full-time positions, may have families and other responsibilities, and have expressed a need for degree programs that do not require full-time, on-campus, or in-residence student status.

The EDP curriculum contains basic instruction in epidemiology, biostatistics, health services, social and behavioral science, and environmental health. Supporting courses such as research methods and program evaluation, and the series of administrative courses strengthen the community health and public health management aspect of the EDP. The core curriculum parallels the in-residence MPH program. The appropriateness of this focus and content was determined by gathering information on need and feasibility from various sources. The decision to emphasize an administrative perspective was based on information and opinions derived from surveys of staff members of health care agencies. The curriculum is reviewed periodically and adjusted in response to identified needs.

Manner of providing administrative and student support services
The EDP has a simple administrative structure. A director, associate director, program coordinator, and .5 FTE program assistant provide the internal administrative support. The associate director and program coordinator are full-time, while the director spends 25% time administering the EDP (additional time may be spent in teaching). The director is accountable to the chair of the Department of Health Services and, through the department chair, to the Dean of the School. Because the program is autonomous and self-supporting, it must handle its own curriculum planning, course descriptions, budget, registration, student accounts, grade reporting, and additional responsibilities that in other UW graduate programs are generally handled by various departmental and university-level personnel.

Student support services are provided primarily by the director and associate director, with assistance from the program coordinator. The director maintains regular office hours for student advising during the summer sessions and weekend seminars and is available for consultation by telephone (the program maintains an 800 number) and e-mail (all EDP students have UW e-mail accounts). The associate director is in frequent communication with students and is available to respond to student questions by phone or e-mail as well as in person. The program coordinator assists students with registration and financial aid. The associate director and director periodically review the status and progress of all students, including course grades and quarterly progress reports filed by thesis and project committee chairs. The associate director provides a quarterly update to each student on courses taken, grades, and current status. The director or associate director contacts any students who appear to be in difficulty. The program maintains a detailed, up-to-date database on all students.

Additional support services for underrepresented students are provided by the Director of the Office of Student Services (OSS), located in the Dean’s Office. Underrepresented students are referred to the OSS for assistance with financial aid resources, tutoring, and other needed services.

Manner of monitoring the academic rigor of the program
Several mechanisms assure that academic rigor is maintained. All EDP courses undergo standard SPHCM procedures for approval and review. New courses are approved by the curriculum committee of the appropriate department and by the SPHCM Curriculum and Educational Policy Committee. Once approved, the course must continue to meet the
objectives outlined in the course description. Several of the EDP courses are duplicates of courses taught in the in-residence program, and they are taught by the same instructors.

All EDP courses are reviewed periodically through the Teaching Effectiveness Review process of the Department of Health Services. The process includes annual (for new courses) or every 3–4 years (for existing courses) review by a department faculty member of course syllabi, assignments, and tests; an in-class observation; and review of student evaluations and grades. The reviewer provides written comments on his/her observations and recommendations. The reviews are also part of the annual faculty review process conducted by each department.

For every course, EDP students complete standard course assessment forms provided by the UW Educational Assessment Center. In addition, for every course, students complete narrative evaluations tailored to the needs of the EDP. The director reviews these course evaluations before they are distributed to the course instructors and discusses problems with the instructors as appropriate.

EDP faculty are predominantly appointed in the Department of Health Services and other departments in the SPHCM. Faculty all teach in other programs of their respective departments. They are supplemented, when needed, by clinical faculty. The EDP also uses faculty from the Graduate School of Business Administration to teach some of the management-oriented courses such as decision support models, financial management, and personnel management. EDP faculty adhere to the grading policies and standards of the Department of Health Services.

The “open door” policy of the EDP administration allows for more informal interaction between students and faculty. Through informal channels, the administration is kept well informed about areas in which courses are going well and those in which improvements are needed.

Finally, the EDP is periodically reviewed by the UW Graduate School, and by the Council on Education for Public Health as part of its formal assessment of the SPHCM. The program was last reviewed and approved by the Graduate School with the in-residence MPH program in 1998.

**Manner of evaluating format and methodologies**

Two committees function in an advisory capacity to the program. The first is the Steering Committee, composed of the chairs and faculty members from each of the SPHCM’s five departments, and the Associate Dean for Academic Affairs as an ex officio member. This committee, which meets twice a year, provides guidance on matters of curriculum and educational policy, and ensures a strong link between the program and the departments. The second committee is the External Advisory Board, with 12 members representing public and private community health agencies in the states of Washington, Idaho, and Oregon. The board’s role is to provide feedback on the impact of the EDP and its graduates and to advise the director on how the EDP can best address the educational needs of the professional community. It meets every two years.

The full EDP faculty meet annually to review the courses, discuss plans for the coming year, identify concerns or problems with specific courses, and pose methods for resolving problems. This meeting provides the opportunity for faculty to consider ways to increase continuity, reduce redundancy, and improve transitions between courses; the result is better integration of the program’s curriculum. Smaller groups of faculty meet occasionally to work out issues
identified either through faculty meetings or student evaluations. For example, the instructors for all first-year courses meet to review the schedule for assignments and quizzes to distribute the student work load throughout the year. This process is repeated with instructors for second-year courses. Similarly, instructors for epidemiology and biostatistics meet to coordinate the content of the two courses to maximize the learning of students.

Student evaluations provide continuous and valuable feedback on the format and methods of individual courses and the program as a whole. The extended format presents unique challenges to both students and instructors in that many of the class sessions extend over several hours and may cover several topics. Student evaluations assist the instructors in assessing both the quality and quantity of material and the manner in which it is delivered.

The EDP conducts periodic surveys of alumni, to provide a retrospective view of the program’s contributions to the career pathways of its graduates. The most recent survey, conducted in Spring 1999, yielded a response rate of 65%. The survey was part of a strategic planning process and included current students as well as alumni. Eighty-one percent of respondents rated the EDP as “good” to “excellent” in preparing them for a health services and public health careers. The survey also provided information on additional content areas that was used in reviewing and revising the curriculum. Additional courses in epidemiology and health economics were added as electives in response to alumni and student requests, as were courses in health policy development, community development, international health, and cultural competency.

The Certificate in Public Health has been offered through the Extended MPH Degree Program since Autumn 2002 in response to requests from practitioners. The 26-credit certificate is designed so that students complete the introductory courses taken by all first-year EDP MPH students, including biostatistics, epidemiology, public health practice, health services, and managing health organizations. Certificate students also complete two courses in a specialized pathway (Maternal and Child Health, Health Education, or Community Practice), and a practicum. The work necessary to earn the certificate is done through a combination of on-site courses and partial distance learning courses over a period of four academic quarters. The student who successfully completes the certificate may apply for admission to the EDP to continue work toward the MPH. If the student is accepted into the EDP, all of the coursework completed in the certificate program is applied toward the MPH.

Executive MHA Program

Description
The Executive MHA (EMHA), like the in-residence MHA program, is an interdisciplinary group degree that provides an educational foundation for careers in health services management, delivery, and policy. Its core content is essentially identical to the in-residence MHA. The key elements that differentiate it are its target audience (student profile), schedule, and source of funding.

Rationale
The EMHA was designed to meet the growing need for more experienced clinical and other health services professionals to assume leadership roles to face the challenges of the complex and dynamic U.S. health care delivery system. The executive format enables students to earn their master’s degrees in two years without leaving their current jobs.
Methods Used
As an “executive” program, the EMHA is targeted toward mid-career health services professionals, including experienced managers, physicians, nurses, and other clinical practitioners to manage organizational and technological change. The program uses an alternative schedule to attract working professionals. Students meet for three-day sessions once a month for 24 months (October–September). Beginning in Autumn 2005, several distance learning (real-time web or teleconference) sessions were added to each quarter’s schedule, to supplement the monthly on-site sessions. In common with the in-residence program, the EMHA is a project-based, rather than thesis-based degree.

Administrative and Student Support Services
While the selection of administrative and student support services for the EMHA are similar to those of the MHA, the processes by which many of them are delivered are different. This is because the EMHA program, unlike the state-funded MHA program, is a self-sustaining (or fee-based) program that is directly supported by the tuition collected from its students. Therefore, services must be coordinated between the different staffs of the Department of Health Services and UW Extension, the self-sustaining administrative arm of the University.

Academic Rigor
The Executive MHA’s policies and procedures for establishing and maintaining academic rigor are essentially the same as for the in-residence MHA program.

Evaluation of Format and Methodologies
The Executive MHA’s evaluation of format and methods are the same as the in-residence MHA program.

V.H.3. Assessment of the extent to which this criterion is met.
Strengths
- The SPHCM offers and supports a part-time, partial distance MPH degree through the Extended Degree Program and a part-time MHA degree through the Executive MHA program.
- Each of these programs has carefully crafted learning objectives that are comparable to the learning objectives for the traditional MPH and MHA programs in the SPHCM.
- Each of these programs practice extensive, continuous quality control and improvement efforts, including student, peer, and outside evaluation, as well as periodic curriculum review and revision.
- The programs provide planned and evaluated learning experiences that are responsive to the needs of community and public health practitioners with full-time employment.
- The Extended MPH and Executive MHA programs are self-sustaining and generate adequate resources for educational and administrative support of the program.

Challenges
- The non-traditional nature of these programs requires separate administrative structure and constant marketing efforts.
Plans

- Continue these two successful programs.

This criterion is met.
Criterion VI

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.

Documentation Provided

1. A description of the school’s research activities, including policies, procedures and practices which support research and scholarly activities.
2. A description of current community based research activities and/or those undertaken in collaboration with health agencies and community based organizations. Formal research agreements with such agencies should be identified.
3. A list of current research activity, including amount and source of funds, over the last three years.
4. Identification of measures by which the school may evaluate the success of its research activities, along with data regarding the school's performance against those measures over the last three years.
5. A description of student involvement in research.
6. Assessment of the extent to which this criterion is met.
RESEARCH

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

VI.1. A description of the School’s research activities, including policies, procedures, and practices, which support research and scholarly activities.

The University of Washington is a Research I University, and the SPHCM is highly regarded within the University community for its research activities. A high level of research is crucial to fulfilling the School’s mission of promoting better health, preventing illness and injury, ensuring more efficient and cost-effective health care services, and meeting the School’s principal goals—particularly training public health researchers and practitioners.

Excellence in research is essential for maintaining the School’s national reputation, which in turn helps attract outstanding faculty and students. Many of the graduate programs in the School are research training programs, and the success and relevance of such training depends on faculty who are actively engaged in research. The availability of research assistantships is a key element in recruiting outstanding students, and the ability to attract professional training grant support is enhanced by the research reputation of the faculty. In 2003–04, the School provided research assistantships to 243 students, mostly from federally supported training and research grants. SPHCM faculty believe that excellent graduate programs and excellent research programs are symbiotic; the strength of the School’s educational program depends on the strength of its research. Since the late 1960s, the University has ranked among the top five institutions in the United States in the receipt of federal research awards. For the past several years, the UW has ranked second overall in the nation and first or second among public institutions in receipt of federal funds. In 2004, the UW received nearly $1 billion in external (largely federal) research funds. The SPHCM is among the top five schools at UW in attracting extramural funds for research (the others are Medicine, Arts and Sciences, Engineering, and Ocean and Fishery Sciences).

Policies

All SPHCM faculty in the professorial tracks are expected to make ongoing research contributions in their areas of expertise and to seek publication of the results. In accordance with this principle, new research is initiated by individual faculty or groups of faculty based on their scholarly interests. In an annual conference with the chair, faculty have the opportunity to discuss research plans and how they fit departmental and School goals. Regular departmental meetings and the less formal meetings that take place among faculty also help them stay informed of departmental and School research goals. In addition, the Associate Dean for Research facilitates interdisciplinary research by advising faculty of potential research opportunities and supporting development of large interdisciplinary research proposals.

Procedures

Most research in the School takes place in five forms:

- Studies involving faculty within a single department
- Studies with faculty from multiple departments
• Studies sponsored by interdisciplinary research centers (see Appendix II-3)
• Collaborative studies with external organizations
• Collaborative community-based research.

Faculty develop research proposals for federal, state, and local agencies as well as private institutions. Proposals are submitted to the department chair, the Dean’s Office, and the Office of Sponsored Programs (formerly Grant and Contract Services) for review and approval before being forwarded to the granting agency. The University’s committees on Human Subjects (IRB) and Animal Care (IACUC) also review proposals when appropriate.

After awards are made, the grant or contract is managed and administered by the principal investigator together with the appropriate department administrator. All principal investigators are periodically required to attend a University-sponsored workshop on grant and contract management. A portion of indirect cost returns from grants and contracts are returned to the School by the University; these are distributed to the departments in proportion to the funds generated each year to provide research infrastructure support for departments and to support new initiatives and interdisciplinary programs. In 2003–04, the School received $4.5 million in indirect costs from the University to support the research infrastructure. More than 95% of this sum was returned to the departments. The School retains a small portion of these indirect cost returns to support school-wide research activities, such as publication of the quarterly Spotlight on Research.

**Practices**

The sponsored research program enables the SPHCM to increase the number and quality of faculty involved in the teaching program. Support for teaching is provided by state funds, augmented by training grants and other non-state funds. The state allocates money to the School for the salaries of a limited number of tenured faculty. When a tenured faculty member receives salary support from a research grant or contract, however, the state salary funds offset by the grant or contract funds are then used to support the teaching activities of nontenured faculty. Ordinarily, it is expected that all senior faculty generate at least 50% of their salary from grants and contracts. Since the salaries of the senior tenured faculty are higher than those of the junior faculty, the offset funds of one senior faculty can provide partial support for several junior faculty. This practice has helped the School achieve a full-time faculty equivalent of 198.5 for fiscal year 2005 on a base of 41 state-funded positions. Virtually all faculty are actively engaged in both teaching and research.

Most research results are disseminated through peer-reviewed scholarly journals and presentations at professional meetings. These publications are listed in the Peer Reviewed Journals section of faculty CVs (available in the on-site resource file). Other methods of dissemination include final project reports, public testimony, public presentations, and various review publications. In addition, most faculty discuss current research findings and activities in class and seminar presentations.

**VI.2.** A description of current community-based research activities and/or those undertaken in collaboration with health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

The School participates in a number of community-based research activities, as well as
collaborating with health agencies and community-based organizations. Some of the key programs are listed below; descriptions of their activities are given in Appendix II-3.

- Center for Child Environmental Health Risks Research
- Center for Cost and Outcomes Research
- Center for Disability Policy and Research
- Center for Ecogenetics and Environmental Health
- Center for Genomics and Public Health
- Center for Health Management Research
- Center for Health Education and Research
- Center for Public Health Nutrition
- Child Health Institute
- Collaborative Health Studies Coordinating Center
- End of Life Care Research Program
- Harborview Injury Prevention and Research Center
- Health Policy Analysis Program
- Health Promotion Research Center
- Institute for Public Health Genetics
- Institute for Risk Analysis and Risk Communication
- Northwest Center for Occupational Health and Safety
- Northwest Center for Public Health Practice
- Pacific Northwest Center for Human Health and Oceans Studies
- Pacific Northwest Agricultural Safety and Health Center
- Pharmaceutical Outcomes Research and Policy Program
- UW Exploratory Center for Obesity Research

Most of these programs, as well as others indicated in Appendix II-3, focus on or incorporate research directed at improving public health practice or the health of the community, and many have specific community outreach components or otherwise work in collaboration with community groups.

VI.3. A list of current research activity, including amount and source of funds, over the last three years.

Research funding plays an extremely important role in the financial support of the School. As shown in Table VI-1, federal and non-federal grant and contract expenditures (not including indirect costs) account for about 90% of total expenditures by SPHCM faculty. Note that the School has included in its federal grant and contract dollar estimates federal research funding that has been obtained competitively by more than 40 of its regular faculty who conduct their research at the Fred Hutchinson Cancer Research Center (FHCRC). Previously, these funds have not been included in the School research expenditures evaluation, even though the faculty who generated these funds have full academic appointments, are included in the “faculty FTE count,” and are key contributors to the School’s research enterprise. Failure to include these grants greatly underestimates the magnitude of the research contributions of the SPHCM faculty.

Grant and contract expenditures and source of funds for the period 2001–04 are presented in Table VI-1. Included also are the same numbers for the last year of the previous reporting
period (1997–98), except that the School does not have the dollar amounts generated by faculty based at the FHCRC in either 1997–98 or 2001–02. Most of this support was obtained in competition with peers at other institutions; success in such a competitive environment reflects the quality of the faculty. Federal research funding submitted through the UW (excluding FHCRC funds) approximately doubled from 1997–98 to 2003–04. The increase in research funding by SPHCM faculty through the FHCRC has likely substantially more than doubled since FY 1999, but the School does not have the FHCRC dollar base for that year.

Table VI-1. SPHCM Grant and Contract Expenditures and Source of Funds

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<tbody>
<tr>
<td>Federal G &amp; C–UW</td>
<td>$22,957,176</td>
<td>$34,938,845</td>
<td>$39,638,174</td>
<td>$41,065,166</td>
</tr>
<tr>
<td>Federal G &amp; C–FHCRC</td>
<td>NA</td>
<td>NA</td>
<td>$43,599,077</td>
<td>$51,462,854</td>
</tr>
<tr>
<td>TOTAL Federal G &amp; C</td>
<td>$22,957,176</td>
<td>$34,938,845</td>
<td>$83,237,251</td>
<td>$92,528,020</td>
</tr>
<tr>
<td>Non-fed G &amp; C</td>
<td>$4,872,130</td>
<td>$9,604,409</td>
<td>$11,205,712</td>
<td>$11,286,922</td>
</tr>
<tr>
<td>TOTAL G &amp; C Expenditures</td>
<td>$27,829,306</td>
<td>$44,543,254</td>
<td>$94,442,963</td>
<td>$103,814,942</td>
</tr>
<tr>
<td>State Funds, incl. L&amp;I</td>
<td>$11,256,305</td>
<td>$12,177,832</td>
<td>$12,301,954</td>
<td>$13,217,049</td>
</tr>
<tr>
<td>Other UW, incl. RCR</td>
<td>incl. in State funds</td>
<td>$2,360,077</td>
<td>$3,402,687</td>
<td>$3,534,005</td>
</tr>
<tr>
<td>TOTAL Expenditures*</td>
<td>$39,085,611</td>
<td>$59,755,912</td>
<td>$110,899,337</td>
<td>$121,283,603</td>
</tr>
<tr>
<td>G &amp; C generated funds</td>
<td>75%</td>
<td>74.5%</td>
<td>85.2%</td>
<td>85.6%</td>
</tr>
<tr>
<td>as a percent of Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditures</td>
<td></td>
<td></td>
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</table>

* Total Expenditures include Gift Expenditures shown in Table IV-1
† Represents Direct Cost award amount, not Expenditures

In addition to the amounts listed above for the School and faculty based at the FHCRC, a substantial amount of research is conducted at and funded through Group Health Cooperative, the Veterans Affairs Medical Center, Harborview Medical Center, Children’s Hospital and Medical Center, the Seattle Biomedical Research Institute, and the Pacific Northwest Research Institute, by faculty who hold regular appointments in the School. Research activities funded through grants and contracts at these affiliated institutions, on which School faculty served as principal investigators, are estimated at about $15 million in 2003–04. School faculty also collaborate on numerous grants that are based in other schools in the Health Sciences Center and throughout the University.

In summary, the continued success in obtaining grant and contract support in the peer-review system has strengthened the School. The faculty are selective about research projects, concentrating on activities that are interesting and relevant and have significant public health implications. The result has been very positive for both the research and teaching programs. Research training is an important goal, and students are provided with the resources to conduct and complete their own research. Clearly, the School and individual faculty must carefully balance teaching and research activities to allow sufficient time for each while integrating these activities to the benefit of the students.
All five departments conduct active research programs. This section provides examples from each department that indicate the diversity of the School’s research and the training opportunities offered to students. Faculty CVs (available on-site) provide more detailed research information.

Department of Biostatistics

Biostatistics faculty enjoy an excellent reputation in the field and include internationally recognized experts in such areas as survival analysis, clinical trials, HIV/AIDS, cardiovascular research, statistical genetics/genomics, epidemiology, health services, and environmental health. Faculty contribute new statistical methods that provide considerable benefit to public health, enabling investigators from government, academia, and industry to more effectively identify, develop, and evaluate new therapeutic and preventive interventions, as well as to identify important risk factors of disease, including genetic components.

Each faculty member in the Department of Biostatistics is committed at least half-time to methodologic research or applied projects. A typical project is a statistical coordinating center for the collection, monitoring, management, analysis, and reporting of data for a complex medical study sponsored by the National Institutes of Health and other federal agencies. The faculty member acts as scientific head of the statistical center and is responsible for a team of MS- and PhD-level statisticians, programmers, administrators, and student research assistants. This intensive and extensive faculty commitment to the practice of biostatistics influences graduate students in several ways: the faculty carry examples from their research experience into the classroom; students, many of whom are paid as research assistants, sign up for independent study with a faculty member on a project; the projects generate questions and data for MS and PhD theses; and faculty draw on project data for homework, consulting, and exams.

The department is home to several interdisciplinary programs or working groups, including the following:

- The Medical Diagnostics Working Group, which focuses on statistical methods for evaluating medical tests used for classification or prediction in medicine. Applications include development of biomarkers, screening tests, diagnostic tests, risk assessment, and prognostic indicators.
- Statistical Genetics, a joint program between the departments of Statistics and Biostatistics, which also includes faculty from Genome Sciences, Biology, and Medicine. Research in this area focuses on the development of models and methods for the analysis and interpretation of genetic data observed at any level from the cell nucleus to the species.

Some current research projects in Biostatistics include:

- Dual Chamber and VVI Implantable Defibrillator Trial
- The Public Access Defibrillation (PAD) Trial
- The Cardiovascular Health Study
- The Ginkgo Evaluation of Memory Study
- The Multi-Ethnic Study of Atherosclerosis
- Regression Analysis of Health Care Costs
- Late Effects in Wilms’ Tumor Survivors and Offspring
- Categorization of Wilms Tumor by Genetic Expression
- Inflammation and the Host Response to Injury
- Myeloperoxidase, Oxidant Stress, and Atherogenesis
• Statistical Methods for Longitudinal Studies
• Fat Distribution and Metabolic Change in HIV Infection

Projects funded to Biostatistics faculty based at the FHCRC include:
• HIV/AIDS Coordinating Center
• Southwest Oncology Group
• Women’s Health Initiative

**Department of Environmental and Occupational Health Sciences**

Areas of special emphasis in the Department of Environmental and Occupational Health Sciences (DEOHS) include: chemical hazards in the environment; occupational medicine; occupational and environmental epidemiology; behavioral, biochemical, molecular, developmental, inhalation, and neurotoxicology; ecogenetics; risk assessment and risk communication; industrial hygiene and safety; and hazardous wastes. Much of the research involves collaboration among the department’s academic programs as well as with other units of the University or the larger research or public health community. This has resulted in a number of new cross-program, multi-investigator efforts since the last accreditation review.

Examples of research centers in DEOHS include:
• Center for Child Environmental Health Risks Research (see Appendix II-3)
• Center for Ecogenetics and Environmental Health (see Appendix II-3)
• Center for Human Health and Oceans Studies (see Appendix II-3)
• Pacific Northwest Agricultural Safety and Health Center (see Appendix II-3)
• Superfund Basic Research Program (see Appendix II-3)

Other research projects include:
• Biological Monitoring of Woodsmoke Exposure
• Gene/Environment Interactions in Parkinson’s Disease
• Metabonomics Analysis of Mercury Exposure in Rats
• Disability Risk in Work-Related Musculoskeletal Injuries
• Effect of Diesel Exhaust Particulate Exposure on Endothelial Function on Humans: The Role of Oxidative Stress
• Pediatric Asthma, Particulate Air Pollution, and Nitrogen Dioxide
• Urinary Arsenic in Children
• Mechanisms of Pesticides-induced Neuronal Apoptosis
• Developmental Neurotoxicity of Ethanol
• Multi-Level Kinetic and Dynamic Biologically Based Risk Models for Low Dose Radiation
• Assessment of Hearing Protection Device Attenuation
• Community Health Intervention with Yakima Agricultural Workers
• Reproductive Effects of Exposure to Bisphenol A

**Department of Epidemiology**

The department maintains a large research program covering many areas of human disease, including cancer (emphasizing environmental and hormonal etiologies), maternal and child health, cardiovascular disease (emphasizing evaluation of the efficacy and safety of therapeutic interventions), injuries, infectious diseases (including AIDS and other STDs), environmental and occupational diseases, neurological diseases, genetic diseases, and musculoskeletal conditions. The faculty’s research is highly interdisciplinary, and much of it is conducted in collaboration with the FHCRC, Harborview Medical Center, and Group Health Cooperative,
as well as with many departments within the University.

Examples of research projects include:
- Kinetics of Human Homocysteine Metabolism
- Pharmacogenetics and Response to Therapy in Older Adults
- Acquisition and Natural History of Genital Human Papilloma Virus (HPV) Infections
- Genetic Epidemiology of Cardiovascular Disease and Healthy Aging
- A New Instrument to Assess Diet Costs
- The Enhancement of Emergent Infection Surveillance in APEC: A Response to Bioterrorism
- A Placebo-Controlled, Dose-Ranging Study of Quadrivalent HPV Virus-Like Particle (VLP) Vaccine in 16–23 Year-old Women
- Etiology of Childhood Diarrhea in Honduras
- Biomarkers in Aging, Mild Cognitive Impairment, and Alzheimer’s Disease
- Reinventing “5 A Day”

Department of Health Services
Research areas in the Department of Health Services include evaluation of health services delivery programs, health status measurement, outcomes and effectiveness research, and use of large databases for health services research and evaluation.

Examples of research projects include:
- The Economics of Mental Health Disparities
- Breastfeeding: Policy and Environmental Evaluation
- Economic Analysis of the Pulmonary Artery Catheter
- Creating a Model Academic Health Department
- Auditing Communities for Walkability and Bikability
- Pediatric Cardiac Procedures: Access, Rates, and Outcomes
- Clinical Outcomes Assessment Program
- Examining Community Partnerships for Prevention Research
- Mozambique Global Malaria Project
- Syndromic Surveillance Information Collection
- A Randomized Trial of Complementary and Alternative Medicine Comfort Care at the End of Life

Department of Pathobiology
The Department of Pathobiology is committed to the promotion of public health by research, training, and service in infectious and noninfectious diseases of importance to human populations. The research mission of the department is laboratory-based but also involves interfaces with the field and other disciplines, including epidemiology. The research activities in the department are focused on the causal factors of disease and are directed at the development of new knowledge to elucidate disease processes, means for disease detection and identification, factors responsible for disease dynamics in a population, and novel measures of disease prevention.

Examples of research projects include:
- Role of Nitric oxide and Estradiol on Aging and Atherogenesis
- Role of *Chlamydia pneumoniae* Infection in Atherogenesis
- Genetic Dissection of Mycobacterial Infection
- Prevention of HIV Shedding in Women: Trial of Vitamin A
VI.4. Identification of measures by which the School may evaluate the success of its research activities, along with data regarding the School’s performance against those measures over the last three years.

The School uses both qualitative and quantitative measures to evaluate the success of its research efforts.

**Qualitative Measures**

Qualitatively, at the research center, department, and School level, the faculty, chairs, and the deans examine 1) the research environment and opportunities for innovation and funding, 2) the general directions and success of research efforts, and especially, 3) new initiatives (with particular attention to interdisciplinary efforts) that are underway.

In addition, the research record (publications, grant awards, research presentations, and honors) of each faculty member is carefully scrutinized during annual faculty reviews. Although this intensive review process does not provide a precise quantitative picture of the research productivity of the departments and School, it does serve an important evaluative—as well as mentoring—function.

Although the number and quality of faculty publications are carefully examined and discussed during the annual faculty reviews each fall, the number of publications have not been tabulated. To be meaningful and of value, these data would need to be compiled annually (by hand); these numbers *per se* were not deemed to be sufficiently important to merit the time and resources necessary to do this. Initial efforts to compile faculty publications from literature searches were hampered by the large number of errors—especially for faculty with “common” names and for faculty who publish in venues not covered by Medline (e.g., book chapters, proceedings, etc.). To remedy this, SPHCM staff are planning an online CV system that will enable the School to improve its ability to monitor, on an ongoing basis, the publications, grant awards, research presentations, and honors of the faculty. The School currently uses four broad, quantitative measures to track progress in its research efforts. The target for these measures is a 5% annual growth in each. These measures are shown in Table VI-2.
Quantitative Measures
1. Number of grant submissions
2. Number of grant awards
3. Research dollars generated (direct costs)
4. Indirect cost return (to the SPHCM)

The research outcome measures for the previous three years are shown in Table VI-2. Over this period, research submissions increased 5.8% annually. The number of awards increased by only 2.1% annually, but the grant funds generated increased by 4.6% annually. Indirect cost returns grew at a rate of 7.0% per year, reflecting the fact that the recent grants are more likely to be at the full federal indirect rate.

Table VI-2. Research Outcome Measures (for SPHCM faculty grants administered at UW)

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</thead>
<tbody>
<tr>
<td>1. Number of grant submissions</td>
<td>460</td>
<td>492</td>
<td>515</td>
</tr>
<tr>
<td>2. Number of grant awards</td>
<td>323</td>
<td>338</td>
<td>337</td>
</tr>
<tr>
<td>3. Research dollars generated (direct costs)</td>
<td>$52,789,210</td>
<td>$66,272,709</td>
<td>$58,648,051</td>
</tr>
<tr>
<td>4. Indirect cost return (to the SPHCM)</td>
<td>$3,856,773</td>
<td>$4,222,876</td>
<td>$4,412,321</td>
</tr>
</tbody>
</table>

1 These values represent annual award amounts, as direct costs, and thus are slightly different from values in Table IV-1, which represent annual expenditures.

VI.5. A description of student involvement in research.

SPHCM students are active participants in research. The thesis requirement for the in-residence MPH and all the MS programs, and the dissertation requirement for the PhD programs, ensure that these students acquire the skills and knowledge necessary to pursue an independent research project and write the results in an acceptable form. It is common for students to publish in peer-reviewed journals while in the program or shortly after graduation.

Typically, both master’s and PhD students complete an independent research project resulting in a manuscript published in a peer-reviewed journal. For the master’s degree, student research work usually results in at least one published paper. For the PhD, students have averaged three to four published papers, although some students have published 10 or more during their dissertation work. First authorship is expected for the MS, MPH, and PhD. On exit surveys, approximately 80% of SPHCM graduates reported that they have published or plan to publish their thesis or dissertation (see Table VI-3).

In addition to their own research, many students serve as research assistants on funded projects (Table VI-3) or are employed on an hourly basis on projects. Departments frequently are contacted regarding student availability to work on other research projects, both within the University and at other institutions. These notices are posted on student bulletin boards and on departmental websites, and circulated via e-mail.
Table VI-3. Student Involvement in Research

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of research assistantships</td>
<td>199</td>
<td>214</td>
<td>237</td>
</tr>
<tr>
<td>% of master’s and doctoral students planning to publish thesis or dissertation</td>
<td>80.0</td>
<td>83.0</td>
<td>81.9</td>
</tr>
</tbody>
</table>

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

*Strengths*
- The SPHCM has an exceptionally strong and productive research program in all departments.
- SPHCM is one of the top schools of public health in the nation in external funding for research, with research funding growing at a rate of more than 10% per year for the past five years.
- The SPHCM and the UW maintain a tradition of promoting cross-school (as well as intra-institutional) interdisciplinary research.
- The SPHCM houses a broad array of interdisciplinary research institutes.
- Faculty (and students) enjoy collegial ties and effective collaboration with faculty across SPHCM departments, in other UW Health Sciences schools, as well as with colleagues on “upper campus” and with researchers at neighboring research institutions such as the FHCRC, SBRI, and Group Health Cooperative Center for Health Studies.

*Challenges*
- Lack of on-campus space has caused geographical dispersal of faculty and research space.
- Continuing the current level of funding for research activities will be especially challenging in light of decreasing federal funds for research.

*Plans*
- Seek funding to create a new SPHCM building.
- Continue to promote interdisciplinary research with colleagues within and outside the SPHCM.

This criterion is met.
Criterion VII

SERVICE

The School shall pursue an active service program, consistent with its mission, through which faculty and students contribute to the advancement of public health practice, including continuing education.

Documentation Provided

1. A description of the school's service program, including policies, procedures and practices which support service. If the school has formal contracts or agreements with external agencies, these should be noted.

2. A list of the school's current service activities, including identification of the community groups and nature of the activity, over the last three years.

3. A description of the school's continuing education program, including policies, procedures and practices which support continuing education.

4. A list of the continuing education programs offered by the school, including number of students served, over the last three years.

5. A list of other educational institutions if any, with which the school collaborates to offer continuing education.

6. Identification of the measures by which the school may evaluate the success of its service program, along with data regarding the school’s performance against those measures over the last three years.

7. A description of student involvement in service.

8. Assessment of the extent to which this criterion is met.
Criterion VII. The School shall pursue an active service program, consistent with its mission, through which faculty and students contribute to the advancement of public health practice, including continuing education.

VII.1. 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.

Service is a key component of the School’s mission. The School and the University are strongly committed to their service roles. The University Handbook states that “the University encourages faculty participation in public service. Such professional and scholarly service to schools, business, and industry, and local, state, national, and international organizations is an integral part of the University’s mission” (Vol. II, 24-32).

As the only school of public health in the Northwest, the UW SPHCM carries a responsibility to provide expert assistance to government and community agencies, industry, and business in the solution of regional public health problems. The School’s service activities enable faculty to bring knowledge of current public health practice problems to the classroom and to research projects. In addition, a strong relationship with community agencies and businesses is needed for the field training of students. With the creation of the position of Assistant Dean for Public Health Practice in 1989, one of the first of such positions in a school of public health, changed to Associate Dean status in 1999, and the establishment of the Northwest Center for Public Health Practice, the SPHCM has strengthened its commitment to community involvement. Many of the research and training centers listed in Appendix II-3 have significant service components.

Policies, Procedures, and Practices

Academic Affairs Handbook

The SPHCM Academic Affairs Handbook explicitly describes the expectations for faculty service as follows:

Service requirement for promotion: The faculty in the SPHCM can be considered to be a community of scholars. They are members of the larger University community and also of the broader community outside the University. With these memberships come both benefits and responsibilities. Responsibility to the School includes the expectation that all faculty will serve the community at large in a professional capacity that enhances the standing of the School and the University as a whole and provides benefits to the broader society. In addition, faculty maintain operation of the School and contribute to its reputation through efforts to improve its programs and facilities. Responsibilities to the faculty member’s profession include the expectation that faculty will contribute to the maintenance and growth of their profession….Service to the University and the broader community, and involvement in professional service activities outside the University, will be considered in recommending a faculty member for promotion. Such activities cannot substitute for teaching or research activities in meeting the minimum requirements for promotion, but they will be considered in evaluating a faculty member’s overall suitability for promotion.
An important recent development in the policy of the School is a revision to the Academic Affairs Handbook that allows faculty to elect contribution to public health practice (PHP) as a criterion for promotion described as follows:

**Academic Public Health Practice**: To encourage the advancement of scholarship in academic public health practice (academic PHP), the School of Public Health and Community Medicine has established guidelines to evaluate scholarly academic PHP activities of faculty being considered for promotion. Faculty may choose to have their suitability for promotion be evaluated based on their documented contributions to advancing academic PHP. It is recognized that individual faculty will differ in their respective emphases on academic PHP. Some faculty may have little or no involvement in academic PHP, while others may have contributed significantly to advancing academic PHP. It is important that faculty who choose to become involved in academic PHP plan these activities as early as possible in the promotion cycle and establish clear, explicit objectives for these activities. The academic PHP plan should be discussed with the departmental chair at annual reviews and should be updated as needed to reflect changes in objectives.

This change in promotion criteria recognizes the importance to the School of faculty leadership and engagement in PHP.

**Northwest Center for Public Health Practice**

The Center was formed in 1990. In 2000, it became both an Academic Center for Public Health Preparedness, through funding from the U.S. Centers for Disease Control and Prevention (CDC) and the Associated Schools of Public Health, and a Public Health Training Center, through funding from the U.S. Health Resources and Services Administration.

The Center works with state health agencies and tribal health organizations, primarily through the Northwest Regional Public Health Workforce Development Network, to develop and implement a long-term, integrated approach to workforce development. The network assists the Center in setting goals and priorities and also provides mutual resources and support for its members.

The Center’s core activities focus on five areas:
- Developing educational content for practice-based continuing education
- Conducting on-site and distance-learning training
- Holding workforce and leadership training institutes
- Providing technical assistance to state and local health departments
- Coordinating special projects related to workforce and public health improvement.

**UW Procedures for Outside Work for Compensation**
The UW permits faculty to use one day a week (13 days per quarter) for outside consulting. This policy encourages faculty to develop working relationships with public and community
agencies, outside research organizations, and industry working in public health areas. UW faculty members complete an annual “Summary of Outside Professional and Public Activities” form that reports all outside activities, paid and unpaid.

**SPHCM Awards for Service**
In 1995, the School initiated an annual Community Service Award for faculty that is equal in stature to the annual award in teaching. More recently, the School established an annual Community Service Award for students. These awards are presented each spring at the School’s graduation ceremony.

**Formal Contracts or Agreements with External Agencies**
The SPHCM has more than 60 affiliation agreements or statements of understanding with agencies throughout the Pacific Northwest. Copies of these agreements will be available in the resource files for the site visitors. Three examples are given below:

- **State Health Departments in the Northwest**
The Northwest Center for Public Health Practice has formal contracts or memorandums of agreement with state health departments in Alaska, Idaho, Montana, Oregon, Washington, and Wyoming, and the Northwest Portland Area Indian Health Board. Joint activities involve needs assessments, capacity assessments, preparedness training, informatics, and other training and consultative services as determined by the health departments.

- **Public Health—Seattle & King County**
The School and Public Health—Seattle & King County (PHS&KC) were jointly awarded a grant in 2003 to develop an Academic Health Department. Building on formal and historical ties between the SPHCM and PHS&KC, the Academic Health Department project seeks to expand and enhance collaborative efforts in teaching, research, and public health practice. These include the enhancement of practicum opportunities for SPHCM students in the many activities conducted by PHS&KC.

- **Washington State Department of Labor and Industries**
Since 1963, the Department of Environmental and Occupational Health Sciences (DEOHS) has had a Memorandum of Understanding with the State Department of Labor and Industries (L&I). DEOHS receives most of its state funding from L&I; in return DEOHS provides consultation, special field and laboratory investigations, and research on behalf of the industries and workers of the state. Staff members of the department’s Field Research and Consultation Group, consisting of industrial hygienists supervised by faculty in industrial hygiene and occupational medicine, carry out much of this work.

The type of service in which faculty participate varies from department to department. SPHCM divides service into three major categories: professional, community, and university.

**VII.2. A list of the School’s current service activities, including identification of the community groups and nature of the activity, over the last three years.**
Examples of service activities conducted by the faculty are listed below. Further details on faculty service are found in the individual faculty CVs available in the on-site resource file.
Professional Service

- **Agency for Healthcare Research and Quality:** Ad hoc grant review committee member
- **American Public Health Association:** Public Health Nursing Section chair
- **Editorial boards:** *American Journal of Epidemiology, American Journal of Public Health, Biomarkers, Biomedical and Environmental Sciences, Cochrane Collaboration Back Group Epidemiology, Epilepsia, Genetic Epidemiology, Human Genetics, Injury Prevention, Journal of Toxicology and Environmental Health, Medical Care Research and Review, MTCT-Plus, Neurotoxicology and Teratology, Preventing Chronic Disease, Statistics in Medicine, The Back Letter, Toxicology and Ecotoxicology News/Reviews, Toxicology, Washington Public Health*
- **U.S. Environmental Protection Agency:** Review Panel
- **U.S. Food and Drug Administration:** Consultant, International Agency for Research on Cancer (IARC) Research Training Fellowship Selection Committee; Cardio-Renal Advisory Committee member; Center for Devices and Radiologic Health consultant; Microbiology Devices panel member
- **Hanford Environmental Health Foundation:** Member
- **Institute of Medicine:** Members on the following committees: Genomics and Public Health in the 21st Century; Poison Prevention and Control; Gulf War and Health; Twin Studies; Regulating Occupational Exposure to Tuberculosis; Assessment of the Safety and Efficacy of the Anthrax Vaccine
- **National Academy of Sciences/National Research Council:** Member: Committee on Health Risks from Exposure to Low Levels of Ionizing Radiation (BEIR VII); Expert Committee on Emerging Infections and Strategic Planning for DOD/GEISS Laboratories
- **National Cancer Institute:** Member: Behavioral Science Research Initiative Working Group; Chernobyl Research Program Advisory Group; Farm Worker Epidemiology Research Group; Stomach/Esophageal Cancer Progress Review Group; Working Group on Barrett’s Esophagus; Working Group on Infectious Agents and Cancer (BIONET); Breast Cancer Common Data Elements; Special Study Section on DNA Methylation. Co-Chair: Gynecologic Cancers Progress Review Group
- **National Heart, Lung, and Blood Institute:** United States-Japan Liaison; Review Committee member; National Institutes of Health Advisory Council member
- **National Institutes of Health:** Study sections; Protocol Review Committees; Data and Safety Monitoring Boards; special emphasis panels; study design groups
- **Public Health—Seattle & King County:** Member: Technical Advisory Group for Community Indicators; African American Health Roundtable; Seattle Public Health Evaluation Center Technical Advisory Group
- **Robert Wood Johnson Foundation:** Member: Advisory Council; Chronic Care Delivery in Prepaid Health Plans Program Technical Advisory Group; National Advisory Committee Minority Medical Faculty Development Program
- **Washington State Department of Health:** Member
- **Washington State Distance Learning Committee:** Member
- **Washington State Workforce Development Committee:** Co-Chair
- **WHO:** Grant reviewer, Editorial Board and Expert Reviewer; *Ad Hoc* Reviewer; Member: Chernobyl Forum; Expert Group
**Miscellaneous:** American Society of Sexually Transmitted Diseases Association—Vice President; CDC National Center for Injury Prevention and Control Initial Research Group Violence Panel A—Chair; International Society of Exposure Analysis—President; Northwest Association of Occupational and Environmental Medicine—Vice President; SWAN (Study of Women’s Health Across the Nation) National Advisory Council

**University Service**
Faculty participate actively in University governance and service activities. Examples of University service by faculty are listed in Criterion III.3.

**Community Service**
The School carries out a vigorous program of community service.
- Many faculty volunteer their time to serve on community boards. Examples include the African American Health Coalition of Washington, Tobacco Control Advisory Committee, American Lung Association of Washington (chair), the Susan G. Komen Breast Cancer Foundation Advisory Council (Western Washington Chapter), Evergreen Treatment Service Board, and Seattle Indian Health Board of Directors.
- The School provides leadership and a convening function to bring people together around public health issues. For example, since 1985, the School’s health policy faculty have organized the annual Washington Health Legislative Conference, bringing together stakeholders from across the state to discuss current and potential health legislation. The largest nonpartisan conference of its kind in the state of Washington, the conference attracts more than 500 health care providers, payers, consumers, public officials, lobbyists, and researchers. Attendance has increased every year.
- The Resource Center for Health Policy in the Department of Health Services sponsors an annual conference to promote communication between the health policy and research communities in the Northwest and to bring the findings of current health and health care research directly to policy makers. The Resource Center for Health Policy also hosts the Safe Table Forums, designed to bring together stakeholders in Washington’s health system for informed discussion on timely, often controversial topics. The forum series is funded by the Robert Wood Johnson Foundation and co-sponsored by the Washington Health Foundation.
- The School’s publications, especially *Northwest Public Health*, provide a vehicle for the dissemination of both new public health knowledge and current regional activities to public health practitioners, policy makers, researchers, and educators throughout the Northwest.
- The faculty of the School participate in a wide range of collaborative service activities with partners in state and local public health agencies, advocacy/policy groups, and health care organizations, such as:
  - Northwest Portland Area Indian Health Board
  - Biomedical and Environmental Sciences Editorial Board
  - CARE Northwest
  - Evergreen Treatment Services
  - First Hill Child Learning Center
  - Hanford Advisory Board
  - Public Health—Seattle & King County, Evaluation for Healthy Aging Partnership Campaign
VII.3. A description of the School’s continuing education program, including policies, procedures, and practices which support continuing education.

Four units in the School offer extensive continuing education opportunities. These are described briefly below. Each individual program is overseen by a faculty advisory body. A school-wide Continuing Education Committee chaired by the Associate Dean for Public Health Practice coordinates these programs across the School.

The Northwest Center for Occupational Health and Safety (NWCOHS), funded by contracts from NIOSH and NIEHS to DEOHS, is nationally recognized for the quality and variety of its continuing education programs. Department faculty participate actively in program planning and lecturing, along with speakers from government agencies, other universities, medical facilities, private industry, unions, law firms, and consulting firms.

Training the public health workforce is one of the core functions of the Northwest Center for Public Health Practice (NWCPHP) funded by CDC and the U.S. Health Research and Services Administration (HRSA). The center develops, in collaboration with partners in the six Pacific Northwest states, a variety of public health practice-oriented training programs each year, including its popular annual Summer Institute for Public Health Practice. Some of these are conducted locally, while others are developed for region-wide audiences. NWCPHP is making increased use of the Internet for public health workforce training.

Since 2004, the Master of Health Administration (MHA) program has sponsored a Best Practice Workshop Series for health care executives and governing board members. Typically, there are four seminars during the academic year, with the net revenues going to support the MHA program. The MHA program also sponsors an “Alumni Day” continuing education event, which usually draws 80 to 100 alumni and other administrators from the Pacific Northwest region. A majority of MHA students attend these alumni events.

The MHA program, in collaboration with UW Educational Outreach, also offers a certificate program in Medical Management for mid-career physicians and other clinical practitioners seeking advanced preparation for executive positions in health care organizations. This four-course evening program allows clinically oriented professionals to gain knowledge and skills in planning, organizing, and implementing programs designed to address needs and improve the quality of patient care within the changing health care environment.

A newly revised Certificate in Public Health has been developed by the Extended MPH Degree Program in collaboration with the NWCPHP. The purpose of this program is to provide graduate-level educational opportunities to current practitioners in the field of public health who may not be able to make a long-term commitment to a full MPH program. This
VII.4. A list of the continuing education programs offered by the School, including number of students served, over the last three years.

Table VII-1 describes the continuing education programs offered by the SPHCM over the previous three years.

Table VII-1. Number of Participants in Continuing Education Programs

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest Center for Public Health Practice</td>
<td>979</td>
<td>931</td>
<td>1,250</td>
</tr>
<tr>
<td>(29 courses)</td>
<td>(33 courses)</td>
<td>(34 courses)</td>
<td></td>
</tr>
<tr>
<td>Northwest Center for Occupational Health</td>
<td>392</td>
<td>491</td>
<td>190</td>
</tr>
<tr>
<td>and Safety Industrial Hygiene</td>
<td>(6 courses)</td>
<td>(6 courses)</td>
<td>(1 course)</td>
</tr>
<tr>
<td>Occupational Nursing</td>
<td>155</td>
<td>95</td>
<td>24</td>
</tr>
<tr>
<td>(5 courses)</td>
<td>(3 courses)</td>
<td>(1 course)</td>
<td></td>
</tr>
<tr>
<td>Occupational Medicine</td>
<td>167</td>
<td>137</td>
<td>361</td>
</tr>
<tr>
<td>(2 courses)</td>
<td>(2 courses)</td>
<td>(7 courses)</td>
<td></td>
</tr>
<tr>
<td>Occupational Safety</td>
<td>888</td>
<td>1,396</td>
<td>1,340</td>
</tr>
<tr>
<td>(34 courses)</td>
<td>(41 courses)</td>
<td>(1 course)</td>
<td></td>
</tr>
<tr>
<td>Hazardous Substance Training</td>
<td>339</td>
<td>435</td>
<td>443</td>
</tr>
<tr>
<td>(11 courses)</td>
<td>(14 courses)</td>
<td>(7 courses)</td>
<td></td>
</tr>
<tr>
<td>Agricultural Safety and Health</td>
<td>107</td>
<td>99</td>
<td>75</td>
</tr>
<tr>
<td>(1 course)</td>
<td>(1 course)</td>
<td>(1 course)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>683</td>
<td>442</td>
<td>227</td>
</tr>
<tr>
<td>(20 courses)</td>
<td>(17 courses)</td>
<td>(5 courses)</td>
<td></td>
</tr>
<tr>
<td>Medical Management Certificate Program</td>
<td>54</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td>Public Health Certificate Program</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>VA/UW Summer Epidemiology Program</td>
<td>176</td>
<td>195</td>
<td>170</td>
</tr>
<tr>
<td></td>
<td>(20 courses)</td>
<td>(17 courses)</td>
<td></td>
</tr>
</tbody>
</table>

VII.5. A list of other educational institutions with which the School collaborates to offer continuing education, if any.

The UW NWCPHP collaborates in offering short public health practice institutes with other state universities in the region, including the University of Alaska-Anchorage, Portland State University, Montana State University, and the University of Wyoming.
The departments of Biostatistics and Epidemiology co-sponsor an annual epidemiology Summer Institute with the Department of Veterans Affairs. This Institute formerly rotated geographically but is now permanently based in Seattle.

The amount and variety of faculty service is extensive, and only a sample of these activities are provided in this report. A more comprehensive list will be available in the on-site resource file.

VII.6. Identification of the measures by which the School may evaluate the success of its service program, along with data regarding the School’s performance against those measures over the last three years.

The School uses the following quantitative measures to track its objectives in this area (Table VII-2):

1. Proportion of promoted faculty providing service
2. Number of outside agencies with which the School has affiliation agreements or memoranda of understanding
3. Educational outreach to the professions
4. Authorization requests for paid professional consultation
5. Students doing a practicum

To improve the School’s ability to monitor faculty service activities, and as part of the School’s ongoing effort to improve the data used for tracking the SPHCM objectives, the School is in the planning stages of developing an online CV system for reporting faculty service activities.

Table VII-2. Service Outcome Measures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Proportion of promoted faculty engaged in service activities</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>2. Number of outside agencies with which the School has affiliation agreements or memoranda of understanding</td>
<td>55</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>3. Educational outreach to the professions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students served</td>
<td>3,946</td>
<td>4,273</td>
<td>4,135</td>
</tr>
<tr>
<td>Courses</td>
<td>108</td>
<td>117</td>
<td>57</td>
</tr>
<tr>
<td>Summer programs</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Certificate programs</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>4. Authorization requests for paid professional consultation</td>
<td>55</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>[282 days]</td>
<td>[220 days]</td>
<td>[388 days]</td>
<td></td>
</tr>
<tr>
<td>5. Students doing a practicum</td>
<td>88*</td>
<td>85*</td>
<td>58*</td>
</tr>
</tbody>
</table>

* Practicum head counts are calculated by the calendar year (January–December) rather than the academic year (July–June).
VII.7. **A description of student involvement in service.**

Virtually all MPH students participate in professional or community service through their practicum projects. The agencies/organizations that sponsor practicums are listed in Appendix IV-1.

Many other students work with government, industry, or community groups through volunteer work on their own, jobs, coursework, or their thesis or dissertation work. Examples of these activities include:

- Involvement with the American Lung Association to build and consult on a Habitat for Humanity project in the Seattle area, as well as working with the Lung Association to become Master Home Environmentalists;
- Involvement with groups such as “Rise-and-Shine,” which provides services to children affected by AIDS, Zero Population Growth, Gay City Health Project, Street Outreach Services, Group Health Cooperative’s Vision Screening Program for Homeless Youth, Tobacco-Free Washington, tutoring students, and in-service projects too numerous to name in connection with SPARX (Student Providers Aspiring to Rural and Underserved Experience).

Students volunteer for University service, such as serving on the UW Human Subjects Review Committee, the Student Technology Fee Committee, and the Graduate and Professional Student Senate. They also serve on many departmental and school-wide standing committees, such as curriculum committees and the SPHCM Executive Committee.

The Student Public Health Association organizes service activities as part of its mission. For example, students have staffed several booths in the Public Health Room at the biennial UW Health Sciences Open House. The booths included one with general information about how public health positively affects the lives of everyone in the community, one with information for people who want to stop smoking, one about the ways in which income affects health, one on the environmental health impacts of people’s everyday choices, and one where people could test their lung function and learn about air pollution in the region. In addition, DEOHS students designed and staffed a successful exhibit called “Environmental Health—Protecting You and Your World,” which is also used annually at the International Children’s Festival at the Seattle Center. The exhibit provides the public with an understandable view of environmental health, using a series of hands-on activities and computer games. Approximately 20,000 people from the community attend the Health Sciences Open House annually, including students from more than 100 junior high and high schools. More than 50,000 people attend the program at the Seattle Center annually, including schoolchildren and the general public. According to exit surveys, the exhibit has ranked among the 10 most popular booths for the past three open houses.

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

*Strengths*
- The School has a strong tradition of community and professional service.
- The service activities of the SPHCM are vigorous, varied, and compatible with the mission and goals of the School.
- Service and contributions to public health practice are explicit criteria for promotion.
- Faculty provide consultation to government, biotechnology, and health care organizations, as well as to policy makers.
- The NWCPHP, NWCOHS, MHA, and EDP programs provide extensive continuing education opportunities.
- Student practicum and capstone projects engage virtually all MPH and MHA students in local, regional, and international community service.

**Challenges**
- Because of the highly varied nature of faculty and student service activities, and the burden of annual reporting of service activities, the School has not compiled quantitative measures of either student or faculty service activities.
- Retirement rates of the public health workforce are predicted to be in excess of 45% over the next five years. There is an ever-present need for workforce training in advances in public health methods, science, and technology.

**Plans**
- Develop a prototype CV database that will enable the School to record and monitor faculty service activities more efficiently.
- SPHCM is exploring ways to raise flexible resources to provide buyout time for faculty to respond to special requests for help from the public health practice community.

This criterion is met.
Criterion VIII.A

**FACULTY**

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

**Documentation Provided**

1. *Identification in table or chart of faculty to support the degree programs offered by the school, indicating at least professorial rank, tenure status, percent time, earned degrees, universities at which degrees were earned, disciplinary area of degree, area of teaching responsibility, area of research interest, and selected demographic data (gender, ethnicity).*

2. *Description of the manner in which the faculty complement integrates perspectives from the field of practice.*

3. *Identification of outcome measures by which the school may judge the qualifications of its faculty complement, along with data regarding the performance of the school against those measures over the last three or more years.*

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

Criterion VIII.A. The School shall have a clearly defined faculty which, by virtue of its size, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the School’s mission, goals, and objectives.

VIII.A.1. Identification in table or chart of faculty to support the degree programs offered by the School, indicating at least professorial rank, tenure status, percent time, earned degrees, universities at which degrees were earned, disciplinary area of degree, area of teaching responsibility, area of research interest, and selected demographic data (gender, ethnicity).

The SPHCM core faculty consists of regular faculty, research faculty, lecturers, and adjunct appointees, supplemented by clinical and affiliate faculty. Currently, there are 226 core faculty (198.5 FTE) in the SPHCM with regular professorial, research professorial, or lecturer titles. The faculty roster in Appendix VIII-1 provides the requested information for regular and research faculty, lecturers, and emeritus faculty.

Regular and Research Appointments
The following are titles for SPHCM faculty in regular and research tracks:

<table>
<thead>
<tr>
<th>Regular</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>Research Assistant Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Research Associate Professor</td>
</tr>
<tr>
<td>Professor</td>
<td>Research Professor</td>
</tr>
</tbody>
</table>

The School has two parallel professorial tracks: the regular track and the research track. Within the regular track there are the titles of assistant professor, associate professor, and professor. The initial appointment in the regular track is usually at assistant professor level for a term of three years. New assistant professors are thoroughly reviewed in the second year of their initial appointment and if they are making satisfactory progress, their appointment is renewed for a second three-year term. If renewal is granted, a mandatory review for promotion takes place no later than during the sixth year of the appointment.

Tenure is relatively rare within the School and when offered the convention is to only offer tenure at the 50% level. The regular track faculty may be hired as either a) a tenure track appointment or b) an appointment “without tenure by reason of funding (WOT).” Tenure track faculty are awarded tenure when promoted to Associate Professor. For faculty appointed WOT, which includes most of the regular faculty in the SPHCM, tenure is not awarded automatically or concurrently upon promotion to associate professor. Nevertheless, senior faculty with WOT appointments may be considered for tenure when tenure funding becomes available, e.g., through retirement.

Research assistant professors follow an appointment track identical to regular assistant professors, however, faculty with research appointments are not eligible for tenure. Persons holding research appointments are voting members of the faculty. Promotion to the levels of research associate professor and research professor requires credentials equivalent to the regular rank; greater attention, however, is focused on research productivity and grant and contract support. Appointments at these titles may be made for up to five years and are
renewable. Research faculty are encouraged to participate in formal classroom teaching, but this is not mandatory. SPHCM research faculty are expected to be involved in the educational mission of their departments, primarily as research preceptors, and as thesis and dissertation advisers.

Lecturer Appointments
Lecturer is a non-tenure, instructional title conferred on one who has teaching or other roles in the educational mission of the School. Unlike faculty who have the regular and research titles, faculty holding the lecturer title need not have a doctoral degree.

Joint Appointments
Joint faculty hold a primary appointment in one department and a joint appointment in one or more additional departments to acknowledge a long-term commitment to and participation in those departments. For faculty holding a joint appointment, the distinction is made between the primary, or home department, and secondary department(s). Faculty with joint appointments participate in the secondary department’s instructional or research programs, departmental committees, and other activities, and they usually hold voting privileges in the secondary department.

Adjunct Appointments
Adjunct faculty must hold a primary appointment in another department within the School or elsewhere in the University. An adjunct appointment recognizes the faculty member’s contributions to a secondary department, but it does not confer voting privileges in the secondary department. Adjunct appointees usually participate to a lesser extent in the secondary department than do joint appointees.

Emeritus Faculty
The SPHCM has 25 emeritus faculty, 7 of whom are currently participating in the School’s instructional and research programs and are included in headcounts in Table VIII-3, VIII-4, and VIII-5 found in Criterion VIII.C.

VIII.A.2. Description of the manner in which the faculty complement integrates perspectives from the field of practice.

The School’s ties with other organizations, including health departments, research institutions, and local hospitals and clinics have significantly enhanced both its research and teaching capabilities. Personnel from those organizations may hold regular, research, lecturer, clinical, or affiliate faculty titles, depending on their degree of involvement with the SPHCM. They strengthen programs by bringing additional expertise and a real-world perspective to faculty and students.

Affiliate Appointments
An affiliate title recognizes the professional contributions of an individual whose principal employment responsibilities lie outside the University. Affiliate appointments require qualifications comparable to those required for an appointment in the corresponding professorial track. Affiliate faculty may be involved in the School’s research programs or they may supervise students in thesis development, dissertation work, or practicums. There are currently 142 affiliate faculty whose appointments are reviewed annually to ensure that the collaboration continues to be mutually beneficial.
Clinical Appointments
A clinical appointment is usually offered to a person who holds a primary appointment with an outside agency or a non-academic unit of the University, or who is in private practice. It is not necessary to have an MD or other clinical degree to hold this title. Clinical faculty make substantial contributions to the University through their expertise, interest, and motivation to work with the faculty in preparing and assisting with the instruction of students in practicum settings. Some clinical faculty also participate in the formal instructional programs, departmental research programs, or as mentors for practicums, fieldwork, or student research. There are currently 160 clinical faculty, and their appointments also are reviewed annually.

Service and Consulting
Core faculty regularly participate in professional activities, consulting activities, and community service that enhance practice perspectives. Service is one of the criteria, along with teaching and research and/or academic PHP, used in evaluation for promotion and tenure. Each year, faculty are required to report professional and community service activities to the Dean and the Provost on a standard UW form. Summary descriptions of these activities for the past three years will be available in the on-site resource file.

Links to the Practice Community
A number of faculty currently have or have had an important involvement with the practice community. For example, both the Secretary of Health and the Chief Medical Officer of the Washington State Department of Health have appointments in the SPHCM. In addition, the Chief of Epidemiology at Public Health—Seattle & King County serves as regular faculty in the Department of Epidemiology. The most recent Director of Public Health—Seattle & King County was recruited jointly with the SPHCM and was promoted to full professor in the Department of Health Services under the new promotion criterion of Public Health Practice. The Medical Director of the Public Health—Seattle & King County AIDS Prevention Unit is an associate professor of epidemiology, an adjunct associate professor of health services and of family medicine, and until recently, director of the SPHCM Preventive Medicine Residency program. Two senior lecturers in the Department of Health Services have held significant positions in the public sector, one as Deputy Secretary of the State Department of Health and the other as Director of Health Services for Public Health—Seattle & King County. Recent assignees of the U.S. Centers for Disease Control and Prevention (CDC) have also contributed significantly to the School. Other faculty have come to the School with extensive experience in hospital administration, industrial hygiene and safety, private practice in social work or counseling, and other areas.

In addition, several multiple service organizations have based their national offices at SPHCM, including the Community-Campus Partnerships for Health, the Robert Wood Johnson Foundation (RWJF) Turning Point program, and the RWJF Urban Health Initiative. The leadership of these programs have appointments in the SPHCM and participate in the instructional program.

Community-based Research
The SPHCM participates in many community-based research projects, which are important in helping the faculty integrate practice perspectives into their research and teaching. Some of these projects are a part of the Health Promotion Research Center, Center for Child Environmental Health Risks Research, the Center for Disability Policy and Research, the
Center for Ecogenetics and Environmental Health, the Center for Health Education and Research, the Consortium for Risk Evaluation with Stakeholder Participation, and the Harborview Injury Prevention and Research Center. Descriptions of these and other centers that incorporate community-based research can be found in Appendix II-3.

**Associate Dean for Public Health Practice**

In 1989, the School established the position of Assistant Dean for Public Health Practice. This position originally was filled by a liaison officer from CDC, assigned through a CDC cooperative agreement, for the purpose of increasing the School’s ties with the practice community. The experience was so successful that the position was continued when his term ended and the School appointed the Deputy Director of the State Department of Health as his successor.

In 1999, the School developed the position of Associate Dean for Public Health Practice and offered it to the former Assistant Dean, recognizing his superior contribution to connecting the School to the field of practice both regionally and nationally. The Associate Dean for Public Health Practice oversees the Northwest Center for Public Health Practice (NWCPHP) and the Occupational Medicine Residency Program, coordinates collaborations with state and local institutions and organizations, and has recently developed a new program in public health informatics.

The Associate Dean for Public Health Practice accompanied the Dean on statewide visits to health departments from 1999 to 2001. They visited all 34 local health jurisdictions in Washington State. Further information on this initiative and the outcomes of the visits are described in the Dean’s summary online at [http://sphcm.washington.edu/news/localph.asp](http://sphcm.washington.edu/news/localph.asp).

**Northwest Center for Public Health Practice (NWCPHP)**

The mission of the NWCPHP is to enhance the quality of public health practice through cooperative partnerships between academicians and practitioners, by providing professional education, training, and technical assistance to current and future practitioners interested in population approaches. Linkages exist between the departments of Health Services, Epidemiology, and Environmental and Occupational Health Sciences, as well as with government entities, particularly the Washington State Department of Health and CDC.

**Practice Program Pathway in Health Services**

In 2002, the Department of Health Services launched a new practice pathway for MPH students seeking graduate education in public health practice, emphasizing the assessment, policy development, and assurance functions of public health. The MPH in Community-Oriented Public Health Practice (COPHP) builds on approaches to learning that integrate rigorous academic training and practice, such as problem-based learning for all core public health subjects and extensive fieldwork/service learning. This highly competitive and successful program prepares graduates to work in community and public health agencies, managed care organizations, federal programs, advocacy, and philanthropic associations.
VIII.A.3. Identification of outcome measures by which the School may judge the qualifications of its faculty complement, along with data regarding the performance of the School against those measures over the last three or more years.

The effectiveness and performance of individual faculty are scrutinized carefully at the time of appointment, annually during departmental faculty reviews, and at the time of promotion. On an aggregate basis, the SPHCM uses four measures to monitor the effectiveness and performance of the faculty:

1. Qualifications, as measured by highest degree attained
   Faculty at the level of assistant professor and above are required by faculty code to hold a doctoral degree. Over the past three years, 100% of faculty have had at least a doctoral degree.

2. Student ratings of faculty contributions to, and effectiveness in, their coursework
   The University’s Office of Educational Assessment compiles data on student evaluations of their coursework. On the questionnaires filled out by students at the end of every course, there are questions about the instructor’s contribution to, and effectiveness in, teaching the course. Tables VIII-1a and b summarize these evaluations for the past three years.

Table VIII-1a. “The instructor’s contribution to the course was:”
(5=excellent; 4=very good; 3=good; 2=fair; 1=poor; 0=very poor)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>4.3</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>DEOHS</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>4.0</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Health Services</td>
<td>4.4</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Pathobiology</td>
<td>4.3</td>
<td>4.1</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Table VIII-1b. “The instructor’s effectiveness was:”
(5=excellent; 4=very good; 3=good; 2=fair; 1=poor; 0=very poor)

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>4.3</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>DEOHS</td>
<td>3.9</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>3.9</td>
<td>3.9</td>
<td>4.0</td>
</tr>
<tr>
<td>Health Services</td>
<td>4.2</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Pathobiology</td>
<td>4.1</td>
<td>3.9</td>
<td>4.1</td>
</tr>
</tbody>
</table>
3. Exit survey measures of graduates’ assessment of the quality of SPHCM faculty
Each year graduating students fill out an exit survey that includes a number of questions relating to their assessment of the quality of their educational program. One question on this survey asks the graduates to rate the overall quality of the faculty. These results are tabulated below in Table VIII-2.

4. Research expenditures per FTE faculty
Data on research expenditures per FTE faculty are found in Criterion IV, Table IV-6. The course and exit survey ratings are among the highest compared to all units of the University. Comparable figures for grant and contract funding are not available, but the SPHCM is among the top five schools in the UW for the amount of external funding. The School is developing plans for an online CV database that will enable the efficient tracking of faculty publications, honors/awards, and service activities in the future.

Table VIII-2. Average ratings of the quality of the faculty on SPHCM exit surveys
(5=excellent; 4=very good; 3=good; 2=fair; 1=poor; 0=very poor)

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>5.0/4.7*</td>
<td>5.0/4.7</td>
<td>4.6/4.5</td>
</tr>
<tr>
<td>DEOHS</td>
<td>*/3.9</td>
<td>*/4.4</td>
<td>4.0/4.1</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>4.9/4.4</td>
<td>4.9/4.5</td>
<td>4.9/4.5</td>
</tr>
<tr>
<td>Health Services</td>
<td>*/4.3</td>
<td>*/4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>Pathobiology</td>
<td>4.7/*</td>
<td><em>/</em></td>
<td><em>/</em></td>
</tr>
</tbody>
</table>

** numbers refer to PhD students/Master’s students ratings
* insufficient number of respondents that year

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

Strengths
- The SPHCM has an accomplished, productive, and internationally regarded faculty representing a very wide range of public health, natural, and social science disciplines.
- The faculty of the SPHCM includes more than 400 clinical, affiliated, and adjunct faculty whose skills and expertise in research and practice make them valued colleagues, teachers, and student advisers and mentors.
- Student evaluations of teaching are high across all departments.
- Student and alumni surveys indicate a high level of satisfaction with the expertise, breadth, and effectiveness of the faculty.
Challenges

- The large number, geographic dispersion, and multidisciplinary character of the faculty make all-school gatherings and other interdepartmental events challenging to plan and orchestrate.
- The geographic dispersion of faculty hinders access of students to off-campus faculty.
- SPHCM leadership recognizes the importance of continuing to develop the faculty in terms of both recruiting new junior faculty and developing a critical mass of faculty expertise in areas of strategic importance to the School, such as global health, emerging infectious diseases, social and behavioral sciences, public health informatics, and social epidemiology.

Plans

- As mentioned in Criterion IV, the SPHCM has begun fund-raising to erect a 65,000 net square feet Public Health Building that will help bring more of the faculty together.
- Targeted faculty recruitment in areas of emerging public health importance will be undertaken as retirements and new resources (from new UW allocations and through development efforts) permit.

This criterion is met.
Criterion VIII.B

FACULTY

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.

Documentation Provided

1. Inclusion of a faculty handbook or other written document which outlines faculty rules and regulations.
2. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.
3. Description of formal procedures for evaluating faculty competence and performance.
4. A description of student course evaluation process and/or evaluation of teaching effectiveness.
5. Description of the emphasis given to community service activities in the promotion and tenure process.
6. Assessment of the extent to which this criterion is met.
FACULTY

Criterion VIII.B. The School shall have well-defined policies and procedures to recruit, appoint, and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

VIII.B.1. Inclusion of a faculty handbook or other written document which outlines faculty rules and regulations.

The rules and regulations governing faculty are documented in the University Handbook, available online at: http://www.washington.edu/faculty/fac senate/handbook/handbook.html. The portions of the Faculty Code from the University Handbook that include specific information on rules and regulations for faculty appointment, promotion, and tenure may be found online at: http://www.washington.edu/faculty/fac senate/handbook/02-02-24.html.

In addition, the SPHCM Academic Affairs Handbook provides detailed, school-specific information on appointment, promotion, and tenure and is found in Appendix II-4. The Academic Affairs Handbook is also available on the SPHCM website at: http://sphcm.washington.edu/gateway/handbook/.

VIII.B.2. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

Faculty development is recognized as a vital role of the SPHCM leadership and senior faculty. Numerous policies and efforts are devoted to enhancing the effectiveness, productivity, and satisfaction of the faculty. Opportunities for faculty development include:

- **SPHCM faculty orientation:** In addition to the orientation advice that the UW offers for new faculty, the SPHCM holds a half-day Faculty Orientation, during which faculty are introduced to research, instructional, library, and computer resources of the School and University. In addition, the Associate Dean for Research, the Associate Dean for Academic Affairs, and the Chair of the Faculty Council address the new faculty on the “faculty life cycle,” covering issues including research, service, and teaching expectations, promotion and tenure procedures and policies, and other concerns, such as the grant development process, human subjects procedures, and academic and student ethics.

- **Annual reviews:** All departments hold formal annual reviews of junior faculty (usually in September), in which senior faculty collectively review the record of each assistant or associate professor (regular and research) and lecturers. These deliberations, which in some departments extend over two days, provide a forum for thoughtful and constructive evaluation of the teaching, research, and service records of each faculty member. The outcomes of these reviews provide specific suggestions for improvement to the individual faculty member; they are also likely to include recommendations to other faculty who could assist the individual through collaboration or additional mentoring.

- **Mentoring:** Departments assign senior faculty members to advise and guide junior faculty members. In some departments, the chair assumes this role. In addition to direct
mentoring, the chair formally meets with junior faculty following the annual reviews to convey recommendations on improving, prioritizing, or re-directing their research, teaching, and service activities.

- **The Center for Instructional Development and Research (CIDR)**, a university-wide instructional resource for faculty and teaching assistants, offers workshops and individual consultation on teaching practices and assessment of teaching.

- **The Center for Curriculum Transformation** (http://depts.washington.edu/ctcenter) assists departments and faculty in articulating learning objectives for the study of race, gender, ethnicity, and other variables in their fields of study.

- A **Faculty Fellows Program** is offered annually by the University’s administration to work with new faculty on topics such as:
  - Techniques for engaging students in lectures
  - Using technology in the classroom
  - Teaching evaluation and assessment
  - Finding a balance between teaching and research.

- The UW Health Sciences **Research Funding Service** and the UW **Grants and Funding Information Service** provide extensive web-based and consultative resources to SPHCM faculty.

- **Paid professional leave (sabbatical)**: This may be granted to tenured faculty after seven years of service to increase their scholarship and professional development. Sabbatical leave may be granted for one, two, or three quarters, with state funding ranging from full to two-thirds salary, depending on the length of the sabbatical, and prorated, depending on the percent tenure that the faculty member holds.

- **Other professional leave**: Faculty who are not paid from state sources also may be granted leave for specialized study, research, and other scholarly activities. The guidelines are comparable to those for sabbatical leave, except that state funding is not available. These faculty generally are supported by research or foundation funding during their leaves.

- **Other benefits**:
  - Departments may use their resources to fund faculty to attend conferences and professional meetings. The University provides a biennial technology/equipment allocation to the department (approximately $10,000 per department in the SPHCM) to support faculty needs.
  - A tuition exemption policy allows faculty to register for up to six credits per quarter for a minimal charge.

Most faculty in the SPHCM hold full-time appointments. Faculty who do not hold full-time appointments usually do not as a matter of personal choice. Part-time faculty, who are paid greater than or equal to 50% FTE, are supported in the same way as full-time faculty, and they are generally eligible for the same benefits.

VIII.B.3. **Description of formal procedures for evaluation of faculty competence and performance.**

Faculty performance is evaluated annually, except for professors who are evaluated every three years. This evaluation is usually conducted during Autumn Quarter as described above. In addition, when the Washington Legislature allocates funding for faculty salary merit increases, another review of faculty performance may be required, usually during Spring Quarter, to
allocate merit raises. In most departments, faculty use both narrative comments and a numeric rating scale to assess performance. Student and peer evaluations of teaching, research, academic PHP productivity, and service are all considered in the annual evaluations. Per the University Handbook, all faculty beneath the rank of professor must be reviewed annually for consideration for possible promotion. Professors are reviewed by their peers every three years, and research professors are reviewed every one to five years.

In compliance with University regulations, department chairs hold annual conferences with assistant professors to discuss results of the annual reviews. In the SPHCM, chairs are encouraged to hold these conferences with all faculty. The chair discusses strengths and weaknesses of the faculty member’s record as it relates to advancement, explains the department’s emphases on teaching, research or academic PHP and service, discusses the “goodness of fit” of the faculty member’s work and the direction and needs of the department, and makes suggestions to improve the faculty member’s record. The chair then provides the faculty member with a written summary of the conference, and a copy of this summary is given to the Dean’s Office.

It is the chair’s responsibility to determine a plan to assist faculty members who have received low ratings. Different tactics are employed depending on the aspect of performance that earned a low rating, such as a teaching concern or an issue with research productivity. Often the chair will solicit one or more senior faculty to mentor junior faculty members who are performing below average.

VIII.B.4. A description of student course evaluation process and/or evaluation of teaching effectiveness.

All SPHCM courses are required to be evaluated by students each time they are taught. Most faculty use standard UW evaluation forms provided by the Office of Educational Assessment. These evaluations are reviewed by the chairs and are included in the annual review materials for each faculty member. Aggregated statistics from these evaluations are used by the departments and the School to evaluate its teaching effectiveness.

Additionally, all departments have developed formal processes of faculty (peer) review for teaching effectiveness. These processes include a review of syllabi and other written course materials as well as in-class peer observation, review of student evaluations, tests, assignments and grade distribution, and evaluations of teaching assistants. These assessments are shared with the instructor soon after they are conducted to support “continual quality improvement” of their teaching efforts. This material is included in the review packets for annual faculty reviews and promotions.

The School rewards excellence in teaching. Each year, students and faculty are invited to nominate faculty who are outstanding teachers. The Student Public Health Association reviews the nominations and selects a recipient for the School’s Outstanding Teaching Award. A plaque and award check are presented annually at the School’s Commencement Ceremony. In 1998, an award for the SPHCM Outstanding Teaching Assistant was added to the School’s list of annual awards. In addition, university-wide awards are conferred for distinguished teaching by faculty at each of the three professorial levels, as well as for teaching assistants. Three SPHCM faculty have received these competitive awards, in 1985, 1990, and 2000.
VIII.B.5. Description of the emphasis given to community service activities in the promotion and tenure process.

The University encourages faculty participation in community service. Such professional and scholarly service to schools, business, and industry, and local, state, national, and international organizations is an integral part of the University’s mission. Of similar importance is faculty participation in University committee work and other administrative tasks and clinical duties. Competence in professional service to the University and public service should be considered in judging a faculty member’s qualifications. In unusual circumstances, however, skill in instruction and research should be deemed of greater importance (University Handbook, Vol. II, Chapter 24-32).

Service to the University and the broader community and involvement in professional service activities outside the University are taken into consideration when an SPHCM faculty member is reviewed for promotion, as described in the SPHCM Academic Affairs Handbook. Promotion from assistant to associate professor requires that faculty have served on one or more University committees on a regular basis or have demonstrated equivalent university-associated service. In addition, faculty should demonstrate evidence of professional or community service activities. Occasionally, extensive professional service may be considered in lieu of University service. Promotion from associate to full professor requires a substantial contribution to University service and substantial evidence of professional or community service at the local, national, or international level. The School’s Academic Affairs Handbook includes definitions and examples of expected University, professional, and community service activities. Faculty service is discussed further in Criterion VII.1 and VII.2, and Criterion III.3; examples of faculty service are included in these portions of the Self-Study and will be available in the on-site resource file.

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

Strengths
- The School has well-defined and well-documented polices to recruit, appoint, and promote qualified faculty.
- Procedures are in place to evaluate faculty effectiveness on an ongoing basis through reviews by peers and students.
- The School and University provide substantial resources for faculty development.
- The School confers an Outstanding Teaching Award to one faculty member and an Outstanding Teaching Assistant Award each year to emphasize the importance of excellence in teaching.

Challenges
- Recruitment, retention, and growth of faculty is limited by the availability of tenured positions. The faculty of the School is largely supported by grants and contracts and the majority of regular senior faculty do not have tenure. Furthermore, even when tenure is conferred, it has become the practice in the School to provide tenure at only 50% FTE.
- The aging of the current SPHCM leadership will lead to a large number of retirements and vacancies over the next 5 to 10 years.
Plans

- The School plans to identify or develop better opportunities for leadership training and development for its junior and mid-level faculty.

This criterion is met.
Criterion VIII.C

FACULTY

The school shall recruit, retain and promote a diverse faculty, and shall offer equitable opportunities to qualified individuals regardless of age, sex, race, disability, religion or national origin.

Documentation Provided

1. Demographic data on the school’s faculty.
2. Description of policies and procedures regarding the school’s commitment to providing equitable opportunities without regard to age, sex, race, disability, religion or national origin.
3. Identification of outcome measures by which the school may evaluate its success in achieving a demographically diverse faculty complement, along with data regarding the performance of the school against those measures over the last three or more years.
4. Assessment of the extent to which this criterion is met.
**FACULTY**

**Criterion VIII.C.** The School shall recruit, retain and promote a diverse faculty, and shall offer equitable opportunities to qualified individuals regardless of age, sex, race, disability, religion or national origin.

**VIII.C.1.** Demographic data on the school’s faculty.
Summary data for SPHCM faculty are displayed in Tables VIII-3, VIII-4, and VIII-5.

**VIII.C.2.** Description of policies and procedures regarding the School’s commitment to providing equitable opportunities without regard to age, sex, race, disability, religion or national origin.

The SPHCM strongly supports and adheres to the University’s policies regarding equal opportunity regardless of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. These policies apply to all programs and facilities, including, but not limited to: admissions, educational programs, employment, and patient and hospital services. They are affirmed through numerous federal and state acts and University regulations.

The University’s Equal Opportunity Office (EOO) establishes faculty diversity recruitment targets annually for each school or college in the institution, and the SPHCM compares existing demographics with these institutional goals on a regular basis. Table VIII-5, discussed further in Criterion VIII.C.3 below, shows the School’s targets over the past three years and since the last accreditation (1998). The EOO also reviews advertisements for new faculty openings prior to their submission for publication to ensure compliance with University, state, and federal regulations. There is a multi-tiered process for review of any advertisements for faculty openings to ensure that diversity goals are considered and regulations are met.

When a department creates an advertisement for a faculty opening, the Dean’s Office first reviews the advertisement, and upon approval of the Associate Dean for Academic Affairs, the advertisement is forwarded to the EOO for further review. After the advertisement is granted, a group approval by the Assistant Provost of the EOO, the Assistant Director of Academic Human Resources, and the International Services Office (ISO) staff, it is posted on the University employment website and printed in one or more national periodicals.

Beginning in 1988, the University has provided temporary and occasionally permanent funding when special opportunities to recruit minority faculty have been presented. At the time of the previous accreditation, SPHCM had taken advantage of this funding to recruit six minority faculty members. Since the passage of Initiative 200 in Washington State in 1998, the University has been limited in its ability to support employment programs targeted only at persons of color. Information on UW employment policies since the passage of Initiative 200 can be found online at: [http://www.washington.edu/diversity/archive/policies/employ.html](http://www.washington.edu/diversity/archive/policies/employ.html).

In regard to hiring faculty, the University states the following policies on the site mentioned above:
II. Faculty and other academic appointments

A. The University may make special recruitment and outreach efforts to increase the pool of qualified minority and women applicants, and schools and departments are expected to do so. Departments will continue to receive information regarding potential minority candidates. Recognizing that good recruitment efforts may incur additional costs, the Provost’s Office may augment departmental funds for these purposes. Non-departmental funds may be available to meet requirements of new hires.

B. During the hiring process, varied cultural experiences or disadvantaged educational and economic backgrounds which will contribute to the intellectual and social enrichment of a department may be considered as positive factors. Demonstrated interest in working with underrepresented student populations may also be considered positively. As appropriate, these factors may be included in announcements of new positions.

Additional university-wide initiatives to review and enhance the campus climate for cultivating a diverse faculty, staff, and student complement are described on the University’s diversity website at: http://www.washington.edu/diversity/. Two of the most important initiative summaries on the site are the 2003 Diversity Compact (http://www.washington.edu/diversity/archive/compactprogress4.html) and the 2004 Diversity Appraisal (http://depts.washington.edu/divinit/). The Diversity Compact was developed by the campus-wide Diversity Council, and it provides an overview of several goals and accomplishments toward achieving optimal diversity on campus. The Diversity Appraisal was a response from 150 major campus units to the compact’s request, and a mandate from the President and Vice President of Minority Affairs, that the University undertake a critical assessment of diversity throughout the organization. The SPHCM prepared the School’s Diversity Appraisal as a contribution to that assessment effort, and the appraisal can be reviewed in Appendix VIII-2 or online at: http://depts.washington.edu/divinit/Reports2/school_public_health.php.

In 2005, SPHCM launched a Diversity Taskforce chaired by Dean Wahl to serve as a forum for gathering and disseminating diversity information and resources school-wide and evaluating the School’s efforts toward achieving an optimally diverse educational, research, and service environment. A top priority of the taskforce will be to examine closely the existing University and School climate, policies, and practices related to recruiting and retaining a diverse faculty and implement a strategic plan for increasing the diversity of the School’s faculty.

During Spring 2005, the School’s Associate Dean for Academic Affairs and its Manager of Academic Affairs attended an on-campus seminar on best practices for search committees hoping to increase the pool of diverse applicants and faculty hires. The School currently employs several strategies that were mentioned at this seminar, such as including an affirmative action statement in job postings, contacting colleagues or qualified prospective candidates at peer institutions directly, and advertising openings in periodicals that target diverse populations. However, these strategies are not uniformly implemented and standardized across departments, may vary depending on the composition and experience of the search committee members, and have not produced satisfactory results. At the April 2005 SPHEC meeting, members discussed this issue and indicated a need to examine a school-wide approach to standardizing diversity recruitment practices and a need for more expertise and resources from a centralized source. The Associate Dean for Academic Affairs is reviewing
plans for implementing a standardized approach to enhance diversity in recruitment and faculty hiring, and he will seek input and further evaluation from the Diversity Taskforce.

VIII.C.3. Identification of outcome measures by which the School may evaluate its success in achieving a demographically diverse faculty complement, along with data regarding the performance of the School against those measures over the last three or more years.

The School evaluates its success in achieving a demographically diverse faculty complement by assessing its achievement of the female and minority faculty targets set by the EOO in accordance with regulations for federal contractors. The EOO develops and disseminates these targets annually. Targets are established using a sophisticated method of calculation that involves comparing national statistics on doctoral degrees or other professional degrees conferred in the relevant degree fields with the degrees and characteristics of faculty in the School. The targets for SPHCM are shown in Table VIII-5. For the School to meet its goals fully, it needs to hire three additional women in the ladder track, nine additional minorities in the ladder track, one more woman in the non-ladder track, three more minorities in the non-ladder track, and three additional minorities in the lecturer track. The School has met its goals for women in the research track.

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

Strengths
- School and University policies are committed to supporting a diverse faculty complement.
- The Assistant Vice Provost of EOO meets annually with the Dean and Associate Dean for Academic Affairs to review the status of recruitment and retention for women and minorities in the School, and it establishes targets for recruitment.
- The School continues to explore new means to increase the number of women and minority faculty.
- The School is close to meeting its targets for women in faculty positions.

Challenges
- Despite efforts to increase the diversity of the faculty, the School continues to lag behind its own and the University’s expectations.
- The School experiences difficulty recruiting diverse faculty who have the opportunity of full tenure at peer institutions. The SPHCM is able to offer only 50% tenure at the most and generally no tenure at all.
- UW salaries are not competitive with peer institutions.

Plans
- The School launched a Diversity Taskforce in 2005 to develop a strategic plan for diversity, which will include the recruitment and retention of diverse faculty.
- The School will enhance and standardize its approach to diversity recruitment in faculty hiring.
- The SPHCM is committed to training more potential faculty members who are minorities to build a pipeline for the future of the field.

This criterion is met.
### Table VIII-3. Current Faculty, by Department (as of September 14, 2005)

<table>
<thead>
<tr>
<th>Department</th>
<th>Total</th>
<th>Women</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professors</strong></td>
<td>25</td>
<td>32%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Regular</strong></td>
<td>21</td>
<td>29%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>4</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Assoc. Professors</strong></td>
<td>8</td>
<td>33%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Professors</strong></td>
<td>3</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Regular</strong></td>
<td>3</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>5</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Assoc. Professors</strong></td>
<td>5</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>3</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Assoc. Professors</strong></td>
<td>3</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>0</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Table VIII-4. Current Faculty FTEs, by Department (as of September 14, 2005)

<table>
<thead>
<tr>
<th>Department</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIOSTATISTICS</strong></td>
<td>33.6</td>
</tr>
<tr>
<td><strong>DEOHS</strong></td>
<td>29.7</td>
</tr>
<tr>
<td><strong>EPIDEMIOLOGY</strong></td>
<td>48.0</td>
</tr>
<tr>
<td><strong>HEALTH SERVICES</strong></td>
<td>47.9</td>
</tr>
<tr>
<td><strong>PATHOBIOLOGY</strong></td>
<td>35.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>198.5</td>
</tr>
</tbody>
</table>

- Includes emeritus teaching or doing paid research in the school.
- Includes lecturers, research associates, and emeritus faculty currently conducting paid research or teaching in the school.

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**Footer:** Final Self-Study 2005-06
<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Minority</th>
<th>Female</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ladder Faculty</td>
<td>10.4%</td>
<td>11.6%</td>
<td>11.4%</td>
<td>11.8%</td>
</tr>
<tr>
<td></td>
<td>4.3%</td>
<td>5.2%</td>
<td>2.7%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Non-ladder Faculty</td>
<td>10.4%</td>
<td>11.9%</td>
<td>11.5%</td>
<td>11.7%</td>
</tr>
<tr>
<td></td>
<td>1.1%</td>
<td>3.3%</td>
<td>1.0%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Research Faculty</td>
<td>10.4%</td>
<td>12.0%</td>
<td>10.9%</td>
<td>13.9%</td>
</tr>
<tr>
<td></td>
<td>1.1%</td>
<td>3.5%</td>
<td>1.2%</td>
<td>3.9%</td>
</tr>
</tbody>
</table>

**Table VIII-5. Faculty Diversity Targets, 1998–2004**
Criterion IX.A

STUDENTS

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.

Documentation Provided

1. Description of the school’s recruitment policies and procedures.
2. Statement of admissions policies and procedures.
3. Examples of recruitment materials and other publications and advertising that describe, as a minimum, academic calendars, grading and the academic offerings of the school. The most recent catalog must be included. References to website addresses may be included.
4. Quantitative information on the number of applicants, acceptances and admissions, by program area over the last three years.
5. Quantitative information on the number of students enrolled in each degree program identified in Criterion V.A., including a headcount of full-time and part-time students and a full-time equivalent conversion, over the last three years.
6. Identification of outcome measures by which the school may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the school against those measures over the last three years.
7. Assessment of the extent to which this criterion is met.
STUDENTS

Criterion IX.A. The School shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the School’s various learning activities which will enable each of them to develop competence for a career in public health.

IX.A.1. Description of the School’s recruitment policies and procedures.
The SPHCM seeks students who are strong academically, highly motivated, and committed to public health. Each program and department has primary responsibility for its own recruitment activities, in line with University and School standards and guidelines. Students are recruited via departmental web pages, presentations at national, state, and local public health meetings, career fairs at the University of Washington and other regional colleges, advertisements in relevant publications, mailings of recruitment materials, e-mails and phone calls to prospective students, and recommendations of alumni and college advisers. International students are recruited through collaborative activities with institutions worldwide. In addition to program and department recruitment activities, the School recruits students at the annual American Public Health Association and the Washington State Public Health Association meetings. The School participates in Association of Schools of Public Health outreach and recruitment efforts. Other recruitment activities are described in Criterion IX.B.1.

IX.A.2. Statement of admissions policies and procedures.
Prospective students who are undecided as to which of the School’s programs best fits their education and career goals are encouraged to contact the SPHCM Office of Student Services (OSS) for guidance. Once the prospective student has selected a program, departments and programs coordinate their own admissions procedures to ensure that advising and other important student relationships are established and maintained.

The application process involves completion of both the University of Washington Graduate School application and the departmental program application. The University currently charges an application fee of $45 that may be waived based on financial need for qualifying U.S. citizens and permanent residents. All applicants for graduate programs are screened by the UW Graduate School to ensure that the University’s minimum requirements are met.

Graduate programs in the SPHCM require:
- A program application
- A minimum 3.0 GPA as an undergraduate
- College transcripts
- Narrative statement of professional goals and objectives
- Three personal recommendations
- GRE scores. Exemption from the GRE is provided for:
  - MPH and MHA applicants who possess a doctorate or medical degree from an accredited university in the United States
  - MHA applicants, who may substitute the GMAT for the GRE.
- International applicants must also submit TOEFL scores.
Each department supports an admissions committee that reviews applications. Applicants are not evaluated on a single criterion but on the basis of the entire application. All programs seek strong students who are highly motivated. Relevant work and/or research experience is weighted heavily by most programs.

The SPHCM is considering participation in a Centralized Application Service (CAS) for accredited Schools of Public Health. The CAS is expected to launch in 2006. For SPHCM to participate, significant changes regarding integration of SPHCM and UW admissions procedures would be required.

IX.A.3. Examples of recruitment materials and other publications and advertising that describe, as a minimum, academic calendars, grading, and the academic offerings of the School. The most recent catalog must be included. References to website addresses may be included.

The SPHCM and its departments list recruitment materials and information on the School website and the various program websites included below:

School: http://sphcm.washington.edu/prospective
DEOHS: http://depts.washington.edu/envhlth/acad_programs/acad_programs.html
Epidemiology: http://depts.washington.edu/epidem/program.htm
Health Services: http://depts.washington.edu/hserv/prospective
Pathobiology: http://depts.washington.edu/pathobio/graduate.htm

The SPHCM Academic Program Brochure is shown in Appendix II-1 and online at: http://sphcm.washington.edu/publications/catalog.asp and also will be available with other program materials in the on-site resource file.

IX.A.4. Quantitative information on the number of applicants, acceptances, and admissions, by program area over the last three years.

Tables IX-1, IX-2, and IX-3 present data on applications, offers of admission, and new enrollees, by department and program, including gender and minority status, since the last accreditation. Table IX-1 also provides a breakdown of minority applications, acceptances, and enrollments.

IX.A.5. Quantitative information on the number of students enrolled in each degree program identified in Criterion V.A., including a headcount of full-time and part-time students and a full-time equivalent conversion.

Student enrollment and FTE for each program identified in Criterion V.A., for the previous three years, is shown in Table IX-3.
### Table IX-1: Applications (APP), Acceptances (ACC), and New Enrollments (ENR) by Race/Ethnicity and Gender, Autumn Enrollment 2003–05

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2,768</td>
<td>1,416</td>
<td>754</td>
<td>2,520</td>
<td>1,387</td>
<td>730</td>
<td>2,715</td>
<td>1,492</td>
<td>718</td>
</tr>
<tr>
<td>Female</td>
<td>6,302</td>
<td>3,629</td>
<td>1,854</td>
<td>6,298</td>
<td>3,729</td>
<td>1,898</td>
<td>6,480</td>
<td>3,836</td>
<td>1,920</td>
</tr>
<tr>
<td>Total Minority</td>
<td>9,070</td>
<td>5,045</td>
<td>2,608</td>
<td>9,018</td>
<td>5,116</td>
<td>2,628</td>
<td>9,205</td>
<td>5,338</td>
<td>2,718</td>
</tr>
<tr>
<td>Asian American</td>
<td>1,494</td>
<td>935</td>
<td>435</td>
<td>1,483</td>
<td>924</td>
<td>431</td>
<td>1,485</td>
<td>920</td>
<td>430</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,037</td>
<td>1,258</td>
<td>600</td>
<td>2,065</td>
<td>1,297</td>
<td>612</td>
<td>2,105</td>
<td>1,323</td>
<td>613</td>
</tr>
<tr>
<td>African American</td>
<td>2,256</td>
<td>1,374</td>
<td>653</td>
<td>2,333</td>
<td>1,402</td>
<td>642</td>
<td>2,421</td>
<td>1,388</td>
<td>640</td>
</tr>
<tr>
<td>Caucasian</td>
<td>2,233</td>
<td>1,337</td>
<td>673</td>
<td>2,307</td>
<td>1,376</td>
<td>697</td>
<td>2,490</td>
<td>1,387</td>
<td>711</td>
</tr>
<tr>
<td>Total Non-White</td>
<td>10,796</td>
<td>6,342</td>
<td>2,781</td>
<td>10,992</td>
<td>6,523</td>
<td>2,819</td>
<td>11,295</td>
<td>6,614</td>
<td>2,841</td>
</tr>
<tr>
<td>Total White</td>
<td>2,522</td>
<td>1,473</td>
<td>687</td>
<td>2,585</td>
<td>1,516</td>
<td>689</td>
<td>2,604</td>
<td>1,528</td>
<td>697</td>
</tr>
<tr>
<td>Total</td>
<td>13,318</td>
<td>7,815</td>
<td>3,468</td>
<td>13,577</td>
<td>8,039</td>
<td>3,508</td>
<td>13,899</td>
<td>8,142</td>
<td>3,538</td>
</tr>
</tbody>
</table>

Notes: Numbers may not add up due to rounding.
Table IX-2: Total Applications (APP), Acceptances (ACC), and New Enrollments (ENR) by Department or Program, 2003–05

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>95</td>
<td>35</td>
<td>19</td>
<td>104</td>
<td>34</td>
<td>16</td>
<td>86</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>DEOHS</td>
<td>112</td>
<td>28</td>
<td>21</td>
<td>118</td>
<td>40</td>
<td>27</td>
<td>92</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>235</td>
<td>80</td>
<td>47</td>
<td>213</td>
<td>79</td>
<td>47</td>
<td>185</td>
<td>105</td>
<td>70</td>
</tr>
<tr>
<td>Health Services</td>
<td>263</td>
<td>98</td>
<td>61</td>
<td>249</td>
<td>97</td>
<td>61</td>
<td>185</td>
<td>105</td>
<td>70</td>
</tr>
<tr>
<td>Pathobiology</td>
<td>47</td>
<td>15</td>
<td>7</td>
<td>47</td>
<td>15</td>
<td>7</td>
<td>33</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>MHA</td>
<td>51</td>
<td>18</td>
<td>9</td>
<td>51</td>
<td>18</td>
<td>9</td>
<td>36</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Nutritional Sciences</td>
<td>54</td>
<td>19</td>
<td>14</td>
<td>54</td>
<td>19</td>
<td>14</td>
<td>34</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Public Health Genetics</td>
<td>54</td>
<td>19</td>
<td>14</td>
<td>54</td>
<td>19</td>
<td>14</td>
<td>34</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>909</td>
<td>345</td>
<td>206</td>
<td>916</td>
<td>368</td>
<td>215</td>
<td>940</td>
<td>463</td>
<td>276</td>
</tr>
</tbody>
</table>

Percentage of those who applied that were accepted
Percentage of those accepted that were enrolled
Percentage of those who applied that enrolled
One of the objectives of the Strategic Plan was to recruit graduate and undergraduate students of the highest academic capabilities. To achieve this objective, the School tracks the following measures by program and school-wide:

- Number of applications
- Number of acceptances
- Number of new enrollments
- Total number of students
- Number of graduates
- Number of undergraduate Public Health minors
- Average student GRE scores
- Average GPAs
- Number of training grants (for student funding)
- Number of students supported on research projects (RAs)
- Number of peer-reviewed publications with student involvement

Because the quality of SPHCM applicant pools is consistently high, the School also uses the absolute values of the GPA and the GRE scores to gauge the success of admission procedures. Tables IX-4 and IX-5 display GPA and GRE averages.

Another measure of success in enrolling a qualified student body is the number of applications versus the number of enrolled students. For entry in Autumn 2005, the SPHCM had an enrollment rate of 29% applicants, school-wide. During the past three years (2003–05), the rate has been 22.7%, 23.5%, and 29%.

Table IX-3. SPHCM Current Student Enrollment and FTE Students, Autumn Quarter, 2003–05

<table>
<thead>
<tr>
<th>DEGREE PROGRAM</th>
<th>AUTUMN 2003</th>
<th>AUTUMN 2004</th>
<th>AUTUMN 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># STU</td>
<td>FTE STU</td>
<td># STU</td>
</tr>
<tr>
<td>Total</td>
<td>701</td>
<td>638.8</td>
<td>733</td>
</tr>
<tr>
<td>MPH</td>
<td>235</td>
<td>215.5</td>
<td>240</td>
</tr>
<tr>
<td>MS</td>
<td>116</td>
<td>105</td>
<td>120</td>
</tr>
<tr>
<td>PhD</td>
<td>213</td>
<td>197</td>
<td>235</td>
</tr>
<tr>
<td>MHA</td>
<td>41</td>
<td>40.5</td>
<td>49</td>
</tr>
<tr>
<td>Ext MPH</td>
<td>59</td>
<td>45.9</td>
<td>50</td>
</tr>
<tr>
<td>Exec MHA</td>
<td>37</td>
<td>34.9</td>
<td>39</td>
</tr>
</tbody>
</table>

IX.A.6. Identification of outcome measures by which the School may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the School against those measures over the last three years.

One of the objectives of the Strategic Plan was to recruit graduate and undergraduate students of the highest academic capabilities. To achieve this objective, the School tracks the following measures by program and school-wide:

- Number of applications
- Number of acceptances
- Number of new enrollments
- Total number of students
- Number of graduates
- Number of undergraduate Public Health minors
- Average student GRE scores
- Average GPAs
- Number of training grants (for student funding)
- Number of students supported on research projects (RAs)
- Number of peer-reviewed publications with student involvement

Because the quality of SPHCM applicant pools is consistently high, the School also uses the absolute values of the GPA and the GRE scores to gauge the success of admission procedures. Tables IX-4 and IX-5 display GPA and GRE averages.

Another measure of success in enrolling a qualified student body is the number of applications versus the number of enrolled students. For entry in Autumn 2005, the SPHCM had an enrollment rate of 29% applicants, school-wide. During the past three years (2003–05), the rate has been 22.7%, 23.5%, and 29%.
Table IX-4. Average GPAs, by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>AUTUMN 2003</th>
<th>AUTUMN 2004</th>
<th>AUTUMN 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biostatistics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>3.7</td>
<td>3.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Enrolled</td>
<td>3.7</td>
<td>3.8</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>DEOHS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>3.4</td>
<td>3.5</td>
<td>3.4</td>
</tr>
<tr>
<td>Enrolled</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Epidemiology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>3.5</td>
<td>3.5</td>
<td>3.4</td>
</tr>
<tr>
<td>Enrolled</td>
<td>3.6</td>
<td>3.5</td>
<td>3.6</td>
</tr>
<tr>
<td><strong>Health Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>3.3</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Enrolled</td>
<td>3.4</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Pathobiology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>3.5</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Enrolled</td>
<td>3.4</td>
<td>3.7</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Table IX-5. Average Combined Verbal and Quantitative GRE Scores, by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>2002–03</th>
<th>2003–04</th>
<th>2004–05</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biostatistics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>1313</td>
<td>1288</td>
<td>1313</td>
</tr>
<tr>
<td>Enrolled</td>
<td>1343</td>
<td>1431</td>
<td>1325</td>
</tr>
<tr>
<td><strong>DEOHS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>1254</td>
<td>1227</td>
<td>1175</td>
</tr>
<tr>
<td>Enrolled</td>
<td>1287</td>
<td>1254</td>
<td>1245</td>
</tr>
<tr>
<td><strong>Epidemiology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>1205</td>
<td>1183</td>
<td>1213</td>
</tr>
<tr>
<td>Enrolled</td>
<td>1327</td>
<td>1289</td>
<td>1284</td>
</tr>
<tr>
<td><strong>Health Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>1118</td>
<td>1159</td>
<td>1133</td>
</tr>
<tr>
<td>Enrolled</td>
<td>1160</td>
<td>1226</td>
<td>1211</td>
</tr>
<tr>
<td><strong>Pathobiology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td>1172</td>
<td>1196</td>
<td>1179</td>
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<tr>
<td>Enrolled</td>
<td>1131</td>
<td>1278</td>
<td>1376</td>
</tr>
</tbody>
</table>
IX.A.7. Assessment of the extent to which this criterion is met.

**Strengths**
- Each department and several programs within departments have graduate program assistants/coordinators to help recruit and guide prospective applicants.
- The School’s Office of Student Services assists prospective applicants to find the departments and programs that best suit their interests.
- Applications to the School have increased over the past five years.
- Admissions to programs in the SPHCM are selective (generally <50% of applicants are admitted).
- A high proportion (usually >50%) of accepted students choose to enroll in the SPHCM.

**Challenges**
- The School has limited resources to support travel for recruitment purposes.
- The School has limited resources for scholarships, assistantships, and other forms of student aid to compete with other institutions for outstanding students.

**Plans**
- Continue to improve the clarity of web recruitment materials, including prospective student information published to School and departmental websites.
- Seek additional resources for student recruitment through fund-raising activities.

This criterion is met.
Criterion IX.B

STUDENTS

Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, sex, race, disability, religion, or national origin.

Documentation Provided

1. Description of policies, procedures and affirmative action plans to achieve a diverse student population.

2. Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, over the last three years.

3. Identification of measures by which the school may evaluate its success in achieving a demographically diverse student body, along with data regarding the school's performance against these measures over the last five years.

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

Criterion IX.B. Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, sex, race, disability, religion, or national origin.

IX.B.1. Description of policies, procedures, and affirmative action plans to achieve a diverse student population.

The University of Washington values diversity and is committed to promoting respect for the rights and privileges of others, the understanding and appreciation of human differences, and the constructive expression of ideas. University policy prohibits discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran. The SPHCM fully supports the concept of diversity and the policies of non-discrimination that support it.

The School has long emphasized recruitment and retention of students of color, and in 1991, it created a Minority Affairs Office. Its initial mission was to increase the number of professionals and students of color applying to, enrolling in, and successfully completing their public health education at SPHCM. In 1998, when Washington voters approved Initiative 200, eliminating governmental affirmative action programs, the office expanded its role and became the Office of Student Services (OSS). Similar to the experience of California, Texas, and Louisiana in the wake of their anti-affirmative action laws, new minority enrollment in 1999 and 2000 in all University of Washington graduate programs declined by 40%. Before that, underrepresented minority enrollment in the SPHCM had remained steady for years at about 13-15%.

The UW SPHCM continues its efforts to recruit and retain underrepresented minorities through the OSS. The office assists departments with student outreach and recruitment, provides prospective students with assistance during the admissions process (including review of application and financial aid forms), and supports services such as counseling, tutoring, and recruitment of mentors, preceptors, and lecturers.

The OSS has also co-sponsored events such as a Saturday Academy to introduce disadvantaged 8–12th graders in the Seattle area to health careers. In the past, representatives from the OSS attended career fairs at historically black colleges and universities and other colleges with large minority student populations, but it has discontinued such visits due to lack of funding for out-of-state travel. The office maintains contact with advisers at these schools.

The OSS has also been working with SPHCM faculty to increase the number of UW students from diverse backgrounds who enter its undergraduate programs. The OSS has co-sponsored the Minority Association of Pre-health Students’ (MAPS) annual conference for the past few years, and it has found participants to be a rich source of prospective students for the School’s programs. The SPHCM’s undergraduate programs have attracted an increasingly diverse pool of students, and these undergraduate programs have become a pipeline for these students to enter the School’s graduate programs.

The OSS also works closely with campus-wide organizations such as the Graduate Opportunities & Minority Achievement Program (GO-MAP) to coordinate recruitment
efforts with other units across the University. At the last four GO-MAP Prospective Student Visiting Days, more than half of the visiting graduate students of color were students who had been accepted to SPHCM programs. The School has found such campus-wide collaborations to be highly effective in its recruitment and retention efforts.

The population of the State of Washington is rapidly becoming more diverse, and much of that diversity can be found in the state’s community colleges and smaller universities. The OSS has increased outreach to community college students and to students at schools such as Heritage College and Central Washington University, where a growing share of students are Hispanic or American Indian and Alaska Native.

Much of the OSS Director’s focus has been on retention of current students. Retention activities include advising the Student Public Health Association, counseling students, and assisting students in locating tutors, services, and financial aid. The OSS sponsors several social events each year for both minority and non-minority students, as well as brown-bag events to discuss issues such as cultural competency. The director meets periodically with faculty in each department to provide updates on services for underrepresented students.

As a result of all of these efforts, the number of students of color who apply to SPHCM programs returned to pre-1998 levels. In 2002, with the introduction of the Community-Oriented Public Health Practice program, the School experienced a 45% increase in the number of underrepresented graduate students enrolled in its programs. In 2003, that number grew by an additional 20%, but minority enrollment dropped again in 2004 for reasons that are unclear at this time. The School expects that with continued outreach and targeted recruitment, minority enrollment will be maintained at the current level. Because of regional demographics and legislative limitations such as I-200, it remains a challenge to build a large enough population of students of color to create a culturally rich environment for all students.

In 2005, the School convened a diversity task force to assess the diversity climate within the SPHCM, to create a measurable plan to increase student and faculty diversity, and to encourage the infusion of cultural competency into all academic programs.

IX.B.2. Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions.

As shown in Table IX-1 in Criterion IX.A, women students are the majority of new enrollees in all SPHCM programs. This was also true at the time of the last accreditation, and the School’s current percentages are consistent with those of the previous Self-Study, when the percentage of new enrollees who were women ranged from 57% to 67%; for the period covered by the current Self-Study, the figures are 55% to 60%. The School has maintained its share of minority student enrollees in spite of changes in state law regarding affirmative action. In the last Self-Study, the percent was 18% to 23%. For the period covered by this Self-Study, the percentage of minority enrollment ranged from 26% for 1998–99 to 17% in 2000–01, rebounding to 24% in 2003–04. Over the entire seven-year period (1998–99 to 2004–05), minority enrollment averaged 21.75% of total students. (The UW average of minority graduate admissions is about 14%.) The current percentage of SPHCM minority students is nearly 22%, and the School is making a considerable effort to increase it even further.
IX.B.3. Identification of measures by which the School may evaluate its success in achieving a demographically diverse student body, along with data regarding the School’s performance against measures over the last five years.

Beginning in 2001, the SPHCM implemented a system of measures and assessment tools based on the Strategic Plan developed the prior year. One of the objectives of the Strategic Plan is to provide a multicultural setting for public health learning. To achieve this objective, the School tracks the following measures by program and school-wide:

■ Number of minority applicants
■ Number of minority applicants accepted
■ Number of minority students enrolled
■ Number of international students

The student figures for the past three years are displayed in Table IX-1.

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

Strengths

■ Students from a wide variety of racial, ethnic, and geographic backgrounds apply to, and enroll in, programs in the SPHCM.
■ Approximately 25% of applicants and enrollees are from minority backgrounds.
■ Approximately 22% of applicants and 15% of enrollees are foreign nationals.

Challenges

■ Recently only 4% of applicants and 8% of enrollees were from underrepresented minority groups.
■ The School has had to overcome the impact of Washington Initiative 200.
■ The School has not consistently increased the racial/ethnic diversity of students in all of its programs over the past five years.
■ The largely Caucasian demographic composition of Washington State and Seattle is considered by some to be a barrier to recruitment of racial and ethnic minorities.

Plans

■ The School has created a Diversity Task Force, chaired by the Dean, to develop and implement strategies to increase the diversity of the student body.

This criterion is met.
Criterion IX.C

STUDENTS

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

Documentation Provided

1. Description of the advising and counseling services, including sample orientation materials such as student handbooks.
2. Information about student satisfaction with advising and counseling services.
3. Assessment of the extent to which this criterion is met.
STUDENTS

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

IX.C.1. Description of the advising and counseling services, including sample orientation materials such as student handbooks.

Advising

Graduate students are assigned faculty academic advisers when they enroll. Each adviser works with the student to design a course of study based on degree requirements and the student’s experience and area of concentration. Occasionally, students seek advice from the Associate Dean for Academic Affairs or the Director of Student Services on cross-departmental matters. When a student begins a thesis or dissertation, the faculty member with whom he or she is doing research usually becomes the adviser and chair of the supervisory committee. In addition to academic counseling, the advisers provide career counseling to the students. Advising also is provided by graduate program assistants, who are knowledgeable about the rules and infrastructure of the University, SPHCM, and their departments.

For example, entering students in the Department of Environmental and Occupational Health Sciences are counseled by the graduate program adviser and by the faculty member who coordinates the curriculum in the student’s area of specialization. Students are advised to consider potential faculty advisers during the first year of their studies. Activities that are encouraged include attending student orientation, “Peer Advisory Sessions,” and lab open houses, as well as scheduling meetings with individual faculty.

DEOHS also sponsors an annual Career Day that offers students networking opportunities with private consulting firms and government agencies. Alumni are included in this event to alert students to other job prospects.

Academic advising and counseling of Extended Degree Program (EDP) students are handled by the Program Director and Associate Director. The Associate Director meets individually with students once a year to plan the schedule of courses, practicum and thesis activities, and clarify the process for graduation. The Associate Director also provides students with quarterly updates on courses completed, grades, and current progress. The Director and Associate Director are available to students by e-mail or in person to provide academic advising or to work out special scheduling issues, such as taking leave to attend to medical or family needs. The Director or Associate Director contacts any students who appear to be having difficulty. The Director serves as the adviser for student practicum projects, reviewing assignments and providing assistance if the student or preceptor encounters difficulties in carrying out the project. Thesis and project advising are conducted by SPHCM faculty, and occasionally by faculty from other health sciences departments, in accordance with UW policies for graduate studies. The EDP Director assists students in identifying faculty appropriate for the topics students propose to research. Once the committee is identified, a contract is prepared and signed by the student and committee members. Thereafter, quarterly reports from the thesis committee chairs are used by the program to monitor student progress on the thesis or project.

An online EDP policies and procedures manual describes in detail the program’s academic requirements and curriculum, faculty, procedures for registration and tuition payment, the
Each program has an intensive orientation for students at the beginning of the academic year. Also, the Dean's Office and the Student Public Health Association annually co-sponsor a formal school-wide new student orientation. In 2005, in response to student requests, the orientation became the Fall Kickoff. The Kickoff provides opportunities for new and current students across the School to connect with one another and with faculty and staff. Materials previously distributed at the orientation are now available to students at the Fall Kickoff Resource Center, staffed by SPHA members. Sample orientation materials will be available in the on-site resource file.

IX.C.2. Information about student satisfaction with advising and counseling services.

Recent SPHCM alumni and student surveys give similar performance ratings for advising. More than 77% of surveyed students and 79% of surveyed alumni rated advising “good” or better; 47% of students and 55% of alumni rate advising as “very good” or “excellent.” There is, however, room for improvement because nearly a fourth of students and alumni rate advising as “fair” or “poor.” While there was some improvement over the numbers published in the 1998 Self-Study (e.g., the number of students responding “excellent” rose from 18% to 24%), the number of students responding “good” or worse was virtually unchanged. The School is studying the results by department and program to identify any areas with consistently low marks that could be improved in the future.

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

Strengths

- There is a strong system of student advising and counseling at the school, department, and program levels.
- Thesis and project advising involve close supervision and mentoring by faculty.
- The School is developing a comprehensive career services website to assist students and alumni in finding jobs in their chosen fields.

Challenges

- There is a need to develop a school-wide system for disseminating career development and job posting information for students.
- Some faculty are less skilled at or dedicated to student mentoring.
- Some master’s students need more career services.

Plans

- The SPHCM is developing a comprehensive career services website to assist students in preparing for and finding jobs in public health.
- Building on the student mentoring resources recently developed by the Graduate School, faculty orientation and annual reviews will place greater emphasis on student mentoring skills and performance.

This criterion is met.
Criterion IX.D

STUDENTS

Students shall, where appropriate, have participatory roles in conduct of School and program evaluation procedures, policy-setting and decision making.

Documentation Provided

1. Description of student roles in evaluation of school and program functioning.
2. Description of student roles in governance, as well as in formal student organizations.
3. Assessment of the extent to which this criterion is met.
STUDENTS

Criterion IX.D. Students shall, where appropriate, have participatory roles in conduct of School and program evaluation procedures, policy-setting, and decision making.

IX.D.1. Description of student roles in evaluation of School and program functioning.
Students may evaluate the School and their programs in a variety of ways, including an Exit Questionnaire administered by the Graduate School, periodic school-wide and program-specific alumni surveys, and feedback from departmental student advisory committees and the Student Public Health Association (SPHA). Students in the MPH and MHA programs complete evaluations of their practicum and internship experiences, as do the industrial hygiene students. Several departments have special faculty-student relations committees that address issues as they arise.

IX.D.2. Description of student roles in governance, as well as in formal student organizations.
Students have many opportunities to participate in governance at the department, School, and University levels. Student representatives attend faculty meetings and usually serve on departmental curriculum committees, admission committees, advisory committees, and other panels, although there is some variation among departments. At the school-wide level, all students are eligible to participate in the SPHA, and individual students from this organization serve on the SPHEC (Executive Committee) and on the Curriculum and Educational Policy Committee. The Dean hosts an annual pizza lunch for students to inform them of School news and to get their feedback on issues of concern. University-wide, students serve on the Graduate and Professional Student Senate (GPSS).

SPHA is an official student organization at the UW, and all registered students at the SPHCM are automatically members. Between five and nine students serve on the SPHA Board, and efforts are made to include representatives from as many departments and programs as possible. SPHA's purpose is to unify students across the multiple graduate and undergraduate departments and programs at the SPHCM, and to create a consolidated voice to address student concerns as they arise. SPHA seeks to promote a positive educational experience for all students by creating interdisciplinary learning experiences; encouraging open communication between departments and students, the Dean's Office, and other SPHCM decision-making bodies; and promoting cross-departmental social interaction for the purpose of enjoyment and networking. Board members collect feedback and suggestions from students and department coordinators in periodic information-gathering surveys and meetings, as well as follow up on specific issues raised by students, faculty, or departments throughout the year.

In the DEOHS, students actively participate in program decisions through the Student Advisory Committee. The committee was formed to provide students with an effective means of bringing issues of concern to the attention of the faculty. To date, the committee has actively participated in reviews of curriculum and departmental mentoring processes, and was instrumental in implementing program changes aimed at achieving better placement and career opportunities and supporting activities that aid in the retention of students.
In the Department of Epidemiology, students actively participate in program decisions by electing student representatives to various faculty and staff committees. Student representatives on the Admissions and Curriculum Committees are full voting members. The Curriculum Committee representative solicits and presents to the committee student concerns and suggestions concerning the department’s requirements and courses. As a result of student input in the last few years, Epidemiology has added a few new classes and has redesigned others. A student representative also attends faculty meetings and participates by voice, but not by vote. This representative discusses student suggestions and issues concerning the department as a whole. Student-lead initiatives have resulted in a number of alterations in departmental policies and procedures. For example, students are now allowed to submit a formal appeal to the Doctoral Preliminary Examination Committee if they think that a question has been unfairly graded. In 2004, Epidemiology helped organize a two-day health disparities symposium that grew out of student interests. The department also sets up ad hoc committees to address specific issues, and these committees include student representatives. For example, a web committee is currently being formed to upgrade the departmental websites.

In Pathobiology, students actively participate in program decisions through student representation on administrative committees. These committees coordinate curriculum, student affairs, admissions, and seminars, and they present proposals for department-wide consideration. In addition, a student representative participates in the monthly faculty meetings. This organizational design was developed to provide students with an effective means of bringing issues of concern to the attention of the faculty. To date, the committees have actively participated in a review of departmental mentoring, general program evaluation, and curriculum review, and they implemented a plan to include better placement and career opportunities.

In Nutritional Sciences, students actively participate in program decisions through departmental committees, the Curriculum Committee, and the Admissions Committee. There are also two student representatives on the Faculty Committee, which allows them an effective means of bringing concerns to the attention of the faculty. To date, student representatives have actively participated in many discussions and processes that have led to the implementation of program changes that provide opportunities and other activities that aid in the retention of students.

During each program’s 10-year review by the UW Graduate School, the Review Committee considers student written evaluations of the department and also interviews students in person. Student input plays a significant role in the final report to the Graduate School. In addition, the students from each department may elect two graduate and professional student senators to present concerns of graduate students as a whole to the University administration. For example, the efforts of the GPSS student representatives recently resulted in graduate students being allowed to gain Washington State residency after living in Washington State for one year even if they did not hold a half-time job for the entire period. Several years ago, the student representatives spearheaded the drive to provide an improved medical, dental, and vision insurance plan for graduate students and their dependents.
IX.D.3. Assessment of the extent to which this criterion is met.

Strengths
- Students have numerous opportunities to participate in evaluation and decision- and policy-making at the School and department levels.
- The Dean’s Office supports the SPHA with both staff and financial resources.

Challenges
- A continuing challenge faced by both the SPHA and the SPHCM administration is getting students routinely involved in issues of program evaluations and SPHCM governance.

Plans
- Continue to encourage student involvement in SPHCM governance.

This criterion is met.
Criterion X.A

EVALUATION AND PLANNING

The School shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals, and objectives; for assessing the school’s effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

Documentation Provided

1. Description of evaluation procedures and planning process being used.
2. Identification of measures by which the school may evaluate the effectiveness of its evaluation and planning activities, along with data regarding the school’s performance against these measures over the last three years.
3. Assessment of the extent to which this criterion is met.
EVALUATION AND PLANNING

Criterion X.A. The School shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals, and objectives; for assessing the School’s effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

X.A.1. Description of evaluation procedures and planning process being used.

Evaluation is integral to the way the School and its constituent departments, programs, and centers operate. The School conducts or participates in a large number of external and internal evaluations of its academic, research, and service missions. Data and conclusions from these activities are used in continuous quality improvement efforts within the School; they are the basis for monitoring success in achieving strategic goals and objectives, and they support strategic planning at all levels of the SPHCM.

In this section, evaluation and planning activities in which the School participates are organized into external and internal processes.

a. Formal External Processes

External reviews provide an opportunity for self-evaluation, as well as for external input and feedback.

External Accrediting Bodies

As indicated in Criterion II.A, some individual programs in the SPHCM are accredited by accrediting bodies, in addition to CEPH. Each of these organizations requires extensive analytic self-study processes, and each provides the programs with thoughtful evaluative feedback. In the most recent re-accreditation reviews, each of these programs received the maximum terms of re-accreditation. Copies of these accreditation reports will be available on-site.

Graduate Faculty Council Reviews

Since the last accreditation, four graduate programs in the SPHCM have been reviewed by the Graduate School’s Graduate Faculty Council. This extensive process is similar to that of a CEPH review: the academic program conducts a detailed self-study and produces a document, the purpose of which is to provide a guide that allows the faculty, the department, School and University administration, and the review team an opportunity not only to consider the program’s recent accomplishments and challenges but also to engage in a planning process for the future. The review team assembled by the Graduate School includes senior faculty from outside the UW, faculty from outside the SPHCM, and faculty from within the SPHCM who are not in the department under review. Using the self-study document and interviews conducted during a two-day site visit, the review team examines the department’s goals and plans in light of its past record of achievements, overall quality, adaptability to change, and prospects for innovation, in the context of the School and the University as a whole. The program reviews were conducted on the following schedule:

- 1999 Pathobiology—MS, PhD
- 2002 Health Administration—MHA
2003 Biostatistics—MS, PhD
2005 Epidemiology—MS, PhD
2005 Nutritional Sciences—MS, MPH, PhD, RD
2006 Health Services—MS, PhD

Copies of the self-studies and Graduate School reviews will be available on-site.

Department Chair Reviews
In the fifth year of a chair’s term, the Dean appoints a special committee to review his or her performance, in accordance with University policy (UW Handbook, Vol. II, Sec. 12-28). The committee consults with the incumbent regarding his or her views of past policies and practices and projections of departmental and personal goals. It also solicits comments from all involved constituencies: faculty, staff, students, other administrators, and colleagues from outside the University. Upon completion of the review, the committee prepares a report for the Dean and the Provost, and an overview and summary are shared with the department. This review serves in part as a review of the department, as well as the chair. Recommendations are made as to the chair’s success at meeting department and School goals and expectations. Since the last accreditation, the chairs of Biostatistics, Health Services, and Pathobiology have been reviewed. Reviews of the chairs of DEOHS and Epidemiology are being organized in the near future.

Dean’s Review
Every five years, the University President appoints a special committee to conduct a review of the Dean. The process is similar to that used to review department chairs. Recommendations are made as to the Dean’s success at meeting School and University goals and expectations; as with the chair reviews, the process is an evaluation of the success of the SPHCM as a whole as well as of the Dean individually. Dean Wahl was reviewed in 2005. The report of the Dean’s Review Committee serves not only an evaluative function but also provides input and recommendations for enhancing the SPHCM in the future. A copy of the executive summary can be found on the SPHCM website at http://sphcm.washington.edu/about/deans_review_2005.pdf and in Appendix X-1. An excerpt from the report follows:

The interviews and numerous letters consistently reaffirm Dr. Patricia Wahl’s superb leadership as Dean. The School of Public Health and Community Medicine (SPHCM) has grown under Dean Wahl’s watch. Dean Wahl has contributed greatly to faculty growth, to program growth and innovation, to fiscal stability, to a positive accreditation review, to the School’s positive image at University level as well as nationally and internationally, and to the enhancement of the School’s involvement in public health practice in the State. Dean Wahl has created a culture that is stimulating, empowering and supportive. Her leadership style cultivates interdisciplinary and individual growth for all—faculty, staff and students. Dean Wahl’s accomplishments are truly remarkable when one considers the limited resources outside the School available to support her and the School’s agenda.

b. Internal Processes
Systematic evaluation and planning is carried out at all levels of the School.
School-wide Evaluation Processes

Strategic Planning
In July 1999, the Dean appointed a committee composed of faculty, staff, and students to advise the design and conduct of the strategic planning process. The committee formulated key questions about the School’s internal mission, organization, and performance, and about its external opportunities and threats. During October 1999, these questions were used in facilitated discussions with faculty in each department, as well as with staff, students, and alumni. All of these stakeholders were asked to comment candidly on specific institutional strengths and weaknesses, as well as situational opportunities and threats. The committee and the Dean solicited input and feedback from a number of external sources. The Dean met with key leaders in public health and health care to determine their views of the School’s current and future roles. The resulting Strategic Plan document underwent several iterations to incorporate feedback from all stakeholders, and it serves as the guiding document to evaluate and plan the School’s activities. The document can be found on the School’s website (http://sphcm.washington.edu/about/strategicplan.asp) and in Appendix X-2. The School Executive Committee (SPHEC), with input from faculty and other stakeholders, reviews the strategic goals and objectives included in the plan annually. They are modified and re-prioritized at the SPHEC retreat described below.

SPHEC Annual Retreat
Motivated in part by the 1998 CEPH accreditation review, and building on the 1999–2000 SPHCM Strategic Plan, Dean Wahl took three major steps to assure that each year the leadership of the School would be able to evaluate progress toward its strategic goals and objectives. First, the SPHEC developed an extensive set of indicators to track each of the SPHCM strategic goals. The list of indicators that were used from 2002 to 2005 are shown in Appendix X-3, and the current, revised list is found in Criterion I. Second, the School hired a database developer with data management experience to build the database capacities to measure the indicators that were deemed appropriate and feasible for monitoring. Third, SPHEC devotes a substantial portion of its annual summer retreat to reviewing these indicators to assess strengths and challenges in the School’s activities. Discussions at the retreat leading to enhancement and prioritization of the SPHCM strategic goals and objectives build upon these evaluative data.

In 2005, a “mini” strategic planning session, including several program directors, was conducted with the assistance of a consultant to provide a structured opportunity to update the Strategic Plan. More than 20 new ideas were generated. These are now being developed more fully to present them to stakeholders for comments and suggestions.

SPHCM Curriculum and Educational Policy Committee
The committee addresses all curriculum and educational policy issues that affect the School as a whole. It reviews course enrollment, student ratings of courses, and program learning objectives. The committee must review and approve all new degree and certificate programs before they are implemented. Members of the committee usually chair or serve on their department curriculum committees, and thus they are able to integrate departmental perspectives into the school-wide discussion, and vice versa.
Alumni Advisory Board
The Dean meets with the Alumni Advisory Board several times a year to discuss new developments in the School and to solicit input on planned initiatives. The board assisted the Accreditation Committee in developing the Alumni Survey. It also provides feedback on the preliminary Self-Study document.

External Advisory Board
In addition to the Alumni Advisory Board, the Dean has formed the SPHCM External Advisory Board, which is composed of local and regional leaders in public health, environmental health, health care, and biotechnology who may employ SPHCM graduates. This group advises the Dean on developments in the field that have implications for planning the School’s research, teaching, and services programs. A roster of the External Advisory Board is found in Appendix X-4.

Health Department Directors
Early in her tenure, Dean Wahl and Associate Dean for Public Health Practice Mark Oberle visited each of Washington’s 34 local public health jurisdictions to explore the School’s current and potential roles in providing outreach and support to the state’s public health workforce. These visits were not intended to be a formal evaluation or planning process, but they had a significant impact on the development of the School’s Strategic Plan. A summary of Dean Wahl’s travels throughout the state (“When You’ve Seen One Health Department….”) can be found on the School’s website (http://sphcm.washington.edu/news/localph.asp).

Joint SPHEC/FHCRC Public Health Sciences Meetings
Twice each year, the SPHEC and the director and program heads of the Division of Public Health Sciences of the Fred Hutchinson Cancer Research Center hold a planning and evaluation meeting to discuss joint faculty hires, joint initiatives, collaborative research planning, and policies that affect use of space, indirect cost distributions, etc.

Departmental and Program Processes

Departmental and Program Retreats
All SPHCM departments hold retreats at least once a year to discuss curriculum, students, faculty, and general policies. In addition, in departments with multiple programs, such as DEOHS and Health Services, program faculty meet at least annually to review and evaluate educational policy, address curriculum and practicum issues, and develop enhancements to their programs.

Program-specific Strategic Planning Efforts
To be responsive to feedback from stakeholders and to build upon the School’s strategic plan, Dean Wahl has established ad hoc committees that evaluate, plan, and implement specific program enhancements and opportunities. In November 2001, the Dean appointed a committee to develop a strategic plan for international health in the SPHCM. The impetus for the strategic plan was the realization that recent trends in globalization have affected domestic public health and that solutions provided by international health are critical to the health of the domestic population. Furthermore, Dean Wahl believed that, given the high domestic and international student interest in the current International Health Program, expansion of that program should be a high
priority within the School’s Strategic Plan, if resources could be found to enhance and expand it. The deliberations and report of this committee (“Global Health at the School of Public Health and Community Medicine: Situational Assessment and Strategic Plan”) was instrumental in the successful planning and development of the proposed new Department of Global Health with the School of Medicine. The report will be available in the on-site resource file.

In the Spring of 2002, Dean Wahl appointed the Social and Behavioral Sciences (SBS) Strategic Planning Committee. The goals of the committee were to:

- Create a vision for teaching and research in SBS from a university-wide perspective;
- Embody that vision in a written plan that addresses the mission statement, curricula, research avenues, and inter-departmental and inter-school activities of the SBS program in public health.

The committee’s report laid out a blueprint for enhancing teaching and research in SBS in the School, including social epidemiology and social determinants of health. The ideas and recommendations of this effort have been incorporated into the strategic planning of the School and the Department of Health Services. The report of this effort will be available in the on-site resource file.

In January 2004, Dean Wahl appointed a multidisciplinary committee to examine how the SPHCM should respond to the IOM’s call to action in the area of health policy. The Dean’s overall charge, in keeping with the IOM’s recommendations, recognized that the SPHCM has a multifaceted role to play in improving public policy. The Dean asked the committee to develop a five-year strategic plan for building greater health policy content throughout the SPHCM, coupled with a realistic implementation plan, recognizing that more than 80% of SPHCM’s funding comes from grants and contracts. The strategic plan was to address SPHCM’s involvement in all four legs of the health policy stool: research, teaching, translation and dissemination, and policy analysis. The report of this Advisory Committee was submitted to the Dean and SPHEC in January 2005, proposing a new Resource Center for Health Policy. Work is underway to develop funding for this new undertaking.

**Annual Faculty Review**

All instructors, assistant professors, and associate professors are reviewed each year by faculty senior in rank. After the annual faculty review, it is mandatory that chairs meet with all instructors and assistant professors to discuss the results of the review. This discussion is followed by a memorandum to the faculty member. Chairs also meet formally with associate professors every two years and full professors every three years to discuss overall progress and plans toward individual goals and objectives.

**Faculty Peer Evaluation**

All faculty must undergo peer review of their teaching. The departments have varying procedures for peer review, but it generally involves review of the syllabus and instructional materials, observation in the classroom, and preparation of a written instructor evaluation. For instructors and assistant professors, approximately one course each year must be reviewed by their peers. These evaluations are reviewed by each
department’s curriculum committee or chair, and annually by senior faculty at the time of faculty reviews. Recommendations based on these reviews are transmitted to the faculty member to assist in improving teaching effectiveness.

Evaluation Data

The School, departments, and programs are aided by data from the following sources.

**Graduate School**

The Graduate School provides extensive analytic data to the School and departments on applicants, accepted students, and enrolled students. In addition, the Graduate School conducts an exit survey of all University master’s and PhD graduates. The summary results are distributed to all schools and colleges. The survey asks students to rate such characteristics as departmental academic standards, adequacy of training, satisfaction with supervision and/or guidance, quality of the faculty, and overall quality of the program. It also asks whether students published a paper in a journal while in the program, whether they received financial support, and questions regarding post-graduation plans. These results are reviewed by the Curriculum and Educational Policy Committee, and recommendations to departments are transmitted by the departmental representative.

**Office of Educational Assessment: Student Evaluation of Courses**

It is School policy that all courses be evaluated by students. Most courses use one of the standard forms provided by the University’s Office of Educational Assessment (OEA); instructors may substitute other instruments tailored to their particular course. Results are reviewed by each department’s curriculum committee or chair and annually by faculty senior in rank, at the time of faculty reviews. Recommendations to the faculty member based on these reviews are transmitted through the chair. In addition, the OEA produces aggregate reports summarizing student course evaluations by department.

**SPHCM Student Survey**

In addition to the exit survey conducted by the Graduate School, the SPHCM has developed its own Student Survey. The most recent school-wide survey was conducted in Spring 2005. The results of the survey appear in Appendix X-5.

**SPHCM Alumni Survey**

The School conducted a survey of alumni in Spring 2005 to gather information, where appropriate, that was comparable to the student survey. The results of the survey appear in Appendix X-6.

X.A.2. Identification of measures by which the School may evaluate the effectiveness of its evaluation and planning activities, along with data regarding the School’s performance against these measures over the last three years.

As mentioned above, the SPHCM has developed an extensive database to produce quantitative measures to monitor progress toward its strategic goals and objectives. Appendix X-3 contains the list of measures that the SPHCM used from 2002 to 2005. An extensive tabular data report, *SPHCM Strategic Goals and Objectives: Measures and Assessment Tools*, is distributed annually at the SPHEC retreat, and a graphic summary of trends in key student, faculty, research, and curricular indicators is sent to SPHEC by the Associate Dean for Academic Affairs. The
summary from the 2005 executive retreat, *Annual Review of Program Measures, 1998–2005*, can be found in Appendix X-7. The full data reports from past SPHEC retreats will be available on-site.

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

**Strengths**
- The SPHCM systematically collects a wide range of both quantitative measures and qualitative information on progress toward its strategic goals and objectives.
- The School Executive Committee reviews these measures at its annual retreats to plan actions to enhance the School’s programs.
- Departments and programs conduct similar review and planning activities annually.
- Chairs share these evaluative materials with their faculty.
- The School annually reviews its Strategic Plan.
- Each department in the SPHCM, under the auspices of the Graduate School, regularly conducts a detailed self-assessment and undergoes an extensive program review by a panel of external reviewers.
- By University code, the chairs of each department and the Dean are extensively evaluated every five years.

**Challenges**
- It has been difficult to establish firm targets for many quantitative indicators other than “increase” or stay stable.
- Some valuable indicators such as measures of the impact of faculty research have proven to be too time- and resource-intensive to be practical.

**Plans**
- Continue to refine measures and work to establish quantitative targets where possible.

This criterion is met.
Criterion X.B

EVALUATION AND PLANNING

For purposes of seeking accreditation by CEPH, the School shall conduct an analytical self-evaluation and prepare a self-study document that responds to all criteria in this manual.

Documentation Provided

1. Provision of all documentation specified as being expected.
2. Description of the process used for the self-study.
3. An analysis of the school’s responses to recommendations in the last accreditation report, if any.
4. Summary statement of the school’s strengths and weaknesses in regard to each accreditation criterion and to the school’s performance overall. (This statement may be organized as an executive summary, if the school so chooses.)
5. Assessment of the extent to which this criterion is met.
Criterion X.B. For purposes of seeking accreditation by CEPH, the School shall conduct an analytical self-evaluation and prepare a self-study document that responds to all criteria in this manual.

X.B.1. Provision of all documentation specified as being expected.

The text and appendices of this report contain the documentation specified for each criterion. Additional reports, documents, and materials support the Self-Study document. While they are too voluminous to include either in the text of the Self-Study document or in the appendices, these materials will be available to the site visit team. They include: faculty curriculum vitae, syllabi for SPHCM courses, program materials, professional and academic program reviews, student and peer evaluation forms, lists of faculty research and service, and other documents referred to in the text.

X.B.2. Description of the process used for self-study

In Autumn 2004, Dean Patricia Wahl formed an ad hoc Accreditation Committee, composed of a representative, either faculty or student, from each department of the School, the Associate Dean for Academic Affairs, and the Manager of Academic and Research Programs. The charge to the committee was to engage all members of the School and its constituencies in the self-study process from the beginning. In particular, the committee was to review, discuss, and redraft the School’s mission, goals, and values, as well as its perceived strengths and weaknesses. Committee members lead discussions among their faculty and participated in consensus processes. They also provided feedback on student and alumni surveys and participated in the writing and reviewing of drafts of the Self-Study document. The Committee met approximately monthly beginning November 2004. The Chair of the Accreditation Committee or the Associate Dean for Academic Affairs attended faculty meetings to ensure that faculty understood the importance of the Self-Study and of their participation.

As part of the self-study process, members of the faculty in each department in the School were asked to review the previous mission, goals, and values statements. Their suggestions served as the substrate for discussions at the department level, then within the Accreditation Committee, and subsequently in the SPHCM Executive Committee. It was emphasized that all faculty should be able to identify with the mission of the School and should be able to find their work reflected directly or indirectly in at least one of the goals. Every effort was made to include at least one of the points raised by every faculty member who offered comments.

Reflections on weaknesses came later in the self-study process, but nonetheless in time for more integration into the document. Faculty were polled via e-mail for suggestions regarding challenges and weakness that the School should address. These ideas were combined into a survey to which 69 faculty responded. These responses were used in framing the “Challenges” sections of each respective criterion.

Learning objectives were developed through discussions with program faculty and program directors, and they were reviewed and collated by the School’s Curriculum and Educational Policy Committee.
A draft of the student survey questionnaire was circulated for review via the Alumni Advisory Board and Student Public Health Association. Comments were requested and incorporated into the final version of the questionnaire.

Draft sections of the preliminary Self-Study report were circulated to students, faculty, staff, and external stakeholders for their feedback, which was incorporated into this document.

Although faculty, students, and alumni participated with variable degrees of interest and commitment, the Accreditation Committee believes that the report benefited from a wide range of thoughtful input and that the process served to inform the faculty, students, staff, alumni, and advisers about the School, its accomplishments, and its challenges.

X.B.3. An analysis of the School’s responses to recommendations in the last accreditation report, if any.

At the last accreditation, several areas of concern were identified in the Site Visit Report. These concerns are listed below and will be addressed in that order:

Criterion IV: “This criterion is partially met.”

“**Additional funds** [are needed] *to create tenure-track positions that would enable the School to be more competitive in recruitment and retention of outstanding faculty.*”

As part of her recruitment package, Dean Wahl negotiated awards of five new faculty positions. The Dean’s Office was given one additional associate dean position that has been used, in part, to expand capabilities to collect and centralize information useful for regular monitoring of the School’s progress toward its goals.

“There is a severe shortage of conveniently located facilities....The on-campus space is an improvement over that which existed at the time of the last site visit, but still woefully inadequate for a school that has such an extraordinary reputation.”

Additional on-campus laboratory and office space was promised the School in 1999 when Dean Wahl was appointed. More than 20,000 NSF of laboratory space in an off-campus building within a quarter mile of the Health Sciences Building and occupied by the Department of Environmental and Occupational Health Sciences was designated on-campus space effective July 1, 2000. Thus, the School has acquired approximately 30 additional offices and has considerably expanded on-campus laboratory space since the 1998 Accreditation Site Visit. In 2004, after intense lobbying of the University leadership, the SPHCM was given a “footprint” and authorization to begin fund-raising for a new 65,000 NSF “SPHCM Building” on campus.

Criterion V.B. “This criterion is partially met.”

“The team’s concern lies in the core requirements for the MHA degree. Students enrolled in this degree program are not required to take all of the public health core courses. MHA students take the core course in health services (HSERV 511), and another health service course, HSERV 590S (Population and Statistical Analysis), specifically developed for MHA students and intended to address both statistics and epidemiology. However, this “specially designed” course is not listed in the 1998-99 academic programs bulletin....The social and behavioral science component of the MHA core is limited to a required course in health economics (HSMGMT 514)....No environmental health core course is incorporated.”
Courses in epidemiology, biostatistics, social and behavioral sciences, and environmental health have been developed and are now core requirements for the MHA program, as described in Criterion V.B. of this report.

Criterion V.D. “This criterion is partially met.”

“Again, since the student typically is assessed as achieving specific competencies outlined in course learning objectives, measuring student progress via progression through the coursework is not sufficient assessment unless the competencies that students are expected to master in each course are clearly delineated in the syllabus.”

All syllabi now contain detailed learning objectives. In addition, the Curriculum and Educational Policy Committee has devised a system whereby learning objectives for every SPHCM program are now mapped to specific required courses and other required educational experiences, including field and culminating experiences. In this fashion, the School has achieved an explicit and documented link between program learning objectives and course learning objectives.

“There is no school-wide tracking of student success. There is no evidence that job placement of graduates is tracked in any formal way; this is a very common outcome measure to assess student success and, additionally, to evaluate the effectiveness of the educational program overall.”

Measurable objectives and targets have been established for tracking student success, as described in Criterion V.D. A centralized database for monitoring progress toward goals, including job placement, has been developed in the Dean’s Office.

Criterion X.A. “This criterion is partially met.”

“In spite of SPHEC’s role and the general excellence of the School, performance measures were not consistently identified and not always evaluated in those instances where they do exist. In addition, the decentralized nature of the School, which certainly has strengths, limits effective and consistent integration across the School. The site team concluded that school-wide evaluation and monitoring continue to require attention and correction….It is this area of performance—monitoring and evaluation—that continues to challenge the School.”

The strongest evidence of such a school-wide, coordinated, and integrated plan is the School’s Strategic Plan, which was the result of a year-long, bottom-up planning process. The development of a Strategic Plan for SPHCM coincided with the appointment of a new Dean and was the most comprehensive planning process ever undertaken by the School. Input and feedback were obtained from internal and external stakeholders. The Dean met with key Washington State leaders in public health, health care, and government to determine their views of the School’s current and future roles. She visited each of Washington’s 34 local public health jurisdictions along with the Associate Dean for Public Health Practice to explore the School’s current and potential roles in providing support to the state’s public health workforce. In all, the Dean held more than 150 meetings with external stakeholders to gather input for the School’s Strategic Plan.

In addition, SPHCM now conducts an annual review of the outcome measures that monitor progress toward its long-term goals. To facilitate collection and analysis of these outcome
measures, the School developed an integrated data system that was recommended in the accreditation report. Fortuitously, many of the items can be downloaded directly from a variety of University data systems or are already collected for annual reports to ASPH or other organizations. These measures are generally quantitative, but defining precise, meaningful targets for many indicators continues to be challenging.

SPHCM faculty, staff, students, and external stakeholders regularly provide evaluation and input about the School through a variety of methods. Each department has a yearly retreat, which is an opportunity for the chair to build understanding of School goals as they relate to department goals and activities. School-wide staff meetings and student meetings with the Dean, each held quarterly, provide these groups a chance to review the School’s goals and to share insights. External stakeholders—alumni and regional leaders in the public health and health care community—provide substantive feedback in response to presentations by the Dean at Advisory Board meetings.

Criterion X.B. “This criterion is partially met.”

“The self-study, although well written, does not begin to reflect the excellence of the UW SPHCM. In response to CEPH’s last evaluation, an ad hoc accreditation committee was appointed...It lacked the participation by alumni or community leadership. The committee compiled information and spearheaded the development of objectives and measures for achievement, reviewed and revised the mission and goals, coordinated the creation of a values statement, and developed programmatic learning objectives.

“With the exception of the values statement, the committee described its approach as a “top down” process. Information was gathered, evaluated, synthesized, organized and then presented to the departments for review. This process, although inclusive of departments, did not provide the depth and specificity which would have been useful to the site visit team and to the school as a whole. The lack of inclusion of broad based constituents in development of the self-study resulted in numerous last-minute additions to the report by several constituents during the interview process.”

During its strategic planning process, the School sought input not only from faculty, staff, students, and representatives of health sciences schools within the University but also from alumni, community leaders, urban and rural public health agencies, the Washington State Department of Health, and other public health leaders in the Northwest. Internal constituencies (faculty, students, and staff) continue to be involved in the evaluation and planning for the School through the numerous committees, regular meetings, surveys, and other processes described in this Self-Study. The Dean has expanded the School’s outreach to—and input from—alumni and other regional public health leaders through her work with the Alumni and External Advisory boards, frequent communication via newsletters, the School’s magazine, *Northwest Public Health*, and by substantially increasing the number of SPHCM alumni and public events.

“The report failed to be analytical in addressing the weaknesses of the school, limiting these issues only to space and financial resources.”
By describing the SPHCM’s “Strengths,” “Challenges,” and “Plans” in relation to each criterion in this Self-Study, the Accreditation Committee has endeavored to be more analytic and self-critical than in previous accreditation self-studies. In this process, the committee actively sought participation and insight from faculty and external stakeholders. Furthermore, in the instructions that accompany requests for comments on the preliminary Self-Study, the committee explicitly asks reviewers to point out areas of weakness and need.

X.B.4. Summary of statement of the School’s strengths and weaknesses in regard to each accreditation criterion and the School’s performance overall.

This section summarizes and highlights the School’s strengths and weaknesses (referred to as “challenges” below) described in the previous sections of the report, in relation to its three goals described in Criterion I.

**Educate innovative, effective, and culturally competent public health researchers, faculty, and practitioners.**

**Strengths**
- The SPHCM offers a wide range of strong educational programs and opportunities for life-long learning in public health.
- The SPHCM enjoys a regional, national, and international reputation for the excellence of its faculty and teaching programs.
- The SPHCM has developed innovative educational programs, including public health genetics, public health informatics, statistical genetics, global health, and community-oriented public health practice.

**Challenges**
- The SPHCM continues to struggle to increase the diversity of its faculty and students.
- Financial constraints limit the ability of the School to develop new programs to respond to public health needs and developments.
- Inadequate on-campus space, coupled with the diversity of faculty interests, limits cohesion among SPHCM departments and programs.

**Advance knowledge in the public health sciences through research and discovery.**

**Strengths:**
- SPHCM faculty are actively and productively engaged in many research areas that are critical to public health—from highly theoretical basic knowledge to practical applications.
- Students at all levels in the School are well-trained in research methodology, and most students have an opportunity to be involved in the research activities of faculty.
- SPHCM researchers enjoy a high level of interdisciplinary and inter-institutional collaboration with colleagues throughout the University and in other local research centers.

**Challenges:**
- Limited discretionary resources restrict the School’s ability to initiate new research programs in response to emerging needs or developments in the field.
Contribute to sound public health policies and increase recognition of the importance of public health through dissemination and community collaboration.

**Strengths:**
- Dean Wahl has worked to achieve strong relationships and collaboration between the SPHCM and public health practitioners throughout the Northwest. She and the Associate Dean for Public Health Practice have visited all of Washington State’s local public health jurisdictions, and during her tenure, the School has solidified many community links and opportunities for interaction between SPHCM students and faculty and state and local public health agencies, health organizations, and private industry.
- Through the activities of the Northwest Center for Public Health Practice and implementation of new programs such as the MPH in Community-Oriented Public Health Practice, the SPHCM has assumed a key role in professional development of the region’s public health workforce.
- Through newsletters, *Northwest Public Health* magazine, sponsored conferences, public lecture programs, and individual consultations, the School is leading discussion and helping to strengthen public health practice and policy in the region.
- The SPHCM has added “contributions to public health practice” as a criterion to be evaluated in promotion decisions.

**Challenges**
- Because of the dearth of funding opportunities, faculty vary in the degree to which they participate in practice and policy work with colleagues in public health, health care, and industry.
- Student practicums are usually unpaid, which limits the ability of students to travel from the Seattle area for fieldwork experiences.
- Lack of research funding for community-based research and service is a disincentive for greater faculty involvement in community partnerships (especially given that the majority of faculty are dependent on federal and foundation research funding).

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

**Strengths**
- All specified documentation has been provided.
- This Self-Study has been prepared with the participation of faculty, students, staff, and external constituencies, including alumni and key stakeholders.
- All concerns and recommendations from the previous accreditation report have been addressed in this document.

**Challenges**
- Both input from, and review by, the various constituencies have been limited by availability of time and forums for meeting and discussing this extensive document.

**Plans**
- Disseminate the Self-Study on the School’s website and through other means such as the School’s newsletter, *Updates*.

This criterion is met.