

**Council on Education for Public Health
Adopted on October 13, 2012**

REVIEW FOR ACCREDITATION
OF THE
ROLLINS SCHOOL OF PUBLIC HEALTH
AT
EMORY UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
April 2 - 4, 2012

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Rollins School of Public Health (RSPH) at Emory University. The report assesses the school's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2005*. This accreditation review included the conduct of a self-study process by school constituents, the preparation of a document describing the school and its features in relation to the criteria for accreditation, and a visit in April 2012 by a team of external peer reviewers. During the visit, the team had an opportunity to interview school and university officials, administrators, faculty, students, alumni and community representatives, and to verify information in the self-study document by reviewing materials provided on site in a resource file. The team was afforded full cooperation in its efforts to assess the school and verify the self-study document.

Founded in 1836 as a small liberal arts college affiliated with the Methodist church, Emory became a university in 1915 via a merger of its undergraduate college, a local medical college and a theology school. In 1995, Emory University became the first Georgia institution admitted to membership in the Association of American Universities, a prestigious group of productive and accomplished research universities in the United States.

The institution offers bachelor's, master's, doctoral and professional degrees, and enrolls almost 14,000 students. Emory University is made up of seven schools (business, graduate studies, law, medicine, nursing, public health and theology) and two colleges (Emory College of Arts and Sciences and Oxford College). Each is accredited by the appropriate specialized accrediting agency, where applicable.

The RSPH is 21 years old and began as the Masters of Community Health (MCH) program in the Emory School of Medicine. The MCH program admitted its first class of students in 1975. It received CEPH accreditation in 1978 as a community health/preventive medicine program. In 1983, Emory University changed the program's name to Master of Public Health. The MPH program became a division in 1989 and in 1990, Emory's Board of Trustees granted the division school status. Since its formation the RSPH has been an independent school with all the operational, fiscal and programmatic responsibilities of the other schools at Emory University. The RSPH is located within the Woodruff Health Sciences Center (WHSC).

Previously accredited as an MPH program, the RSPH was first accredited by the Council on Education for Public Health (CEPH) as a school in 1992 and it received its most recent accreditation in 2005 for a seven year term with no interim reporting required. This was its fourth review for accreditation as a school of public health.

Characteristics of a School of Public Health

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

- a. The school shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.
- b. The school and its faculty shall have the same rights, privileges and status as other professional schools that are components of its parent institution.
- c. The school shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research, and service. Using an ecological perspective, the school of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.
- d. The school of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The school shall maintain this organizational culture through leadership, institutional rewards, and dedication of resources in order to infuse public health values and goals into all aspects of the school's activities.
- e. The school shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the school shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.
- f. The school shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the RSPH. Emory University is accredited by the Southern Association of Colleges and Schools (SACS), and the RSPH and its dean have rights, privileges and status equivalent to the other schools. Emory University has been accredited by SACS since 1917. All degrees offered by the school are structured with an ecological perspective. The association with the Centers for Disease Control and Prevention, state health department, global contacts, the interdisciplinary faculty and the cross-collaboration between the other schools and colleges and centers at Emory University are evidence of the school's aims to promote collaboration and foster professional public health values. The school currently utilizes four sources of funding: tuition from MPH/MSPH enrollment; facility and administrative costs (indirect cost recovery) from extramural research; endowment and gifts held by the school; and other Emory University support. The school continues to develop and implement new evaluation

methods to ensure the professional preparation of its graduates. The school continues to look at the possibility of expanding its degree offerings to include a DrPH. In order for a DrPH degree program to be implemented budgetary resources and practice faculty will need to be added to the RSPH. The dean, school faculty and Emory University leadership emphasize the importance of the mission of the school and site visitors heard from school leadership of its belief and practice that “all boats rise if collaboration occurs.”

1.0 THE SCHOOL OF PUBLIC HEALTH.

1.1 Mission.

The school shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The school shall foster the development of professional public health values, concepts and ethical practice.

This criterion is met. The RSPH has a clear, concise mission statement that is inclusive of engagement in education, research and public health practice. The school’s mission is as follows:

To demonstrate excellence in the discovery, dissemination and application of knowledge as it trains and supports future leaders in health promotion and disease prevention through organized community efforts around the world.

There are four broad goal statements that relate to the mission:

- Educate individuals for leadership in community health promotion and disease prevention in populations around the world
- Advance the science of public health through discovery, dissemination and application of knowledge
- Build capacity in the public health workforce and support the continuing education of graduates while contributing to efforts that promote health and prevent disease in populations around the world
- Maintain an academic community that supports excellence in instruction, research and public health practice

The goals are appropriate and originate from elements in the mission statement, with a focus on the global community. A series of objectives supports each of the goal statements. These objectives reflect the intent of the RSPH to recruit a highly qualified and diverse student body, offer excellent training in public health, recruit and retain highly qualified faculty, advance and disseminate public health discovery, build capacity of the current public health workforce and foster excellence in instruction, research and public health practice.

The RSPH revised its previous mission statement and goals beginning in August 2009, with initial drafts reviewed by faculty and administrators. The drafts were presented to the school’s accreditation self-study steering committee, which included representatives from the faculty, staff, students and community members. After additional revisions by this group, the revised mission and goals were posted on the

school's website for further comment. The revised mission and goals were officially adopted in June 2011 and reflect a greater emphasis on the global community.

The RSPH has a process in place for the annual assessment and revision of goals and objectives. The annual assessment of progress and any revision of goals and objectives are included in the school's annual report. Input on a draft of the annual report is requested from other deans of other Emory schools and, on selected issues, faculty at the annual retreat.

The mission, accompanied by four broad goals, can be accessed from the school's website and is also disseminated through the school's catalog, annual report and other school publications.

The school's value statement draws from the Emory University Vision Statement and articulates a commitment to understanding and improving health and well-being through inquiry-driven practice; preparing and supporting students as courageous and inquisitive leaders with a capacity for lifelong learning; and ethical engagement with communities in a quest for social justice and the elimination of health disparities. The school's values are reflected in the school's priorities for academic programs, faculty expectations and student expectations for community engagement.

1.2 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.

This criterion is met. The RSPH annually evaluates progress on existing objectives and revises its objectives in support of its mission and goals. The school's annual report presents measures of accomplishments of goals and objectives.

The school has objectives for each goal. In turn, each objective has measures to document the achievement of the objective and evaluation benchmarks (targets).

The school obtains data on its measures from multiple sources including students, faculty, staff and community members. The school has a systematic process in place for evaluation, planning and initiating changes. This includes obtaining data from student and alumni surveys, faculty and staff annual performance reports, administrative performance data, departmental annual reports, plus any recommendations from governance groups, standing committees, external reviewers, the public health community and annual faculty retreats.

The results for all the outcome measures are shared with departments and faculty members. Departments are able to use the information to improve their programs. The annual outcomes

assessment process requires each program to report how outcomes led to changes or changes under consideration. During the site visit several examples were shared of how data are used to make improvements. For example, student exit surveys indicated that students were sometimes unable to access career services because not enough staff were available. In response, the school has increased staff resources to career services from two to five. Additionally, the career services office has changed its methods for receiving input from the community, based on evaluation results. Finally, to better receive input from faculty a Faculty Career Services Advisory Committee was formed that meets with career services staff to provide input on how to better prepare students for the job market.

The school prepared a self-study through a process that was inclusive of faculty, staff, students and external stakeholders. The Accreditation Self-Study Steering Committee, which began its work in September 2010, included representatives from each of the school's constituent groups including faculty, administration, student advisors, students, staff from the Office of Admissions and Student Services, other staff, school alumni and members of the public health community. The committee reviewed and provided feedback on data and related documents to the core working group, which received and adopted comments as part of revised drafts. During the site visit, members of the community who served on the Accreditation Self-Study Steering Committee described their active involvement in the process of developing the self-study. Community members noted the committee was provided with open access to people and information as the self-study was crafted, and they found the process to be both collaborative and educational.

The self-study provides an informative picture of the school. It includes information that allows for quantitative and qualitative assessment of the school and the extent to which it achieves its mission, goals and objectives and meets the accreditation criteria.

1.3 Institutional Environment.

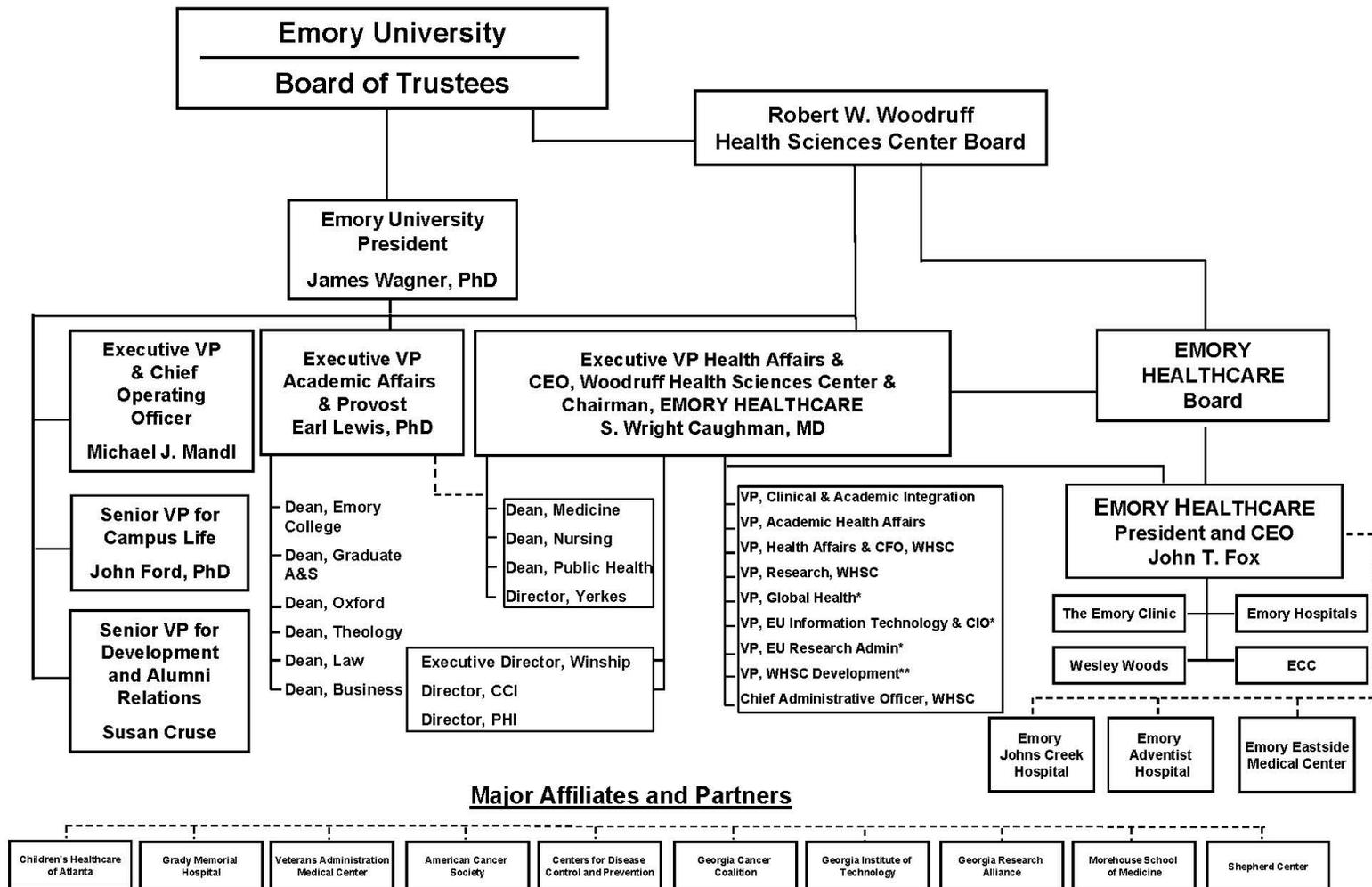
The school shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional schools in that institution.

This criterion is met. Emory University is accredited by the Southern Association of Colleges and Schools (SACS). Emory University has been accredited since 1917. The university completed its most recent re-accreditation in 2003, with a renewal for ten years, and will undergo re-accreditation in 2014.

The institution offers bachelor's, master's, doctoral and professional degrees, and enrolls almost 14,000 students. Emory University is made up of seven schools (business, graduate studies, law, medicine, nursing, public health and theology) and two colleges (Emory College of Arts and Sciences and Oxford College). Each is accredited by the appropriate specialized accrediting agency. Figure 1 presents the Emory University organizational structure.

Figure 1. Emory University Organizational Structure

Emory University Organizational Chart



Notes: *Joint report to EU EVP (Mandl) and/or EU EVP for Academic Affairs and Provost (Lewis)
 ** Joint report to EU Senior VP for Development and Alumni Relations (Cruse)

Since its formation the RSPH has been an independent school with all the operational, fiscal and programmatic responsibilities of the other schools at Emory University. The RSPH is located within the Woodruff Health Sciences Center (WHSC). The WHSC also includes the schools of medicine and nursing, the Yerkes National Primate Research Center, Winship Cancer Institute and Emory Healthcare. This health system includes: Emory University Hospital, Emory University Hospital Midtown, Emory University Orthopedics and Spine Hospital, the Emory Clinic, Emory-Children's Center, Wesley Woods Center, jointly owned Emory-Adventist Hospital and Emory Healthcare of Atlanta (two joint venture hospitals).

The president is the university's chief executive officer and has responsibility for the operation of the university in conformity with the purposes and policies determined by the Board of Trustees, which consists of 45 members. Within the university structure, the executive vice president for academic affairs and provost is the university's chief academic officer. This individual, along with the executive vice president for health affairs, reports directly to the university president. The executive vice president for health affairs, in consultation with the university president, provost and Board of Trustees appoints the dean of the RSPH for a renewable five-year term.

The Laney Graduate School oversees curricula for all doctoral degrees at Emory University and must review and approve changes in curriculum and all relevant policies and procedures regarding PhD degrees. The dean of the RSPH reports to the executive vice president for health affairs on all matters pertaining to budget, space and finances. The RSPH has status comparable to other schools of Emory University and exercises appropriate control over its budget, curricula, appointments and other faculty and staff personnel matters.

The deans of the schools and directors of certain other university units and affiliates meet on a monthly basis with the university provost to discuss matters of policy, procedures, personnel, organization and university-wide programs. Through this process, the RSPH dean shares in governance of the university. The RSPH dean regularly meets with the executive vice president for health affairs to report on budget issues, programs or initiatives of the school and to discuss matters of the WHSC and university that have an impact on the RSPH. The RSPH follows a budget process that is similar for the schools of medicine and nursing and the Yerkes National Primate Research Center. The RSPH dean proposes the annual operating budget to the executive vice president for health affairs, executive vice president for finance and administration and the Emory University's Ways and Means Committee. The budget is then approved by the Board of Trustees. All schools at Emory University are charged and must pay an annual cost allocation to the university which is used to maintain facilities and Emory University's central services. The RSPH follows university policies for employee recruitment, evaluation and promotion.

Emory University's Affirmative Action/Equal Employment Opportunities guidelines mandate that an open search must be conducted for any regular faculty appointment.

1.4 Organization and Administration.

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. The organizational structure shall effectively support the work of the school's constituents.

This criterion is met. The RSPH is well organized to achieve its mission and goals. There is evidence that the school is committed to integrity, ethics and fairness in all of its activities.

The RSPH is headed by a dean who holds the executive authority and responsibility for the school and is assisted by the:

- Executive associate dean for academic affairs
- Executive associate dean for administration and finance
- Associate dean for applied public health
- Associate dean for research
- Associate dean for development and external relations
- Associate dean for admission and student affairs
- Assistant dean for research administration

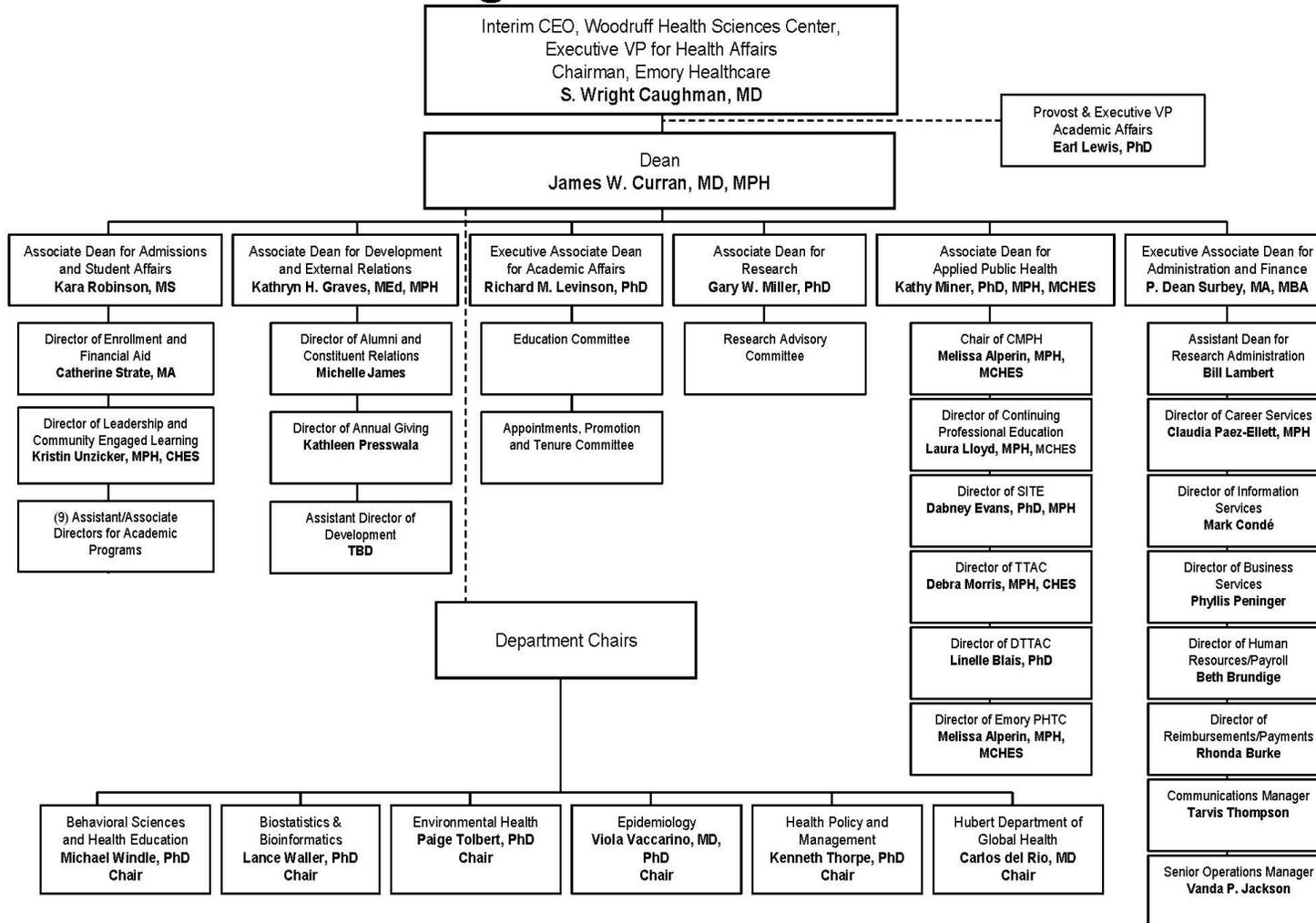
The organizational structure of the RSPH is presented in Figure 2.

The RSPH is organized into six academic departments led by a chair who is appointed by the dean. Chairs report directly to the dean, and for certain academic, fiscal or community liaison functions, may work with the associate or assistant deans. The departments are: (1) behavioral sciences and health education; (2) biostatistics and bioinformatics; (3) environmental health; (4) epidemiology; (5) health policy and management; and (6) global health. Two associate deans are designated as executive associate deans since they have the authority to represent the dean in university affairs pertaining to academic (executive associate dean for academic affairs) or fiscal (executive associate dean for administration and finance) matters. The Career MPH (CMPH) program is administered by a chair that is advised by faculty members from the departments and reports to the associate dean for applied public health.

The associate deans, six department chairs and the chair of the CMPH program share in school administrative governance and advise the dean on matters relating to school policy and school-wide governance. Department chairs participate in the leadership of the school with the dean at twice-monthly meetings and via individual consultations. All chairs are responsible for annually evaluating faculty and making recommendations for promotions and adjustments in salaries. Chairs are required to maintain their own programs of research and may teach in the academic programs of their department or the school or serve as student mentors and advisors.

Figure 2. Emory University Rollins School of Public Health Organizational Structure

Rollins School of Public Health Organizational Chart



Revised February 2012

Interdisciplinary collaboration is practiced within the RSPH and Emory University via: (1) the cross-department faculty appointments within the school; (2) joint appointments between schools at Emory University; (3) participation in dual and bachelor's/master's degree programs; (4) three interdisciplinary certificates; (5) three certificate programs offered through the Laney Graduate School; (6) interdisciplinary seminars and lectures; and (7) interdisciplinary centers.

The RSPH's centers add to interdisciplinary research, teaching and service activities. The centers allow the RSPH to expand knowledge, respond to community needs and aid research collaboration with faculty from other schools and with public health practitioners. For administrative reasons, each center is aligned with the department in which the center's director is located. The self-study document shows the wide array of the RSPH interdisciplinary centers and internal and external collaborative relationships with Emory University.

Faculty and students have multiple opportunities to participate in the governance of the school. Students have two major appeals/grievance processes—Student Academic Honor and Conduct Code Violations, and grade/academic appeals. The associate dean for admissions and student affairs oversees these processes.

1.5 Governance.

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

This criterion is met. The school administration, faculty, and staff have well defined rights and responsibilities regarding governance and academic matters. Leadership within the RSPH is provided by the Administrative Staff (dean, associate deans and director of information technology), the Leadership Group (department chairs, deans, director of information technology, chair of the career MPH program, and representatives from the Faculty Council and Student Government Associations). Additionally, matters related to faculty appointments and promotions are handled by the Appointments, Promotion and Tenure Committee (APT).

Two organizations advise the leadership group and dean: the Faculty Council (faculty professional life) and the Student Government Association (student issues, policies and procedures). The Faculty Council consists of faculty representatives from each department and the three chairs of its standing committees. The Student Government Association (SGA) includes representatives from all departments and focuses on the interests of the RSPH students. Site visitors met the president of the SGA and were impressed with the depth of work and activities accomplished by the SGA. This group has a ten member executive board, elected by the student body, with the usual distribution of offices and a representative from each department. Students are also formally represented at departmental faculty meetings, search committees,

curriculum committees and PhD program committees. At the RSPH level, students are represented on the Leadership Group, the Education Committee, Information Technology Advisory Group, Honor-Conduct Code Ad Hoc Panels, SGA Professor of the Year Award Committee and the Accreditation Self-Study Committee.

The three standing committees are the following:

- Appointments, Promotion and Tenure Committee: reviews departmental faculty appointments and promotion and tenure decisions. It is composed of elected tenured faculty from each department and ex-officio representation by the executive associate dean for academic affairs.
- Education Committee: reviews and approves curricular issues. It is composed of one faculty member from each department, the chair of the CMPH program with ex-officio representation including two students, departmental directors of academic programs, dual degree partners, director of enrollment services and the executive associate dean for academic affairs.
- Research Advisory Committee: makes recommendations to support research and identify future opportunities. The committee is composed of senior faculty from each department, junior faculty from each department and three ex-officio representatives.

The self-study indicates that any of the governing organizations, standing committees, or the school's administration may propose school-wide policies. Proposals are presented to the dean of the RSPH or the Leadership Group which reviews and considers them in concert. The Leadership Group makes recommendations to the dean for adoption. The dean is empowered to refer policies to any of the standing committees or governing organizations for their advice and may appoint advisory ad hoc committees.

The RSPH dean develops the budget each year with the executive associate dean for administration and finance and the executive vice president for health affairs and his staff. Resource allocation within the RSPH is based on the assumptions and estimates of revenue and expenses approved during the budget process. All academic department budgets are based on the amount of tuition and facility and administrative costs generated by each department during the previous fiscal year.

Student recruitment processes are located and coordinated with the associate dean for admission and student affairs and the associate director for recruitment in the Office of Admission and Student Services. The associate director of admissions coordinates the admissions processes. The director for enrollment services oversees the awarding of degrees. The assistant/associate directors for academic programs (ADAPs) in each department have a pivotal role for RSPH students since they assess the progress of students toward the completion of degree requirements.

RSPH departments, with the permission of the dean, recruit faculty members following the procedures described in the RSPH Appointment, Promotion and Tenure (APT) Guidelines. The school's APT Committee reviews and makes recommendations to the dean regarding all faculty appointments (except

for adjunct and certain non-tenure track faculty appointments) and faculty promotion and tenure recommendations from departments. The office of the executive vice president for health affairs, the President's Advisory Committee (a university-wide committee that advises the provost and president) and the Board of Trustees must approve initial tenure appointments and appointments at the rank of professor.

All academic standards and policies pertaining to students are recommended by the school's Education Committee. The RSPH dean may adopt policies that have an impact on the entire school in consultation with the Leadership Group and Education Committee.

Policies and procedures related to staff are provided through the University's Department of Human Resources. Staff participate in Emory's Employee Council. Staff also participate in several university-wide President's Commissions. The dean meets with the staff once per semester. Staff are invaluable at the RSPH and site visitors repeatedly heard positive feedback regarding the knowledge and guidance that the assistant/associate directors for academic programs (ADAPs) provide to students.

The school's governance structure is well defined and is well understood by faculty, staff and students. The RSPH faculty, staff and students report satisfaction with their role in governance.

1.6 Resources.

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

This criterion is met. The RSPH has adequate financial, faculty and physical resources to achieve its mission, goals and objectives.

The budget for the RSPH is based on four sources: 1) tuition from MPH/MSPH enrollment; 2) facility and administrative costs (indirect cost recovery) from extramural research; 3) endowment and gifts held by the school; and 4) other Emory University support. All tuition generated by the school is returned to the school, and all indirect costs generated from sponsored projects flow directly to the school.

The RSPH budget is developed by the dean in consultation with the executive associate dean for administration and finance. After preliminary discussions, the vice president for health affairs presents the budget to the University Ways and Means Committee. Ultimately, it is approved by the Board of Trustees. All units in the university have a comparable budget process.

Each department's budget is determined based on the tuition and indirect costs recovered by that department during the previous fiscal year. Historically, approximately 40% of tuition and 20% of indirect

costs are returned to each department. Each academic department receives an allocation of endowment funds to support doctoral training.

Table 1. Sources of Funds and Expenditures by Major Category, Fiscal Years 2007 to 2011					
	2007	2008	2009	2010	2011
Carryover restricted from	10,432,661	9,434,598	16,481,579	22,951,306	27,656,360
Carryover unrestricted from	5,257,961	3,478,048	3,884,445	4,531,875	4,113,933
Total Carryover	15,690,622	12,912,646	20,366,024	27,483,181	31,770,293
Sources of Funds	2007	2008	2009	2010	2011
Tuition and Fees	14,152,780	15,320,735	16,856,547	19,186,495	23,347,885
University Funds	1,739,214	1,820,321	1,672,529	1,015,623	980,269
Grants/Contracts (directs)	38,206,149	39,549,401	43,326,670	41,251,734	54,118,075
Grants/Contracts (non-federal prepayment)	2,425,691	11,713,095	10,502,815	18,125,556	12,813,052
Indirect Cost Recovery	10,391,235	10,667,745	11,214,636	11,587,333	13,712,348
Endowment Distribution	1,652,208	1,808,794	1,920,248	1,932,570	1,712,641
Gifts	584,879	623,463	1,234,602	461,731	540,766
Cash Management	535,196	241,182	52,719	20,858	10,804
Other Revenue	2,135,789	3,227,351	3,503,346	5,344,512	3,449,428
Continuing Education	595,643	929,626	699,953	735,539	696,657
	72,418,784	85,901,712	90,984,064	99,661,950	111,381,924
Expenditures	2007	2008	2009	2010	2011
Faculty Salaries	15,313,704	16,977,407	18,586,531	18,673,947	19,872,635
Staff Salaries	15,511,684	17,034,847	16,462,436	16,976,481	19,279,988
Fringe Benefits	7,798,810	8,711,999	9,046,334	9,436,127	9,759,779
General Operating	23,238,470	21,783,236	25,416,824	34,595,660	45,244,365
Student Support	4,220,115	4,274,636	4,388,138	4,850,890	6,058,035
University Tax/Utilities	9,113,977	9,666,209	9,966,644	10,841,731	12,380,671
	75,196,759	78,448,335	83,866,907	95,374,837	112,595,473
Balance Restricted	9,434,598	16,481,579	22,951,306	27,656,360	26,609,756
Balance Unrestricted	3,478,048	3,884,445	4,531,875	4,113,933	3,946,989
Net Balance	12,912,646	20,366,024	27,483,181	31,770,293	30,556,745

The RSPH has seen significant growth in revenues over the past five years, largely related to increases in both tuition and fees and in grants and contracts. Total revenue and carry-over has increased from approximately \$72 million in 2007 to approximately \$111 million in 2011. Table 1 above presents the sources of funds and expenditures from fiscal years 2007 – 2011.

The school has sufficient faculty to meet its needs. Table 2 presents the head count of faculty with primary appointments in the RSPH (both full-time and part-time faculty) for each of the last three years.

Department **	2008- 2009	2009- 2010	2010 - 2011
Behavioral Sciences and Health Education	28	30	36
Biostatistics and Bioinformatics	28	26	31
Environmental Health	12	16	17
Epidemiology	31	31	31
Health Policy and Management	20	20	20
Global Health	28	31	33
Totals:	147	154	168

**The CMPH program draws on the faculty resources throughout the school, so the headcounts of faculty with primary appointments in RSPH who support the CMPH program have been included in the department to which they are appointed.

From 2008 – 2011 faculty resources also included over 400 adjunct, affiliated and secondary appointed faculty and visiting lecturers.

The school provided updated data to the site visit team while on site for faculty for academic year 2011-2012 (faculty and student counts as of November 1, 2011). The student-faculty ratio (SFR) for the epidemiology department is 10.30 and the SFR for the health policy and management department is 8.18. The remaining SFRs for departments range from 2.07 to 7.10.

In addition to faculty resources, there are a range of staff positions; most commonly research coordinator -research staff (189 individuals as of November 1, 2010) and managerial/administrative/finance individuals (82 individuals as of November 1, 2010). The self-study notes that staff are hired for a limited project period, however 54% of all staff have been with the RSPH for more than five years, indicating a cycle of new and renewed awards.

The school is housed in two connected modern buildings the Grace Crum Rollins Building opened in 1995 and the Claudia Nance Rollins Building opened in 2010, totaling 315,296 square feet. The RSPH has 18 classrooms and two auditoriums. The RSPH has sufficient wet lab space, which has quadrupled

since the opening of the most recent building. As a result, one of the floors has been leased to the School of Medicine for five years. The laboratory space has state of the art equipment. The school also leases additional research space.

The school has a dedicated Information Technology (IT) unit, and faculty and staff computers are “refreshed” about every three years. Each classroom has a “smart podium,” and there are two classrooms dedicated to hands-on computer-based learning.

RSPH faculty and students have access to nine libraries at Emory University, with more than 3.6 million volumes, 60,000 electronic serials and about 7,000 print serials. RSPH faculty and students typically utilize the Woodruff Health Science Center Library, which is connected to the Grace Crum Rollins Building via an underground connector.

RSPH has a large number of regional public health partners—including the Centers for Disease Control and Prevention, the American Cancer Society, the Carter Center, Georgia Department of Public Health, DeKalb County Board of Health, CARE International and many more.

In 2009 Emory University decided to retain all of the federal work study resources for the undergraduate college, so the RSPH made the decision to self-fund its own version of work-study. This decision allows approximately 325 students a year to complete a Rollins Practical Experience Program.

The RSPH gauges its adequacy of resources annually using a number of measures, including student-faculty ratio, institutional expenditures per full-time MPH/MSPH student, total sponsored awards, book value of endowment and balanced budget. The self-study shows success in all of these areas.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Master of Public Health Degree.

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

This criterion is met. The RSPH offers 24 professional degrees (MPH and MSPH) in public health via traditional on campus methods and the career distance-based MPH. Table 3 presents the school’s degree offerings. A review of the curricular requirements shows a sufficient depth and level of required coursework for each concentration. Curricular requirements for concentration areas include completion of core public health courses, concentration-specific courses, a practicum and culminating experience. The

school offers five doctoral degrees further described in Criterion 2.10. The program offers eight dual degrees further described in Criterion 2.11.

Table 3. Degrees Offered		
	Academic	Professional
Masters Degrees		
Behavioral Sciences		MPH
Health Education		MPH
Biostatistics		MPH, MSPH
Public Health Informatics		MSPH
Environmental Health		MPH
Epidemiology		MPH, MSPH
Health Policy		MPH
Health Management		MPH
Health Policy and Health Services Research		MSPH
Global Health in Infectious Diseases		MPH
Global Health in Community Health and Development		MPH
Global Health in Public Nutrition		MPH
Global Health in Reproductive Health and Populations Studies		MPH
Public Health Nutrition		MSPH
Career MPH (distance-based MPH)		
Applied Epidemiology		MPH
Applied Public Health Informatics		MPH
Healthcare Outcomes		MPH
Prevention Science		MPH
Doctoral Degrees		
Behavioral Sciences and Health	PhD	
Biostatistics	PhD	
Environmental Health Sciences	PhD	
Epidemiology	PhD	
Health Services Research and Health Policy	PhD	
Interdepartmental Joint Degrees		
Global Environmental Health		MPH
Global Epidemiology		MPH, MSPH
Environmental Health and Epidemiology		MSPH
Dual Degrees		
School of Nursing		MSN/MPH
School of Law		JD/MPH
School of Medicine		MD/MPH
School of Medicine (physician assistant)		MMSc/MPH
School of Business		MBA/MPH
School of Medicine (doctor of physical therapy)		DPT/MPH
School of Theology (theological studies)		MTS/MPH
School of Theology (divinity)		MDiv/MPH
5-Year Bachelor/Master's Joint Degree		
Emory College (environmental studies and environmental health)		BS/MPH
Emory College (mathematics and biostatistics and bioinformatics)		BA/MSPH

2.2 Program Length.

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

This criterion is met. The program of study for all MPH degrees requires 42 semester credits. All MSPH degrees require 48-50 semester credits.

Over the last three years, no MPH degrees were awarded for fewer than 42 credit hours of coursework.

The MPH program operates on a semester system. The RSPH follows the Southern Association of Colleges and Schools (SACS) definition of a credit where the number of semester credit hours for a course must equal the number of contact hours per week (eg, a two-credit hour course equals two hours of direct contact).

The MPH program allows students to transfer up to six semester hours of graduate-level courses. Transfer credit requires approval from the department chair where the course is taught and the executive associate dean for academic affairs. Students must have attained a grade of an A or B for transfer credit to be granted. In the last three years 37 students have transferred 161.69 credit hours.

2.3 Public Health Core Knowledge.

All professional degree students must demonstrate an understanding of the public health core knowledge.

This criterion is met. All traditional or career distance-learning MPH and MSPH students are required to complete one core course in each of the core areas. Core courses include a variety of teaching modalities which include lectures, discussions, directed readings, presentations, individual study and projects. Core coursework is outlined in Table 4.

Students may petition to substitute a core course. Substitutions are subjected to a two-part approval process. First, substitutions must be approved by the chair (or designate) of the department in which the student is enrolled and second substitutions must be approved by the chair (or designate) of the department offering the core course. The substitution process must include a review of the syllabus of the class to be substituted to ensure the competencies of the core course have been met and the student has completed the course in the last three years and achieved a grade of an A or B. In the last three years 72 students have substituted a core course. Site visitors learned that in many cases, students use this opportunity to take a more advanced course in the field of the core course.

Table 4. Core Public Health Knowledge Requirements MPH/MSPH Students		
Area of Public Health	Traditional Core Course Number and Title	Career MPH Distance-Based Core Course Number and Title
Behavioral Sciences and Health Education	BSHE 500: Behavioral Sciences in Public Health – 2 credits	BSHE 504D: Social Behavior in Public Health – 2 credits
Biostatistics and Bioinformatics	BIOS 500 and BIOS 500L: Statistical Methods I and Statistical Methods I Lab – 4 credits	BIOS 503D: Introduction to Biostatistics* - 2 credits -OR- BIOS 516D: Applied Biostatistics** – 2 credits
Environmental Health	EH 500: Perspectives in Environmental Health – 2 credits	EH 500D: Perspectives in Environmental Health – 2 credits
Epidemiology	EPI 504: Fundamentals of Epidemiology – 2 credits -OR- EPI 530 and EPI 530L: Epidemiologic Methods I and Lab***** – 4 credits	EPI 504D: Fundamentals of Epidemiology*** – 2 credits -OR- AEPI 530D: Applied Epidemiology**** – 2 credits
Health Policy and Management	HPM 500: Introduction to the U.S. Health Care System – 2 credits	HPM 500D: Introduction to the U.S. Health Care System – 2 credits
Global Health	GH 500: Critical Issues in Global Health – 2 credits	GH 500D: Addressing Key Issues in Global Health – 2 credits
Total	14 or 16 Credits	12 Credits

*BIOS 503D is the biostatistics core course taken by applied public health informatics (APHI) and prevention sciences (PRS) students.

**BIOS 516D is the biostatistics core course taken by applied epidemiology (AEPI) and healthcare outcomes (HCO) students.

***EPI 504D is the epidemiology core course taken by applied public health informatics (APHI) and prevention sciences (PRS) students.

****AEPI 530D is the epidemiology core course taken by applied epidemiology (AEPI) and healthcare outcomes (HCO) students.

*****EPI 530 and EPI 530L is the epidemiology core course taken by epidemiology (EPI), biostatistics (BIOS), environmental health (EH) and global health (GH) students. Behavioral sciences and health education and health policy and management students have the option to take this course or take EPI 504: Fundamentals of Epidemiology.

2.4 Practical Skills.

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

This criterion is met with commentary. All MPH/MSPH students are required to complete a field experience that places them in a practice-based situation. Practicum sites vary greatly in organizational structure, mission and geographic location. Students complete field work at sites located in the Atlanta metropolitan area, other locations in the state of Georgia, throughout the United States and around the world. The RSPH maintains memoranda of understanding with over 50 practicum sites in the Atlanta area, but students may complete practicum experiences in agencies and organizations where no formal memoranda of understanding are in place. If this is the case, a written record is made between the RSPH and the organization and student that a practicum experience will occur in this organization. The self-study notes that students may complete field experiences related to projects located in the RSPH but that students are located at field locations outside of the RSPH. Students are responsible for finding and arranging a practicum experience. Students have several resources to locate a practicum site: MPH faculty members, a list in the MPH practicum handbook, the assistant and/or associate directors for academic programs, the Rollins Practical Experience Program, the Global Field Experience, the Emory Public Health Training Center, the practicum opportunity event, the RSPH Practicum Web Client system and two additional websites from the RSPH office of career services.

Students may complete a practicum in their regular place of employment if the practicum is above and beyond their normal work duties. Permission to do so is given by the student's faculty advisor, associate director of academic programs, student's current work supervisor and the suggested preceptor. MPH/MSPH students are required to complete a practicum experience of at least 200 hours. The self-study summarizes the average number of hours devoted to practica for students in each department including the career MPH for the last three academic years. In 2010-2011 the highest average hours of practicum were seen in the department of epidemiology (561 hours), department of global health (370 hours) and department of environmental and occupational health (366 hours). The total average hours, of field experiences for all departments and the career MPH for 2010-2011 was 371. The practicum experience is oriented toward a particular health problem and must be relevant to the student's chosen concentration. Some students complete a paid field experience.

The RSPH does not follow a formal approval process for preceptors; however each department's ADAP and faculty typically knows the preceptors due to the cross-fertilization that occurs at RSPH with career services, community members, international partners and the above listed resources that students utilize to locate a practicum experience. Preceptors should possess the following: (1) an MPH degree or substantial public health experience; (2) the ability to work collaboratively with representatives of the MPH

program in developing a suitable educational experience for students; (3) willingness to provide field instruction and supervision; (4) the ability to assist students in identifying relevant issues and possible approaches to a problem; (5) the ability to assist students in applying newly learned knowledge in the community; and (6) the ability to assess students' performance, which includes ongoing feedback and the assessment of the final project. All preceptors have access to a preceptor handbook in both hardcopy and electronic format that describes students' requirements for the practicum and guidance on how to be a preceptor. At the time of the site visit, a practicum tutorial was being developed for preceptors located in international and remote domestic settings that will complement the current preceptor handbook.

Students are required to develop learning objectives with their preceptors that allow them to develop professional competencies in the public health field. The learning objectives are reviewed and approved by the ADAP or faculty member. The practicum experience may take one of the following approaches: program design, program implementation, data analysis, community intervention, program intervention, health policy statement/advocacy, population health research, community assessment, public health services and systems research or survey research. The field experience is a partnership between the site and student since the experience benefits the field site with a usable product or result and benefits the student's academic progress.

Students document their practicum experience in the RSPH Practicum Web Client system. Site visitors viewed this system from both a student-user and faculty-user perspective and found the system to be user friendly, as it is well organized and records important information. Information that is documented is student contact information, student's resume, practicum site information, practicum objectives and student evaluation. Preceptors evaluate student performance using the practicum web-based system. The department ADAP, faculty advisor and career services staff review the student and preceptor evaluations and certifies that the practicum requirement is met. The final grade is assigned by the Office of Career Services, and final completion is approved by the director of enrollment and financial aid services who certifies graduation requirements.

No waivers are given for the practicum experience, and the practicum must be completed while a student is enrolled in the RSPH MPH program.

Students in the dual MPH programs must complete a practicum utilizing the same procedures and requirements.

Preceptors spoke very positively about student field experiences and the high degree of professionalism, knowledge and dedication of students. Preceptors also noted that students produce real products that

can be utilized in the field and that students constantly bring new knowledge and data to field placement sites.

Students and alumni spoke enthusiastically about their field experiences that allowed them to practice public health in real world settings, which has reinforced their knowledge of public health and expanded their knowledge and abilities to work in the field of public health.

The first point of commentary refers to the completion of core and concentration-specific courses before a student enrolls in the practicum experience. Currently there is no required minimum number of core courses or concentration-specific courses that a student must complete before commencing their fieldwork. This class sequencing may prevent students from applying competencies, skills and knowledge in their fieldwork since practicum experiences occur at various points in academic study instead of when students have completed core and concentration-specific courses.

The second point of commentary refers to the occurrence of a midpoint evaluation of student practicum. Midpoint evaluations vary across departments and in some departments midpoint evaluations do not occur unless generated by the student phoning or emailing the faculty advisor.

The third point of commentary refers to the communication of competencies to the preceptor in regard to the formalization of practicum learning objectives. Currently no competencies are listed in the practicum supervisor handbook. The entire process of communicating competencies to the supervisor is left to the student, which adds another level of detail that must occur for practicum learning objectives to be formulated.

The final commentary refers to the tracking of hours of the practicum experience. The current RSPH Practicum Web Client system allows students to track their hours on a weekly basis. Site visitors learned however, that this tracking mechanism is optional and that students have sole responsibility for tracking hours in whatever system they choose. Students are required to enter the total number of practicum hours in the RSPH Practicum Web Client system.

2.5 Culminating Experience.

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

This criterion is met. All professional degree students complete a competency-based culminating experience which produces a written product and an oral or poster presentation. All students receive semester hour credit for the culminating experience with the number of semester hours varying by

department. Table 5 illustrates the culminating experiences required for each department for the MPH and MSPH degrees and the product of those experiences.

Department	Culminating Experience	Product
Behavioral Sciences and Health Education (BSHE)	Thesis or Capstone Seminar Project*	Paper and Oral Presentation
Biostatistics and Bioinformatics (BIOS)	Thesis	Paper and Oral Presentation
Environmental Health (EH)	Thesis or Capstone Seminar Project*	Paper and Poster Presentation
Epidemiology (EPI)	Thesis	Paper and Oral Presentation
Global Health (GH)	Thesis, Special Study Project	Paper and Poster Presentation
Health Policy and Management (HPM)	Capstone Seminar Project (for MPH)* Thesis (for MSPH)	Paper and Oral Presentation
Career MPH (CMPH)	Thesis**	Paper and Oral Presentation

*The BSHE department organizes capstone seminars around topics of broad interest; the HPM department offers capstone seminars based on the students concentration in either policy or management, and the EH department offers a general capstone seminar.

** Prior to spring 2011, the CMPH called the culminating experience a special studies project (SSP).

Students may complete a culminating experience that: (1) includes original research that tests a hypotheses generated by a public health problem; (2) evaluates a program or intervention to promote health or determine the etiology of a problem; (3) investigates and proposes a solution or way to improve a public health problem; or (4) describes an approach to solving a public health problem that is put into practice and evaluated. Students who complete a thesis produce a narrative with chapters or a journal article. Professional students completing the thesis option have a faculty advisor and faculty committee that provide guidance and supervise the thesis production and completion. Students who complete the special study project work closely with a particular organization and produce a particular product for the organization's use (ie, curriculum, strategic plan and agency or program evaluation or case book). A faculty member and an individual at the organization guide and supervise students' work. Finally, students who complete the capstone seminar project are required to analyze a public health problem, describe an attempt to improve a public health condition and evaluate the intervention. The faculty member who leads the capstone seminar supervises the student.

Professional students completing a thesis or capstone seminar project may receive technical assistance from the Department of Biostatistics and Bioinformatics. As of January 2012, the department provides three consultants (graduate students or research staff) to assist students with hypothesis formation, data source information and data interpretation. The consultants have standard office hours and are supervised by a faculty member.

All departments provide policies, procedures and guidelines for completing theses, special study projects and capstone seminar projects. Students access this information via the department's student manual and website.

As of 2011 the Emory University Library stores all theses and dissertations in the Emory Electronic Theses and Dissertations (EDT) Repository. This tool allows the RSPH to search theses and dissertations based on authors, topics, key words and collaborating agencies and programs.

Site visitors reviewed several examples of culminating experiences in various formats and all showed scholarship, rigor, professionalism and creativity. Site visitors heard from faculty members that advising students on their culminating experiences broadens their knowledge of public health. Alumni shared positive feedback with site visitors with completion of their culminating experiences and that skills learned through this requirement are still utilized today in their places of employment.

2.6 Required Competencies.

For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of educational programs.

This criterion is met. The RSPH has defined core competencies for the MPH/MSPH degrees which are fulfilled by six core courses, the practicum and culminating experience. The self-study provides a matrix that links the core competencies to one or more of the six core courses. The core competencies are common for all of the departmental MPH and MSPH degree programs and are achieved through the identified core courses.

The self-study provides competencies for the departmental MPH, MSPH and PhD degree programs and maps these competencies to required programmatic courses. In some cases, the departments offer multiple MPH and/or MSPH degrees. The department of health policy and management offers two MPH degrees (health policy and health management) and the MSPH (health policy and health services research). These degrees are well defined and the career paths for each degree are clear. The department of global health also offers the MPH in four areas. The competencies for each of these MPH or MSPH programs have distinct competencies that are well elucidated as a field of study. At the time of

the site visit, in the departments of biostatistics and epidemiology, the self-study listed identical or substantially overlapping competencies are listed for both the MPH and MSPH. Further, the MPH and MSPH in global epidemiology are nearly the same as those for both of the epidemiology degrees. The site visit team was concerned that similar and overlapping competencies would not allow for the differences in the degrees to be determined. Further, the competencies in the two biostatistics degrees and the four epidemiology degrees were mapped to most of same departmentally required programmatic courses. Site visitors observed that if the degrees are different, they should have competencies that reflect the content and focus of each degree; if they provide the same competencies as stated, then it seems that there is substantial overlap that does not warrant separate degrees.

In response to questions asked during the site visit, the biostatistics and epidemiology faculty described the differences in terms of number of required credits: the MPH requires 42 credits and the MSPH requires 48 credits. The faculty explained that they considered the MSPH a higher level degree than the MPH, that it contains additional research methodology and was the path to the PhD degree. The MPH was described as a degree for midcareer practitioners who did not need more methodology. One faculty member stated that the biostatistics degrees were really not different except for the extra elective credits required for the MSPH. While epidemiology faculty explained that the global epidemiology had a different focus and the MPH and MSPH degrees in the department were different, they could not articulate how the four epidemiology degrees were substantially different, and agreed that the degrees provided the same competencies with the same coursework. The similarity in competencies also makes it difficult for students to discern the differences between the MPH and MSPH degrees in these departments. While faculty and the associate directors of academic programs explain the differences to students during the advising sessions, the written documentation of the degree competencies should be self-explanatory and publically available. None of the published materials provide distinctions for prospective students to select a program of study. Prospective students should be able to view the website and catalog to discern each program of study with accurate and descriptive competencies and course work.

The school's comprehensive response to the draft site visit report thoroughly addressed all issues noted above. The school documented efforts by the faculty of the two departments to develop and adopt unique competencies for the relevant MPH and MSPH degree programs, clearly distinguishing them from each other. The response documented schoolwide approval of the changes, as well as modifications to the school catalog, website, and student handbook to reflect and advertise the distinction.

The set of core and program competencies are presented in multiple locations on the school's website.

The school has processes in place to periodically assess the competencies to keep up with changes in public health. Students provide feedback through the exit survey regarding the competencies to work in

public health which is assumed to be in relation to their practicum experiences. The annual survey of graduates also provides feedback to the school regarding the curriculum and preparation to work in public health. The Education Committee uses this feedback to periodically update competencies.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.

This criterion is met. The RSPH uses administrative and academic oversight measures to monitor and evaluate student progress in the MPH, MSPH and PhD programs. The RSPH employs ADAPs in each department who serve as staff advisors to help students in selecting and scheduling courses and navigating their way through the administrative steps of their degree programs. The ADAPs track and monitor students' progress and ensure that students meet all degree requirements. The ADAPs inform students when problems are identified and facilitate solutions to keep students on track with degree completion requirements. Academic oversight is provided by faculty advisors, thesis advisors and course instructors who assess course competencies. Students falling below a cumulative GPA of 2.7 are placed on academic probation. Site visitors learned that from 2008 – 2011, 22 students were placed on academic probation and three students were dismissed from the MPH program.

At the site visit, the school indicated that grades in courses were the primary indicator of achievement of the core and concentration competencies. Satisfactory completion of the culminating experience (thesis, special study project or capstone) and practica were tracked to determine fulfillment of program requirements, but neither the faculty nor ADAPs indicated they linked objectives back to the public health core or program competencies.

Program assessment is conducted through an annual outcome assessment for each MPH, MSPH and PhD program using selected indicators that may be related to program competencies. The annual outcome assessment is a measure of the program effectiveness and yields important information used to recommend changes to improve programs or remedy programmatic deficiencies.

At the school level, program completion rates for the MPH and MSPH, self-assessment of preparation for practice by graduates and employment rates are used as assessment measures for the school's programs as a whole. Completion rates for the MPH and MSPH are high at 91-97% over the last three years. Completion rates for students in the PhD program ranged from 66-75% at eight years. No goals were reported for improving the doctoral completion rates. The school has high employment rates (95% were employed or pursuing further education) and high levels of performance on the CHES examination with 92-100% passing, far surpassing the national rate (74-79%).

The RSPH has informal feedback for its alumni and community partners on its curriculum as based on their experiences. In meetings with the site visit team, alumni and community partners indicated high satisfaction with their education and graduates they have hired. There were several examples of the RSPH rapidly responding to advice from their community partners and alumni for improving their program and student skills; specific examples include financial skills, program management, statistical skills, epidemiological skills, grant writing, public speaking and Microsoft Excel. Another example was the need for professionalism which resulted in seminars on dressing as a professional, business etiquette and interviewing skills. The RSPH responded quickly to each of the suggestions by adding, changing or enhancing items in their curriculum and programs. This shows that the RSPH listens carefully to its community partners and alumni.

The concern at the time of the site visit related to the assessment of MPH and MSPH students' achievement of the public health core and program competencies. There did not seem to be systematic processes to assess the achievement of competencies. Course grades were cited as the indicator that students attain competencies with the assumption that passing each required course (with a grade as low as a C) is sufficient to assess achievement of the public health core and program competencies. During meetings, the faculty and ADAPs did not describe how they assessed students' attainment of the competencies and did not seem to complete the loop to connect outcomes from the practicum or culminating experience back to the public health core or program competencies. There was no indication that an employer survey was conducted to systematically assess how employers evaluated the graduates' achievement of core and program competencies. However, the school's response to the draft site visit report provided a detailed description of multiple levels of assessment that thoroughly addressed the concerns noted above. The response acknowledged that at the time of the site visit the faculty may not have articulated the comprehensive set of assessments that are in place to determine achievement of both core and concentration-specific competencies.

2.8 Other Professional Degrees.

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

This criterion is not applicable.

2.9 Academic Degrees.

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

This criterion is met. The school offers academic degrees at the doctoral level. These degrees are offered through the Laney Graduate School. Beginning in fall 2011 all doctoral students are required to enroll in the class translational and interdisciplinary public health research, which focuses on how

research in each discipline of public health may be disseminated and put into practice. Although this requirement is not yet included on the doctoral plans of study that appear on the school's website, students and faculty who met with the site visitors confirmed that all current students have taken the translational and interdisciplinary public health research course, and it does appear on their academic transcript. Students also have the opportunity to take courses in other areas of public health outside of their specialty either as electives or in some cases requirements of their plan of study.

The culminating experience for doctoral students is the completion of a dissertation based on original empirical research. The dissertation process is an educational partnership since students receive guidance and support from their faculty advisor and faculty committee members in their area of investigation. All dissertation proposals must be approved by a faculty committee before students may embark on their research. Dissertations may be a single monograph or series of three articles linked together with an introduction and conclusion. Students are required to provide a formal public defense of their final dissertation. These requirements provide an adequate level of rigor to evaluate the student's knowledge and abilities.

A concern at the site visit related to the manner by which the school provides knowledge in epidemiology to all students. The plans of study for students in the PhD in health services research and health policy and the PhD in biostatistics do not include a required epidemiology course. The lack of an epidemiology requirement was confirmed by additional information received during the site visit and in conversations with program faculty. Although the translational and interdisciplinary public health research course may cover some information on the discipline of epidemiology, this one-credit hour course, in and of itself, does not provide sufficient epidemiological content to meet the criterion. However, the school's response to the draft site visit report documented an approved curriculum change to Laney Graduate School policy (effective in June 2012), requiring that all students in the doctoral programs referenced in this paragraph enroll in, and complete, a foundational course in epidemiology.

2.10 Doctoral Degrees.

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

This criterion is met. The school offers PhD degrees in each of the five core areas of public health. The PhD in environmental health sciences did not admit its first class of doctoral students until fall 2011. Over the past three years each of the four PhD programs had graduates. Competencies have been developed for each doctoral track that represents the goal of achieving advanced knowledge and research skills.

The number of applicants to the four programs varies and has been largest for biostatistics and epidemiology. The number of applicants in these two departments has increased substantially from AY

2009 to AY 2011 (biostatistics increased applications from 63 to 124, and epidemiology increased applications from 64 to 116). The number of applications for the PhD in behavioral sciences and health education has ranged from 40 – 52 and the number of applications for health services research and health policy has ranged from 37 – 65. With regard to enrollments, for the 2010 – 2011 year, the PhD program in epidemiology had the largest number of total active students with 45, followed by biostatistics with 33, behavioral sciences and health education with 18 and health services research and health policy with 14.

In reviewing the plans of study for the doctoral programs and the school's catalog as well as in discussions with students and faculty involved in the doctoral programs, it was determined that doctoral-level coursework is available, although the number of doctoral courses varies across departments with some having more extensive offerings than others. Students confirmed that faculty are actively involved as research mentors.

2.11 Joint Degrees.

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

This criterion is met. The program currently offers eight dual degrees as shown in criterion 2.1. Students in the dual degree programs may enroll in any of the MPH concentrations. All applicants must apply to each degree program separately and be accepted to both the primary degree program and the MPH program in order to be eligible to complete the dual degree.

All dual degree students are required to complete the 42 credit curriculum which includes the core courses, concentration-specific courses, practicum and culminating experience. The dual degree program allows students to count 10 hours of departmentally approved coursework in their other academic program towards the MPH degree. In essence, these courses are used as elective courses for the MPH degree. Site visitors viewed course listings for each dual degree program that lists the approved courses that are counted as electives and confirmed that they are appropriate.

Students in the dual degree programs have faculty advisors for each degree program. Site visitors heard positive feedback from a dual degree student regarding the excellent advisement that he received from both faculty advisors to ensure course completion for both degrees. Table 6 provides data on the number of dual degree students enrolled in the RSPH for the last three years.

Site visitors learned that the MDiv/MPH program is a relatively new program and that enrollment has increased but that enrollment will most likely remain low in this dual degree given subject matter and the type of student who would want to pursue this degree option.

Degree	2008- 2009	2009- 2010	2010 – 2011
MSN/MPH	2	5	14
JD/MPH	5	6	1
MD/MPH	14	20	26
MMSc/MPH	7	4	3
MBA/MPH	1	3	3
DPT/MPH	0	0	1
MTS/MPH	0	1	0
MDiv/MPH	0	2	0
Totals:	29	41	48

The RSPH, in cooperation with the undergraduate Department of Environmental Studies, offers a five-year BS/MPH program in environmental studies and environmental health. In addition, the RSPH, in cooperation with the undergraduate Department of Mathematics, offers a five-year BA/MSPH program in biostatistics and bioinformatics. Both of these programs are not considered dual degrees for the RSPH since students complete all of the requirements for the MPH in environmental health and MSPH in biostatistics and bioinformatics. The five-year program allows undergraduates to enroll and complete RSPH courses in their senior year of undergraduate study (up to 10 semester hours) and apply them to both the baccalaureate degree and the MPH or MSPH degree at the RSPH. Upon graduation from the undergraduate degree program, students enter the RSPH to complete the MPH or MSPH degree.

Site visitors learned that the environmental health department has three current students enrolled in the BS/MPH program and that the biostatistics department has one current student enrolled in the BA/MSPH program. Site visitors also learned that other students may be in the pipeline at the college for these degree programs. For example, the environmental health department indicated they know of three seniors and four juniors in the pipeline within the college and five current sophomores that will come into the pipeline as juniors this fall, should the students decide to enroll.

2.12 Distance Education or Executive Degree Programs.

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

This criterion is met. The school offers its Career MPH (CMPH) program for working health professionals in a distance education format. The CMPH offers tracks in applied epidemiology, applied public health informatics, healthcare outcomes and prevention science. The first cohort of the applied public health informatics track started in fall 2011. During the site visit community partners noted that the practice community was actively involved in the development of the competencies and curriculum for the applied public health informatics track. In fall 2011 the decision was made to phase out the healthcare outcomes track; the last cohort was admitted in fall 2010 and these students will continue in the program through fall 2013.

Each semester-length course begins and ends on campus over long weekends from Friday morning through Sunday afternoon, during which each two-credit course meets for six hours of instructional time. The remaining course work occurs during distance-based sessions using the Blackboard education technology platform. Blackboard has tools, including discussion forums, wikis, and blogs that allow faculty to deliver course material and assess student learning in a collaborative and interactive manner.

Students in the CMPH tracks are expected to achieve the same core competencies as traditional MPH/MSPH students. Additionally, each track has its own specialized competency set and associated learning experiences. As with traditional students, CMPH students complete a practicum and culminating thesis. All CMPH programs of study and courses are approved by the school's Education Committee. Courses are evaluated using the standard MPH course evaluation with additional questions specific to the CMPH program. Faculty teaching in the CMPH program also complete an evaluation each semester that they teach.

The CMPH is staffed with a part-time chair, full-time academic advisor, three full-time instructional designers, full-time course support manager, part-time multimedia developers and part-time administrative support. Each track also has a faculty member who serves as the associate director and is responsible for oversight of that track. The CMPH has a dedicated .5 FTE practicum faculty advisor who works with CMPH students to identify, implement and document the practicum experience. CMPH students receive two credit hours for the practicum experience. Students have access to school and university resources that are open to students in the traditional MPH format, including career services, library access, the Office of Admissions and Student Services and scholarships. CMPH students also participate in an extensive orientation program that includes online and in-person elements. During the site visit students provided examples of the resources they have access to and the support they have received from the CMPH faculty and staff.

In AY 2011 the CMPH assessed the program to determine to what extent students were able to develop skills for the distance-learning environment, apply graduate level skills in an applied public health context apply methods to a public health issue. The assessment indicated the objectives were being met.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

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

This criterion is met. Research is one of the principal missions of the RSPH. Emory University is a category 1 Carnegie Research University and places emphasis on faculty competing for and conducting peer-reviewed research. The school has a comprehensive research base that includes community-based, clinical and laboratory research projects with a strong interdisciplinary focus across the various areas of public health.

The RSPH has a substantial research portfolio that has increased by an impressive 41% over the last three years: research funding increased from \$54M to \$60M (10% increase) in 2008-2009; from \$60M to \$65M (6.7% increase) in 2009-2010; and from \$64M to \$76M (19% increase) in 2010-2011. This steady growth in research funding is attributed to an increase in the number of faculty members and an increase in large center-type grants. Community-based research has increased from \$27 million to \$48 million the last three years. Research is funded from a variety of sources, with the National Institute of Health (NIH) as the largest source of funding through several institutes. Faculty at the RSPH also have funding from the Centers for Disease Control and Prevention, the Environmental Protection Agency, the US Department of Agriculture, Gates Foundation and several other major research funders.

The RSPH has an expectation that faculty conduct research and, although expectations vary by department, full time tenure-track faculty are expected to generate two-thirds to three-fourths of their salary. Extramural funding also supports a proportion of non-tenure-track faculty. Junior faculty are generally supported on departmental funds for two to four years until they establish their research. The amount of funding per tenured and tenure-track faculty has increased from \$603,620 in 2008-09 to \$723,927 in 2010-11. Faculty actively publish their research through refereed articles, book chapters, books and presentations at professional meetings.

Students actively participate in research projects in a variety of manners including paid and nonpaid research assistants, thesis and dissertation research and merit scholars. The doctoral programs are integrally tied to faculty research. The effectiveness of student participation is evidenced in student co-authored presentations and publication.

3.2 Service.

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

This criterion is met. There is a demonstrated commitment to service by faculty, students and the administration, who engage in service activities to advance public health practice in a myriad of organizations, programs and initiatives. Clear policies and procedures are outlined to support faculty service activities. The RSPH developed and adopted APT Guidelines for the tenure and promotion of faculty who demonstrate excellence in service. In the past three years, all tenure-track faculty members who were promoted to associate or full professor met the guidelines for being “very good” in service, and two faculty members were promoted based on meeting the criteria of “excellence” in service.

Site visitors heard from both faculty and students a strong desire and commitment to accomplish service. Faculty members defined service as capacity building, training, tasks with professional associations and editorial and peer-reviewed journals. RSPH students shared their service experiences in their practica, RSPH Community-Engaged Learning Initiative, Rollins Practical Experience Program and global field experiences. The self-study documented community agencies, organizations and programs served by school-based programs. Faculty members are required to list all services activities as part of their annual report.

The RSPH created the position of associate dean for applied public health, which has greatly clarified and centered service and practice activities. Via grants and other extramural revenue sources the office of the associate dean for applied public health oversees the following centers that link the school and community in practice: Tobacco Technical Assistance Consortium, Diabetes Training and Technical Assistance Center, Emory Public Health Training Center and Southeastern Institute for Training and Evaluation. Two additional centers at the RSPH that provide service are the Biostatistics Consulting Center (BCC) and the Interfaith Health Program. The BCC is located in the Department of Biostatistics and Bioinformatics and offers technical assistance, statistical consultation and computational services to faculty, staff and students in the RSPH and other divisions of the WHSC and throughout Emory University. The Interfaith Health Program is located in the Hubert Department of Global Health. The program involves collaborative faculty activities from other schools at Emory University who work to achieve health equity via capacity building and mobilization of faith-based community organizations with public health partners.

The school tracks the following key indicators of faculty participation in service activities: 1) editorial boards/editorships; 2) referee for articles (journals); 3) peer reviews of research; 4) consultant, technical assistance or advisory member to national or international organization; 5) panels, boards and programs of associations served by faculty; and 6) leadership roles in professional associations. The self-study

provides data for these key indicators, which reflect faculty participation in all of these forms of service. From 2008 – 2011 between 62% and 64% of RSPH students participated in school-organized community service activities.

3.3 Workforce Development.

The school shall engage in activities that support the professional development of the public health workforce.

This criterion is met. The RSPH has policies, procedures and practices that document its commitment to the development of the public health workforce by ensuring that every academic department in the school offers continuing professional education activities. These activities include the development and teaching of continuing education courses, consultation and instructional programs and by delivering public health training programs through grants, contracts and formal agreements to public health agencies and the general public health practice community at the national, state and local level.

A school-wide Office of Continuing Professional Education was created to centralize continuing professional education supporting services and resources. This office is under the direction of the associate dean for applied public health, is led by the director of continuing professional education and is tasked with coordinating the school's continuing professional education program. Responsibilities of the office include: professional assistance and services, managing the National Commission for Health Education Credentialing, Inc. (NCHEC) accredited multiple event provider program for the school, the Cvent event management system and the preparation and distribution of the continuing professional education annual report for the RSPH.

Through the continuing education office, more than 200 continuing education events were offered in 2010-2011 which included over 200 live events and 12 CD-Rom and webcasts that reached over 10,000 participants. The Southeastern Institute for Training and Evaluation (SITE) located within the RSPH provides customized continuing education opportunities to public health professionals at the local, state and federal levels. On an annual basis, SITE offers 12 courses for federal employees.

Workforce development needs are assessed by the departments and centers of the RSPH at public health agencies and practice partners at local, state, federal and international levels. Assessment is conducted via surveys, focus groups, advisory boards, planning committees and reviews of evaluation results. Site team conversations with the practice community confirmed the commitment to workforce development.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

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

This criterion is met. The RSPH has a very well-qualified faculty complement that supports its teaching, research and service mission. The faculty are appointed in one of the six departments. Tenured faculty members have continuous appointments at Emory University. Tenure-track faculty are on limited appointments renewed annually. Tenure is conferred by the Emory University Board of Trustees with the recommendation of the dean, executive vice president for health affairs, provost and president.

Faculty may be appointed in the tenure track or in non-tenure track lines that include the research track or clinical track for teaching or public health practice. Ranks are instructor, assistant professor, associate professor and professor. Adjunct faculty supplement the core faculty by teaching courses, supervising capstone or thesis and serving as practica hosts. The RSPH takes advantage of faculty throughout Emory University through a large number of joint appointments to further build its faculty expertise. Faculty from other schools within Emory University has joint or secondary appointments at the RSPH as well as RSPH faculty having joint appointments in other schools. This strengthens faculty research and teaching activities.

The core faculty at the RSPH are tenure-track or non-tenure-track faculty who have 0.8 FTE or greater in the RSPH and support the teaching program. Full-time faculty appointed to tenure-track positions are expected to participate in the school's degree programs, conduct sponsored research and participate in professional and public health service activities.

Faculty integrate field perspectives from public health through several means. Eighteen courses combine classroom exercises with applications in the community. Community experiences are used as examples of the course objectives and case studies are used to work through situations and apply various public health approaches to issues. Products generated through these courses include program evaluations, needs assessments, advocacy initiatives and curricula. Applied research, translational research and community-based research activities are integrated into the curricula and provide a basis for linking theory and practice. Many faculty have practice experience which is brought into the classroom. In addition, adjunct faculty are often working public health professionals who bring their experiences into the curriculum.

4.2 Faculty Policies and Procedures.

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

This criterion is met. The RSPH appointment, promotion, and tenure (APT) guidelines contain the policies for the appointment and promotion of faculty. The APT guidelines describe the faculty tracks and ranks, the criteria for appointment and promotion including those for tenure and evaluation.

Newly appointed tenure-track assistant professors are provided with salary support from school funds to allow time to develop their research programs. The senior faculty actively mentor the junior faculty in research, teaching and service. A mentoring program formally matches each junior faculty with senior faculty with similar research interests. Other faculty mentor junior faculty in teaching. Several examples were described at the site visit which included a senior faculty member co-teaching a course with a junior faculty member and gradually turning over a greater amount of responsibility over a two or three year period. Senior faculty frequently sit in on classes given by junior faculty to provide feedback on their teaching. The senior faculty also introduce junior faculty to community partners to help them get engaged in community activities.

Emory University and RSPH support faculty development in a number of ways. The Emory University Research Fund awards funding to RSPH faculty for pilot projects and new programs that have the potential for external funding. The Office of University-Community Partnerships Community-Exchange Learning Initiatives offers funding to assist faculty in developing community-engaged learning in courses. The university teaching fund provides competitive grants to develop new courses and curricula. The university's Center for Faculty Development and Excellence provides professional development opportunities and programs. The RSPH faculty have the opportunity to participate in the Woodruff Leadership Academy and the Academic Leadership program. Faculty also report open access to consultants to help them develop research proposals. The RSPH provides support to attend professional meetings and internal funding for research; technology training helps faculty incorporate technology into teaching. The RSPH also provides development opportunities to part-time and adjunct faculty. RSPH uses its abundant resources to support and foster growth in its faculty.

The RSPH expects its tenured and tenure-track faculty to be engaged in research pertinent to the health of populations. While this varies by department, full time tenure-track faculty must generate research funding for two-thirds to three-fourth of their 12 month salary. Research is an important consideration in tenure and equal weight is given to practice-based, clinical, laboratory or community-based research.

The RSPH has established policies and procedures to assess the performance of faculty members. A record of teaching, research and service is used to evaluate faculty for promotion in rank and tenure. Senior faculty members, external experts in the field, the RSPH APT committee and the dean review progress and accomplishments and make recommendations to the University President's Advisory Committee, the provost and Board of Trustees. During the site visit, faculty reported knowing the expectations and criteria for promotion and tenure and were well aware of the requirements and timelines.

The self-study identifies several objective outcome measures to show the qualifications of their faculty complement that are tracked annually and shown for the last three years. The faculty consistently report being happy with the support and resources provided to them at the RSPH.

4.3 Faculty and Staff Diversity.

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

This criterion is met. The core faculty is primarily Caucasian (71.5%) with the remainder composed of, 20.8% Asian, 4.2% Hispanic and 3.5% African-American; just over one half of the faculty is male (54.9%) with 45.1% female. 37.5% of all faculty are Caucasian males, 13.9% Asian males, 2.8% Hispanic males, 0.7% African-American males, 34% Caucasian females, 6.9% Asian females, 2.8% African-American females and 1.4% Hispanic females. While the percent of minority faculty, particularly African-American, is lower than desired, the racial/ethnic composition of the full-time faculty at the RSPH is comparable to that of Emory University. The staff are primarily female (81%), with 51.4% Caucasian, 34% African-American and 9.2% Asian.

The "Faculty of Distinction" program in the provost's office is available to recruit exceptional faculty members; this includes resources to recruit a diverse faculty. The RSPH has obtained these resources over the last three years to recruit faculty members. The Office of the Dean also assists departments to recruit exceptional faculty to increase diversity of the school.

Emory University has named three presidential commissions to oversee and advise on the status of categories of faculty that include commissions on the status of race and ethnicity, status of women, and sexuality, gender diversity and queer equity. RSPH faculty served on these commissions.

Faculty reported that faculty search committees include steps to identify minority and culturally diverse candidates. The departments have varying degrees of success in recruiting and hiring minority candidates that reflect the nature of their disciplines: behavioral sciences and health education has recruited African-American faculty and global health has hired faculty from other countries and cultures.

In spite of these steps and activities, faculty diversity at the RSPH has remained at a plateau and has not shown changes in diversity over the last three years. Discussions with faculty during meetings indicated general agreement with the concept of diversity, and some seem to define diversity primarily in terms of cultural or national origin, which may be related to the school's global health focus. However, given the location of the RSPH in Atlanta with a large African-American population and the issues of health disparities in the state, increasing the number of faculty from disadvantaged populations presents an opportunity for consideration.

4.4 Student Recruitment and Admissions.

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

This criterion is met. The Office of Admissions and Student Services oversees the recruitment and admission of students and provides assistance to students from outside the United States. Policies and procedures are in place that provide a mechanism to locate, identify, evaluate and assess an individual's potential to successfully take advantage of the learning activities found in the RSPH. The RSPH seeks students with varied academic and professional backgrounds, including those who are currently employed in the public health workforce or as health professionals. Every academic year, department chairs at the RSPH in consultation with the school's administration set enrollment targets for the MPH/MSPH programs. The enrollment targets are based on the capacity of the current faculty complement to provide quality instruction and the qualifications of the applicant pool.

The Office of Admissions and Students Affairs is led by the associate dean for admission and student affairs. The RSPH department ADAPs work with the Office of Admissions and Student Services to provide departmental support for recruitment and admission activities. The RSPH utilizes the Schools of Public Health Application Service (SOPHAS), a central application for accredited schools of public health. Since all doctoral programs at Emory University reside in the Laney Graduate School, this school provides funding for recruitment materials and campus visits for prospective doctoral students. Doctoral programs must carry out their own recruitment activities under the supervision of each department's director of graduate studies.

Prospective RSPH students may learn about the school via walk-in requests, information sessions and web-based and emailed requests for information. The Office of Admissions and Student Services participants in numerous recruitment fairs and information sessions including the American Public Health Association annual meeting, Society for Public Health Education meeting and National Environmental Health Association meeting. The RSPH hosts monthly information sessions providing an overview of the

school, panel session with key staff and students and a tour highlighting the key student resources of the RSPH. The RSPH recruitment team also visits several Historically Black Colleges and Universities in the school's effort to recruit qualified students of color. The school hosts two major on-campus recruitment events each year. There is an open house sponsored in the fall for prospective students and a *Visit Emory!* event in the spring for accepted students. Attendance at both on-campus recruitment events has grown steadily from 155 Open House participants in 2008-2009 to 211 participants in 2010-2011 and 265 *Visit Emory!* participants in 2008-2009 to 351 participants in 2010-2011. The RSPH website is another source of recruitment information.

All decisions to admit students are made by faculty in the department to which a student applies. Admission for new applicants usually begins in the fall semester. Completed applications must be received by early January for fall admission to the on-campus MPH/MSPH program at the RSPH and applications to the CMPH program must be received by April or May. Merit-based scholarships for master's degree applicants are detailed in the school's catalog. Merit-based scholarships are awarded via a departmental review and ranking process and are available until funds have been expended. There are six scholarship programs available for international students. These programs are:

- Hubert H. Humphrey Fellowship Program
- William Foege Fellowship Program
- Edmund S. Muskie/Freedom Support Act Graduate Fellowship Program
- John E. Fogerty AIDS International Training and Research Program
- Fulbright Program for Foreign Students
- King Abdullah bin Abdul-Aziz Al Saud Fellowship Program.

The school also provides funding support via the following programs: the Yellow Ribbon GI Education Enhancement Program; Paul D. Coverall Peace Corps Fellowship; a one-time educational award match of \$5,000 per student, for one to five graduates of the Americorps who are admitted to the MPH or MSPH degree program; half-tuition scholarships to medical students entering the MD/MPH program and partial scholarships to students entering the MPH or MSPH program while enrolled in Emory-related medical residency programs and the Preventive Medicine Residency Program at the Centers for Disease Control and Prevention.

Admission to the MPH/MSPH programs is based on the following: 1) successful completion of a four-year baccalaureate degree or its equivalent; 2) strong interest in a public health career; 3) minimum undergraduate grade point average (GPA) of 3.0; 4) graduate record examination (GRE) scores – minimum scores desired vary by department and are considered in the context of the completed application; and 5) though not required, work or academic experience in the health field is highly desirable. Preference is given to students who have advanced training and applied experience. All

applicants whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL) and earn a minimum score of 79-80 on the internet-based exam.

Application and admission to doctoral programs is completed through the Laney Graduate School. Each RSPH department (the director of graduate studies and faculty members) selects students for admission to its doctoral programs based on the applicant's prior academic record, standardized test scores (GRE), professional plans, recommendations and the availability of an appropriate course of study.

The RSPH uses four indicators to assess its efforts in enrolling a qualified student body in its MPH/MSPH programs. The school assesses the acceptance rate, mean undergraduate grade point average, mean GRE score (for those who take them) and the proportion of students choosing the RSPH over another "top 10" school to which they were admitted. From fall 2008 – fall 2011 the school's acceptance rate for MPH and MSPH students has been 56%, 60% 52% and 51%. For fall 2008 – fall 2011 the mean undergraduate GPA of applicants was 3.38 and the mean undergraduate GPA of accepted applicants was 3.46. Outcome measures indicating successful enrollment of students in doctoral programs are primarily mean GRE examination scores.

The total number of applications increased 30% from 2008 to 2011. The total number of new enrollments has increased 28% for the same time period.

The RSPH tracks reasons for declining or accepting the RSPH's offer of admission. Financial reasons and scholarship offers from other schools of public health are the top reasons indicated for deciding to attend another school. Dual degree options, distance program options and available scholarships are the top reasons indicated for deciding to accept admission at the RSPH. The number of students who indicated scholarship received has increased 76% from 2009 – 2011 due to a concentrated school effort to increase the number and types of awards offered to incoming students.

4.5 Student Diversity.

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

This criterion is met. The RSPH adheres to the Emory University Equal Opportunity Policy, the Emory University Affirmative Action policy and the Americans with Disabilities Act in its student recruitment efforts and processes. Policies and procedures are in place to evaluate the school's efforts to attract a diverse student body.

Although the school does not have an admissions target for underrepresented minorities, the RSPH routinely recruits prospective students from historically black colleges and universities including

Morehouse and Spellman Universities in Atlanta and others. The RSPH also has several informal relationships and activities with Morehouse Medical School that contribute to a pipeline for educating and preparing future professionals. Faculty also participate in enrichment programs for minorities to showcase careers and opportunities in public health.

For example, the school's 2010-2011 enrollment consisted of 11.8% African-American students, 29% minority students and over 78% female students. In the fall of 2011, 18% of MPH/MSPH students came from outside the United States, primarily from China, India and Nigeria. This represents a 54% increase from 2009 with international students being attracted to the location of the RSPH and the supportive environment of the school.

Students of the entering class of fall 2011 ranged in age from 21-58 and came from 26 states and 41 countries, fifteen percent already possess either a doctoral or master's degree. The CMPH distance-learning program attracts career public health practitioners who range in age from 23 to 58 and who come from many different public health disciplines.

The RSPH admits students regardless of financial need. The self-study notes that 79% of all enrolled students in 2009-2010 received financial aid. Several scholarships at the RSPH attempt to recruit students with financial need.

The school utilizes three standards to measure, monitor and benchmark the diversity of the student body. These measures are: 1) the proportion of all minority students enrolled in the school; 2) the proportion of students accepted and matriculated from different racial and ethnic groups; and 3) the proportion of minority students admitted to the RSPH relative to the proportion of minority students in the population of undergraduates in United States universities. According to available data (academic year 2009 -2010) from the Association of Schools of Public Health, the proportion of entering minority students in the RSPH is comparable to the average across the other 43 schools of public health. The most recent data show that 44.8% of accepted African-Americans to the RSPH chose to matriculate compared to 34.2% of all students.

4.6 Advising and Career Counseling.

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

This criterion is met. Student advisement begins during the recruitment and admissions processes and extends beyond graduation at the RSPH.

The major components of the student advisement system include the Office of Admissions and Student Services Advisement and Counseling, the Office of Career Services Advisement and Counseling, the

ADAPs and faculty and staff within each department. Students are assigned a full-time faculty member in the student's academic department who serves as the faculty advisor. In addition, all departments have one or more ADAPs. ADAPs are typically master's trained and provide advisement to students on course enrollment and other school-related activities. ADAPs often assist in arranging a practicum experience and finding an appropriate thesis or special project and advisor. These activities are done in collaboration with the student's faculty advisor. ADAPs monitor student progress from admission and throughout the academic life of students at RSPH to ensure that all curricula are met successfully and to assure graduation from the school. ADAPs may change the assignment of academic advisors if requested by students.

Students enrolled in the CMPH distance-based program are advised by their concentration's associate director and ADAP until they begin their thesis. MPH and MSPH students who are required to complete a thesis or special studies project are assigned a faculty advisor as chair of their committee. This chair is often the student's choice and is not required to be the student's initial faculty advisor. Adjunct faculty may serve on thesis or special studies projects as a field advisor.

The Office of Admissions and Student Services Advisement and Counseling is tasked with recruitment and admissions, student orientation, enrollment services, international student affairs (ie, visa requests, English as a second language) and advisement of the Executive Board of the SGA. MPH/MSPH students utilize Clifton Notes, the student handbook that details school-wide academic requirements; this resource is available on-line and on-site at the RSPH.

The Office of Career Services offers several programs and consultations which include assistance in finding employment, resume preparation, interviewing skills, career coaching and locating internships, fellowships and volunteer opportunities. The Office of Career Services works closely with the ADAPS and faculty advisors to assure that the necessary assistance is provided to the students in a timely way. This office also continues the tradition of the binding of public health practice and community partnership by hosting a reception called Public Health in Action at the conclusion of each academic year. The event includes the presentation of awards to exceptional adjunct faculty, preceptors and students, whose field experiences are selected for descriptions in poster presentations.

In 2010-2011 there were 1560 student visits (521 unduplicated students) and 194 alumni visits (98 unduplicated alumni) to the Office of Career Services. During this same time period 71 career service events including opportunities fairs, employer presentations, prep sessions, special events, resume workshops and professional development series were held for students attending the RSPH.

As a result of student exit survey findings over the past three years, two additional staff members have been added to the Office of Career Services. Survey results for 2010-2011 showed that scheduling difficulties were the most common reason for student dissatisfaction. The two staff members were added to the office due to increased enrollment of students and need for more services.

Students and alumni shared with the site visit team that they were very happy with the array of advisement services available and the quality of the service. The director of career services explained that there are no limits to the amount of assistance they give to alumni in regard to finding employment options given today's job market. Site visitors learned from an RSPH alumnus that a colleague and fellow RSPH alumnus had lost his job and was able to acquire assistance at the Office of Career Services with locating possible employment options.

Agenda

Council on Education for Public Health Accreditation Site Visit

Rollins School of Public Health

Emory University

April 2-4, 2012

Monday, April 2, 2012

- 8:00 am **Site Visit Team Pick-up from Hotel**
Richard M. Levinson
- 8:20 am **Site Visit Team Request for Additional Documents and Breakfast**
Richard M. Levinson
Laura M. Lloyd
- 9:00 am **Site Visit Team Review of Resource File**
- 9:30 am **Meeting with Executive Administration**
James W. Curran
Richard M. Levinson
P. Dean Surbey
Kathy Miner
Gary W. Miller
Kathryn H. Graves
Kara Robinson
Tarvis Thompson-Pace
Mark Conde
Laura M. Lloyd
- 10:45 am **Break**
- 11:00 am **Meeting with Department Chairs and Standing Committee Chairs**
Michael Windle
Michael H. Kutner
Paige Tolbert
Carolyn Drews-Botsch
Walter M. Burnett
Moose Alperin
Carlos del Rio
Roger Rochat
Barry Ryan
Hersh Gupta
Dana Barr
Venkat Narayan
- 11:45 am **Break**
- 12:00 pm **Lunch with Students**
Salim Allana
Danika Barry
Daniel Brencic
Katie Catevenis
Allison Chamberlain
Laura DiCola
Amparo Gonzalez
Marissa Grossman
Hersh Gupta
Brooke Hixson
Emily Johnston
Amogha Kannan
Ellyn Marder
Kelly McCormick
Carrie McNeil
Anita Patel

Timothy William Puetz
Elise Richman
Jennifer Richards
Aaron Siegler
Whitney Smith
Mark Tomaszewski
Cameron Tran

1:15 pm

Break

1:30 pm

Meeting with Faculty for Instructional Programs- Master's Degrees

Roger Rochat
Penelope Howards
Laura Gaydos
Howard Kushner
Moose Alperin
Melissa Krancer
Jena Black
Cami Dettmer
Deanne Dunbar
Melissa Sherrer
Ariadne Swichtenberg
Theresa Nash
Kathy Wollenzien
Angela Rozo

2:45 pm

Break

3:00 pm

Meeting with Faculty for Instructional Programs – Doctoral Degrees

Kimberly Jacob Arriola
Gary W. Miller
Jeremy Sarnat
Julie Gazmararian
Walter Burnett
Roger Rochat
Ariela Freedman
Lisa Tedesco

4:15 pm

Site Visit Team Review of Resource File

5:30 pm

Adjourn to Dinner

Tuesday, April 3, 2012

7:40 am

Site Visit Team Pick-up from Hotel

Richard M. Levinson

8:00 am

Meeting with Leadership of Collaborating Units and Breakfast

Linda A. McCauley
Thomas J. Lawley
Stuart Zola
Lisa Tedesco
David S. Stephens

8:45 am

Break

9:00 am

Meeting with Faculty Related to Research, Service and Workforce

Dana Barr
Venkat Narayan
Michelle Kegler
Michael Lynn
Barry Ryan
Anne Spaulding
Juan Leon
Zhou Yang
Laura M. Lloyd
Rachel Lawley
Dabney Evans
Michael H. Kutner

Sandra Thurman
Kristin Unzicker
Moose Alperin
Kimberley S. Hagan
Deb McFarland
Joan P. Cioffi

10:30 am

Break

10:45 am

Meeting with Faculty from Five Core Areas of Public Health

Eric Nehl
Colin Talley
Dawn Comeau
Rita Noonan
Jose Binongo
Paul Weiss
Mildred Maisonet
Jeremy Sarnat
Dana Barr
Kevin Sullivan
Robert Merrit
Greg Anderson
Lydia Ogden
Sarah Blake
Dabney Evans
Richard M. Levinson
Moose Alperin

11:45 am

Break

12:00 pm

Lunch with Alumni

Anne Farland Arwood
Matthew Biggerstaff
Kaitlin Porter
Heather Coffin
Allan Goldman
Jon Altizer
Martha Alexander
Kelly Callahan
Lisa M. Carlson
Julia Kibunja
Eric Pevzner
Meg Ivankovich
Gaya Myers
Marissa Esser
Cory Moore Kokko
Christa Essig
Claire Marchetta
Fred Grant

1:15 pm

Meeting with Junior Faculty Across the School

Susan Butler
Hannah Cooper
Cam Escoffery
Kim Hagen
Ariela Freedman
Tianwei Yu
W. Michael Caudle
Yang Liu
Jason Hockenberry
Mohammed Ali
Solveig Argeseanu Cunningham
Saad Omer
Juan Leon

2:15 pm

Meeting with Senior Faculty Across the School

Nancy Thompson
Gina Wingood
Yijian (Eugene) Huang
Kyle Steenland

John McGowan
Brad Pearce
Carol Hogue
Kathleen Adams
Benjamin Druss
Joseph Lipscomb
David Howard
Stan Foster
Christine Moe
Rob Stephenson
Kathryn Yount
Deb McFarland

2:45 pm

Break

3:00 pm

Meeting with Staff Related to Admissions, Student Advisement and Career Services

Kara Robinson
Prudence Goss
Catherine Strate
Kristin Unzicker
Kathy Wollenzien
Claudia Paez-Ellett
Roger Presswood
Liz Chesney
Tzu-Chin (Claire) Wu
Angel Hurston
Holly Patrick
David Howard
Reetha Krishnan

3:30 pm

Break

3:45 pm

Meeting with Community Partners

David Westfall
J. Patrick O'Neal
Gary Nelson
Chris Barker
Greg Dent
Pat McConnon
Sandra Elizabeth Ford
Mark Rosenberg
Ashley Wells
Cynthia Jorgensen
Moses Katarwa
Jack Kennedy
Janice Hiland
Marianne Chung
Ann Klamon
Claudia Brogan
Michael Turgeon
Grant Baldwin

4:15 pm

Site Visit Team Review of Resource File

5:30 pm

Adjourn to Dinner

Wednesday, April 4, 2012

8:40 am

Site Visit Team Pick-up from Hotel

Laura M. Lloyd

9:00 am

Meeting and Breakfast with Leadership of Emory University

James Wagner
Earl Lewis
Claire E. Sterk
S. Wright Caughman

9:30 am

Executive Session, Resource File Review and Report Preparation

11:30 am

Working Lunch and Report Preparation

12:30 pm

Break

12:45 pm

Exit Interview