

REVIEW FOR ACCREDITATION  
OF THE  
JOSEPH J. ZILBER SCHOOL OF PUBLIC HEALTH  
AT THE  
UNIVERSITY OF WISCONSIN – MILWAUKEE

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

October 17-19, 2016

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## Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Joseph J. Zilber School of Public Health at the University of Wisconsin – Milwaukee. The report assesses the school's compliance with the *Accreditation Criteria for Schools of Public Health, amended June 2011*. This accreditation review included the conduct of a self-study process by school constituents, the preparation of a document describing the school and its features in relation to the criteria for accreditation, and a visit in October 2016 by a team of external peer reviewers. During the visit, the team had an opportunity to interview school and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the school and verify the self-study document.

In 1956, Wisconsin State University–Milwaukee merged with the University of Wisconsin–Extension to form the University of Wisconsin–Milwaukee (UWM). The university is Wisconsin's only public urban research university and employs over 700 faculty members. Over 28,000 students attend UWM: 23,000 undergraduate and 5,000 graduate students. UWM has 13 schools and colleges and offers 84 undergraduate programs and 48 graduate programs, including 22 doctoral degree programs.

The Joseph J. Zilber School of Public Health (Zilber SPH) was established in 2009 by the UW Board of Regents. The school's inaugural degree program was the PhD in environmental and occupational health; there were two primary faculty and eight students enrolled in the program. In 2011, the school began offering its first MPH degrees in environmental and occupational health and community and behavioral health promotion. The school has now grown to offer five MPH concentrations and three PhD concentrations.

The Zilber SPH was accepted as an applicant for CEPH accreditation in June 2014, and this is its initial accreditation review.

## Characteristics of a School of Public Health

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

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

These characteristics are evident in the Zilber SPH at UWM. The Zilber SPH is a part of a regionally accredited institution. UWM is regionally accredited by the Higher Learning Commission and received a 10-year accreditation term in August 2015. The dean, faculty members, staff and students have the same rights, privileges and status as other schools and colleges at the institution.

The school's mission, goals and value statements emphasize the importance of instruction, research and service, and its organizational culture embraces core public health values and goals. The school functions as a collaboration of disciplines and supports interdisciplinary collaboration to address the health of the community.

The school's faculty are trained in a variety of disciplines, and they ensure that the environment provides linkages to public health practice experiences for students.

## 1.0 THE SCHOOL OF PUBLIC HEALTH.

### 1.1 Mission.

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

This criterion is met. The Zilber SPH has a clearly formulated and publically stated mission with supporting goals, objectives and values. The guiding statements have been vetted through an extensive and collaborative process involving Zilber constituents. The mission was developed at the inception of the school by a planning committee consisting of faculty and staff across the university, as well as practitioners in local public health. A diverse group of faculty, research staff, administrative staff, students and community partners engaged in a detailed review of the mission and goals during the accreditation self-study development phase. A Mission and Goals Workgroup, comprising faculty, staff, students and practitioners, drafted a revised version of the mission and goal statements, which were vetted and approved by the faculty-at-large in August 2015.

*The mission of the Joseph J. Zilber SPH of Public Health is to advance population health, health equity, and social and environmental justice among diverse communities in Milwaukee, the state of Wisconsin, and beyond through education, research, community engagement, and advocacy for health-promoting policies and strategies.*

Seven goals were developed across the areas of education/instruction, research, community engagement/service and organization. Corresponding measureable objectives were developed for each goal statement. Initiated by the school's self-study workgroups, development of the objectives was an iterative process involving input from the school's Academic Planning Committee and Graduate Program Committee. The self-study workgroups identified the initial objectives and established draft targets, while the Academic Planning Committee and Graduate Program Committee reviewed and edited the objectives and targets based on faculty, research and programmatic data. Resulting from this process were 33 education-related objectives, 13 research-related objectives, seven service-related objectives and 11 organization-related objectives. Having clear alignment with their corresponding goal statements, these adopted objective statements are appropriate indicators of the school's achievement in carrying out its education, research, service and organizational functions.

The school has developed six value statements that demonstrate its core principles as it relates to individual and collective engagement in research, instruction, service and public health practice. The Zilber SPH values integrity, accountability, collaboration, diversity and inclusion, health equity and social and environmental justice. Site visitors found these values apparent in the organizational environment and practices of the Zilber SPH.

## 1.2 Evaluation and Planning.

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

This criterion is partially met. The Zilber SPH has outcome measures to monitor and evaluate its overall effort toward achieving its mission and goals. The school's outcome measures assess its effectiveness in serving its students and local public health constituents. In 2013, the school began an iterative process of developing and refining its mission, goals and outcome measures. The development of outcome measures was led by faculty and staff workgroups convened to develop the self-study document.

Site visitors confirmed broad participation from school constituents during the analytical self-study process. The self-study document was well prepared with a minimal need for revision and clarification on-site. Faculty, staff, administrators and community partners demonstrated engagement in the school's monitoring and evaluation processes.

The evaluation framework in the self-study document includes strategic goals and objectives with indicators, data sources, methods of collection and responsible parties. The school presents three years of performance data for objectives with clearly defined targets. Overall, the targets and objectives serve as useful measures for assessing the program's effectiveness in serving its constituencies and achieving its mission and goals. The school's performance against objectives shows that the school is largely progressing toward its intended educational, organizational, research and service outcomes.

The concern relates to the nascence of monitoring and evaluation processes. The school has not yet begun to use its evaluation results in planning and decision making. Because many evaluative processes are newly developed, activities surrounding ongoing monitoring have not yet become systematic. The site visit team acknowledges that some programs have not been in operation long enough for the school to derive meaningful trend data. During on-site discussions, site visitors learned that the school's MPH Coordinating Committee and Community Advisory Board are to serve as the primary vehicles through which monitoring and decision making will occur.

## 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. UWM is accredited by the Higher Learning Commission. The Zilber SPH has equal level of independence and status afforded to other colleges and schools, and the dean is an administrative equal among other deans at UWM.

Along with deans from across the institution, the Zilber SPH dean reports to the provost/vice chancellor for academic affairs. During on-site discussions with university administration, the site visit team was informed of the overall high regard for the Zilber SPH's administration, faculty, staff and students. University administrators expressed continued support for providing financial resources to the Zilber SPH even during the recent state budget cuts. University administrators will honor all commitments to the school and are engaged in the hiring of a permanent dean, since an interim dean currently leads the school.

The Zilber SPH dean's authority is derived from the chancellor via the provost/vice chancellor for academic affairs. The dean provides leadership for the school and exercises responsibility for its administrative and academic operations. The dean has full authority to allocate the budget for daily operations and works with the provost and the assistant dean for business and finance for fiscal planning.

The Zilber SPH adheres to the university's policies for the selection of faculty. The school manages its faculty searches through the Executive Committee, which is composed of tenured faculty members. This committee reviews candidate files and makes recommendations through the faculty chair to the dean. The Executive Committee also evaluates faculty for promotion and tenure, and makes recommendations to the dean. The dean seeks the advice of the appropriate UWM divisional Promotion and Tenure Committee. The dean's recommendations are then sent to the provost, who transmits his recommendations to the UW Board of Regents, where a final decision is made.

#### **1.4 Organization and Administration.**

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

This criterion is met. The Zilber SPH operates with five concentration areas: biostatistics, community and behavioral health promotion, environmental health sciences, epidemiology and public health policy and administration. Each concentration area has a faculty lead who convenes meetings and serves as a communications point person for the group. Through its non-departmentalized structure, the Zilber SPH has an organizational setting that facilitates interdisciplinary communication, cooperation and collaboration. During discussions on-site, site visitors learned of the regular opportunities for faculty and staff to share information related to curriculum through the school's committee structure. Agenda items from the various committees are discussed at the monthly faculty-wide meetings.

The Zilber SPH supports collaborative efforts across the five concentration areas and with other departments and colleges within the university. The associate dean for research has sponsored periodic sessions on interdisciplinary collaboration in the school through research forums. Zilber SPH faculty members are engaged in research projects with colleagues in other units on campus such as the School

of Freshwater Sciences, Department of Biological Sciences, Department of Geography and the Urban Studies Program, as well as Marquette University and the Medical College of Wisconsin. In addition, several Zilber faculty are currently members of interdisciplinary university centers and institutes, including the Center for Urban Population Health, Center for Applied Behavioral Health Research and Center for Aging and Translational Research.

### **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's governance structure facilitates decision making and policy setting from faculty across the school, as well as input from students where appropriate. It is through participation in the Public Health Graduate Student Association that students are selected to participate on school-wide governance committees. Student representation on committees provides a mechanism for student feedback to faculty and administration.

The governance committees for the school include the Faculty Council, Executive Committee, Academic Planning and Budget Committee, Graduate Program Council, MPH Coordinating Committee and a newly formed PhD Coordinating Committee. All committees are charged with meeting monthly.

The Faculty Council is an all-faculty committee providing a venue to gather faculty consensus and input on school-wide functions. In general, questions concerning educational and administrative policy and department operations are under the authority of the Faculty Council.

The Executive Committee, composed of tenured faculty, recommends faculty appointments, dismissals, promotions, salary adjustments and merit allocations to the dean. The committee also conducts periodic performance reviews of faculty members, addresses various personnel matters and establishes faculty workload policies.

The Graduate Program Council is responsible for overseeing all graduate programs within the school and reviewing proposals for new graduate programs. The committee is composed of the senior graduate program manager, senior public health specialist, MPH program director, faculty representatives from each concentration, two students and the dean.

The MPH Coordinating Committee is a sub-committee of the Graduate Program Council and oversees implementation of MPH curricula, admissions procedures and aspects of student affairs. The committee is composed of a faculty representative from each concentration, the senior graduate program manager and



an MPH student. The newly formed PhD Coordinating Committee will use the MPH Coordinating Committee as a template for its structure and charge.

The Academic Planning and Budget Committee is responsible for recommending long-term strategic plans and goals and advising the dean on budgetary decisions. The committee comprises the assistant dean for business and finance, who is ex officio, and five members who are broadly representative of the faculty. The collaborative nature of the school's governance structure is evidenced by a close working relationship between administration, faculty and the Academic Planning and Budget Committee. As an example of the effectiveness of the governance structure, faculty proposed the creation of a school research incentive policy in AY 2014-2015. This proposed policy was reviewed by the Academic Planning and Budget Committee and then approved by the Faculty Council in May 2015.

In addition to school-wide committees, Zilber faculty have participatory roles in governance at the university levels. Faculty have served on committees such as the Faculty Senate, the Provost Search Committee and the Affirmative Action in Faculty Employment Committee.

There was universal consensus among faculty and staff that a shared/non-departmental form of governance created a non-siloed environment in which the free exchange of ideas was shared across the school. School constituents stated that this model of governance allows the timely flow of ideas and appropriate decision making needed for a fast growing school.

### **1.6 Fiscal Resources.**

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

This criterion is met. The school has access to sufficient fiscal resources to fulfill its mission, goals and objectives. The school's budget is based on five sources: 1) tuition, 2) online course fees, 3) indirect cost recovery, 4) grants and contracts and 5) facility usage fees. The school receives an 80% return on student tuition. Tuition revenue is distributed to the school in an annual university allocation which includes a base budget allocation and carry forward balances from temporary funding. The Zilber SPH assesses a fee for its courses offered in an online format. The school retains 90% of this revenue, and 10% is allocated to the provost. Regarding indirect cost recovery funds, the school receives a 30% return on eligible grants. Ten percent of this amount is returned to the principal investigator. Faculty receive grants and contracts from federal and non-federal sources. Surges in grant and contract funds as displayed in Table 1 reflect the grant activities of new faculty relocated from a previous institution. The final source of income for the school derives from fees charged to constituents for the use of Zilber SPH facilities.

Table 1 shows the program's budget for FY 2011 through FY 2015.

**Table 1. Sources of Funds and Expenditures by Major Category, FY 2010 – FY 2016**

<b>Source of Funds</b>							
	2010	2011	2012	2013	2014	2015	2016
Tuition & Fees <sup>1</sup>		4,621	48,365	6,220	15,359	29,691	101,149
University Funds <sup>2</sup>	1,723,643	3,383,789	4,624,357	5,014,705	5,597,893	6,135,866	5,487,215
Grants/Contracts <sup>3</sup>	132,732	701,929	1,216,965	1,762,284	1,249,391	4,293,135	2,365,978
Indirect Cost Recovery	-	13,911	50,014	114,271	88,623	154,288	170,214
Other – Facility Usage	-	-	-	5,234	42,749	26,320	14,778
<b>Total</b>	<b>1,856,375</b>	<b>4,104,250</b>	<b>5,939,701</b>	<b>6,902,714</b>	<b>6,994,015</b>	<b>10,639,300<sup>3</sup></b>	<b>8,139,334</b>
<b>Expenditures</b>							
	2010	2011	2012	2013	2014	2015	2016
Faculty Salaries	402,497	901,213	2,078,302	2,492,877	3,422,493	4,057,406	3,678,963
Staff Salaries	77,780	153,677	197,464	321,565	320,309	340,603	345,838
Operations <sup>3</sup>	451,284	1,233,094	1,960,900	1,670,547	1,397,041	4,837,824	2,304,976
Travel	16,556	42,680	64,243	104,929	164,653	145,847	132,588
Capital Equipment	532,322	591,806	79,666	153,239	7,272	35,606	0
Fringe Benefits	187,390	456,304	765,089	884,630	1,234,593	1,439,892	1,361,274
<b>Total</b>	<b>1,667,829</b>	<b>3,378,774</b>	<b>5,145,664</b>	<b>5,627,787</b>	<b>6,546,361</b>	<b>10,857,178<sup>4</sup></b>	<b>7,823,639</b>

<sup>1</sup> The significant increase in FY 2012 in tuition and fees is due to course availability, enrollment increases and distance education fee increases in FY 2014, 2015 and 2016.

<sup>2</sup> The university funds row includes base budget allocations, carry forward balances of temporary funding and 80% of the tuition returned to the school per the marginal tuition revenue model allocation, with the exception of distance education fees. The tuition and fees row only includes the fees received for distance education. The Zilber SPH receives 90% of distance education fees and the provost retains 10%.

<sup>3</sup> The large increases in operations expenditures from FY 2011 to FY 2012 and FY 2014 to FY 2015 are from grant activity and transferring grants from faculty members' previous institutions and allocating sub-awards account.

<sup>4</sup> For FY 2015, total expenditures exceeded total sources of funds due to the timing of grant expenditures and receipt of grant funding when the report was generated on December 16, 2015. Grant funding will equal grant expenditures when grants are closed.

The school's building was funded through a gift from the Zilber family, real estate investors who purchased the Pabst Brewery Complex in downtown Milwaukee. The Zilber family made a second gift in 2014 for scholarships. During on-site meetings with university administrators, a commitment was expressed to provide the school with sufficient faculty lines to comply with CEPH accreditation standards. The administration honors this commitment in spite of state budget cuts impacting the university. The Zilber SPH has been shielded from most effects of these funding challenges. While other colleges and schools at UWM have interim deans, as does the Zilber SPH, university administrators expressed a priority to secure a permanent dean for the Zilber SPH as soon as possible.

Faculty and administrators at the school and university levels spoke of seeking innovative mechanisms to fulfill personnel needs. Mechanisms include the use of visiting professors to fulfill immediate faculty vacancies and partnering with other academic units to share staff resources and salary costs.

### **1.7 Faculty and Other Resources.**

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

This criterion is met. The Zilber SPH offers degrees across the five core areas of public health. MPH degrees are offered in all five areas and PhD degrees are offered in three areas. The school has a contingent of 27 faculty at 1.0 FTE each who support instructional programming. The public health policy and administration concentration offers solely an MPH degree and has maintained sufficient faculty resources across the last three academic years. In AY 2016-2017, the primary faculty headcount and FTE were reported at 5.0 – an increase of two primary faculty and FTE from the previous academic year. The student/faculty ratio (SFR) provides further evidence of faculty resource adequacy for this concentration, as it has averaged 3:1 across the last three years.

The epidemiology concentration has likewise maintained adequate faculty resources over the last three academic years. This MPH-only concentration averages a 2:1 SFR and increased its primary faculty headcount and FTE since AY 2015-2016, resulting in six primary faculty and FTE as of AY 2016-2017.

The community and behavioral health promotion concentration offers an MPH and PhD degree and has maintained a stable primary faculty headcount and FTE over the last three academic years. With seven primary faculty dedicating 1.0 FTE each and an SFR of 4:1, this concentration meets the quantitative threshold for adequate faculty resources.

The environmental health sciences concentration offers an MPH and PhD degree and has five primary faculty dedicating 1.0 FTE each to the school. SFRs for this concentration have averaged 4:1 across the last three years, yielding an appropriate ratio to ensure effective student/faculty interactions.

The biostatistics concentration, offering an MPH and PhD degree, had adequate faculty resources in AY 2014-2015 and AY 2015-2016. A headcount of five primary faculty at 1.0 FTE each were reported across these two years. In AY 2016-2017, the school reported the departure of a primary faculty member, resulting in a primary faculty headcount and FTE that falls below the quantitative threshold for adequate faculty resources. While the primary faculty FTE is 4.0, the total faculty FTE is higher, at 4.5, as the concentration's primary faculty contingent is supplemented by a secondary faculty member devoting .5 FTE. Because this concentration enrolls fewer than 10 students per year, the consistent SFR of less than 2:1 suggests that the size of the faculty complement in relation to the size of the student body supports effective student/faculty interactions. Effective August 2017, a visiting assistant professor will join the biostatistics faculty and therefore, in fall 2017, the biostatistics concentration will have five primary faculty.

The school employs 11 non-faculty, non-student personnel to support its operations. Nine personnel are full-time and commit 1.0 FTE each to the school. Two personnel are part-time and commit 0.5 FTE each to the school. The school's full-time personnel manage functions such as human resources, finance, development, degree program administration and community engagement. Part-time personnel manage communications and student admissions.

The school identifies two outcome measures to assess adequacy of its personnel resources. The first outcome measure relates to maintaining an average student/faculty ratio of 7:1 or less. The school has met this goal for each of the last three years. The second outcome measure relates to maintaining at least 9.0 FTE administrative staff. The school has also met this goal for each of the last three years.

The school's physical facilities sufficiently enable faculty, staff and students to carry out educational and research functions. The Zilber SPH is dually located in the Pabst Brewery building in downtown Milwaukee and the Kenwood Interdisciplinary Research Complex (KIRC) on the UWM campus. The school has been housed in the newly renovated Pabst Brewery since 2012 and in summer 2015 expanded to the KIRC facility, providing access to state-of-the-art wet and dry laboratories for use by public health faculty. The SPH has access to over 28,000 square feet of space in the Pabst Brewery, which includes faculty and staff office space, classrooms equipped with projection and audio systems, seminar rooms, study carrels for students, common space for hosting group gatherings or events and a 40-station computer lab equipped with SAS, SPSS and Stata. Wireless connectivity is available in SPH facilities and information technology support is available through an IT consultant and the university's IT office.

In the KIRC facility, the SPH occupies the fifth floor, which houses environmental health faculty offices, environmental health sciences wet labs and biostatistics dry labs.

The university's Golda Meir Library serves SPH faculty and students. Funds to support library services for public health faculty and students are derived from multiple sources. Funding from the Dr. Richard Foregger Research Fund supports access to online public health-relevant resources. Funds from UWM's Graduate School support publication assistance and document-delivery services. To support access to biomedical and basic sciences resources and data management services, the SPH has cooperative agreements with libraries of the following institutions: the Medical College of Wisconsin, Marquette University and the UW System libraries. Faculty who met with site visitors were complimentary of the library's resources and infrastructure to support instructional and research activities.

### **1.8 Diversity.**

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

This criterion is partially met. The school exercises a commitment to diversity in its personnel and student recruitment practices. Zilber embraces university policies that address diversity in employment practices and retention of staff and faculty. The school identifies under-represented racial/ethnic groups as African American, Hispanic and Southeast Asian. Faculty who met with site visitors expressed that the school, in concert with university policies, supports an environment that is free of harassment and discrimination. The university's discriminatory conduct policy, anti-bullying policies, code of conduct and grievance policies are stated in the Employee Handbook and Graduate Student Handbook. The university offers resources related to diversity through the Office of Equity and Diversity Services, human resources and multicultural student centers. The Zilber SPH has had representation at diversity workshops and meetings across the university.

The school defined a goal to "attract, support and sustain a diverse student, faculty and staff community to ensure an inclusive and collaborative work environment." This goal is aligned with the university's strategic plan and the school's mission and values statements regarding health equity, social and environmental justice. These guiding principles are also found in the MPH and PhD program competencies.

Data referenced in the self-study reveal that the school exceeds parity for women, with 56% of faculty identified as female. Thirty-six percent of faculty identify as racial/ethnic minorities, exceeding the school's 29% goal. The school is not meeting its goal of 20% minority students. Data across the last five academic years show a decreasing trend of minority student enrollment (20% in AY 2012-2013 and 14% in AY 2016-2017). In an effort to increase enrollment of students from diverse backgrounds, Zilber SPH staff utilize national data sets and a GRE search service to identify and recruit students across the U.S. who identify as racial/ethnic minorities and meet admission standards.

The concern relates to the nascent stage of school-specific diversity plans and strategies to support its mission of educating diverse populations. While the school has not met self-identified goals for under-represented students, it has exceeded the diversity goals of the university. Faculty and staff who met with

site visitors spoke to social and economic factors that affect the available pool of diverse graduate students. Zilber constituents acknowledged the need to develop an explicit plan to meaningfully address the recruitment of African American, Hispanic and Southeast Asian students. Elements of the plan might include enhanced scholarship opportunities, an undergraduate degree in public health, cultural competency training, targeted local student mentorship and the creation of an Office of Practice and Community Engagement. University and school administrators acknowledged the impact of budget constraints regarding hiring of additional administrative staff to assist with recruitment activities and the creation of the Office of Practice and Community Engagement.

## 2.0 INSTRUCTIONAL PROGRAMS.

### 2.1 Degree Offerings.

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

This criterion is met. The Zilber SPH offers an MPH in the five core knowledge areas of public health and a PhD degree in three of the five core areas, as illustrated in Table 2. Zilber’s five core MPH concentrations include biostatistics, community and behavioral health promotion, environmental health sciences, epidemiology and public health policy and administration. The PhD concentrations include biostatistics, community and behavioral health promotion and environmental health sciences.

<b>Table 2. Instructional Matrix – Degrees &amp; Specializations</b>		
	<b>Academic</b>	<b>Professional</b>
<b>Masters Degrees</b>		
Biostatistics		MPH
Community and Behavioral Health Promotion		MPH
Environmental Health Sciences		MPH
Epidemiology		MPH
Public Health Policy and Administration		MPH
<b>Doctoral Degrees</b>		
Environmental Health Sciences	PhD	
Biostatistics	PhD	
Community and Behavioral Health Promotion	PhD	

MPH curricula across the concentrations consist of required coursework in the five core areas of public health, four to five concentration-specific courses (depending on the concentration), elective coursework, a practicum experience and a culminating experience. MPH curricula features “s” electives: a set of concentration-related coursework designed to supplement required concentration coursework. Curricula across concentrations require students to select one to three “s” electives. Beyond required concentration

coursework and “s” electives, four of the five MPH concentrations require one to two additional elective courses. The school maintains a list of the approved elective courses available for each concentration. Students may select electives from the pre-approved list or work in consultation with an advisor to select an alternative course.

The Zilber SPH website and Graduate Student Handbook serve as a comprehensive resource for degree information. The Graduate School’s website is also a source of comprehensive degree information and includes descriptions of courses offered by the Zilber SPH. Upon review of course descriptions and syllabi, site visitors confirmed sufficient depth of training in public health in each degree program and concentration.

### 2.2 Program Length.

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

This criterion is met. The MPH program requires 42 to 44 semester-credit hours for degree completion. No degrees have been awarded for fewer than 42 credits.

Operating on a semester system, UWM requires at least 48 hours of classroom contact and out-of-class preparation for one credit hour. UWM’s academic year consists of a 15 or 16 week fall and spring semester, a three-week winter semester and summer semesters ranging from three to 12 weeks. The SPH offers its didactic courses primarily during the fall and spring semesters and reserves the summer semesters for offering the Introduction to Public Health course, as well as research and dissertation, independent study, study abroad and practicum credits.

### 2.3 Public Health Core Knowledge.

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

This criterion is met. All MPH students complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge, as shown in Table 3. Site visitors’ review of syllabi indicate an appropriate depth in each core area. The core competencies are incorporated throughout the core courses and are reinforced through concentration courses.

<b>Core Knowledge Area</b>	<b>Course Number &amp; Title</b>	<b>Credits</b>
Biostatistics	PH 702: Introduction to Biostatistics	3
Epidemiology	PH 704: Principles and Methods of Epidemiology	3
Environmental Health Sciences	PH 703: Environmental Health Sciences	3
Social & Behavioral Sciences	PH 706: Perspectives in Community and Behavioral Health	3
Health Services Administration	PH 705: Public Health Policy and Administration	3

## 2.4 Practical Skills.

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

This criterion is met. All MPH students are required to complete a field experience in public health. The required course for the field experience is PH790: Field Experience in Public Health, which is a three-credit-hour course requiring 240 field contact hours (80 hours per credit). Strengths of the field experience include meaningful products delivered to the host site, competency attainment and academic and career advising. Students typically complete the practicum in the summer semester between their first and second year of the program.

The Field Experience Handbook outlines the contact hour requirements, programmatic competencies and the roles and responsibilities of involved parties. Faculty advisors, course instructors and the community engagement coordinator work with students to match student interests with host organizations' needs. Sites that are selected for the field experience have a public health or population health focus. Students meet with the faculty advisor and community engagement coordinator before contacting sites. Once the site and project have been approved, the student must complete a learning agreement that outlines at least four competencies, with companion learning objectives and activities that the student will achieve via the field experience. The learning agreement also outlines the final product for the agency and is signed by the student, preceptor, course instructor and faculty advisor. The learning agreement assists the faculty advisor with ongoing supervision of students during their field practice experience. Field supervision of student projects is enhanced by submission of daily activity logs to the faculty advisor and course instructor so that timely feedback and guidance can be given when needed. All parties understand that communication is bi-directional and may occur at any time.

The student, upon project completion, submits agency deliverables to the preceptors, faculty advisor and course instructor. The preceptor uses a grading scale (1-5) to evaluate the student on field experience requirements and deliverables, programmatic competencies and work habits. The preceptor's evaluation is reviewed by the faculty advisor and course instructor. The field practicum construct was confirmed in meetings with staff and faculty. Students also evaluate preceptors based their experience with the organization and the suitability of the site for future student placements. The course instructor is responsible for submitting the final grade

Constituents who met with site visitors spoke of the field experience as a cooperative effort between the student, preceptor and Zilber faculty and staff. Preceptors noted a strengthening in the communication practices and documentation for the experience.



In 2015, an option for a reduced, 160 credit-hour practicum was created for students working full-time in public health. Students requesting a reduction must submit a written rationale for approval by the faculty advisor, course instructor and MPH program director. To date, no student has submitted a request for the reduction.

## **2.5 Culminating Experience.**

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

This criterion is met. The culminating experience is required of all MPH students for degree completion. Students complete the experience through enrollment in the Capstone Course in their final semester of the program. The two-credit hour course meets weekly and is designed to guide students in the successful completion of a capstone project through classroom activities, readings and instructor feedback on project components. The course instructor, as well as the student's faculty advisor, provides oversight of the capstone project and continual feedback to the student to ensure competencies are addressed and synthesis and integration are achieved.

Expectations for the capstone are clearly outlined/articulated in the Capstone Course syllabus. Capstone projects must identify a public health problem and define a solution that addresses the need. The culminating experience commences with the development of a project proposal and identification of competencies to address through the experience. To demonstrate integration and synthesis across the curriculum, students must identify three core competencies, three competencies related to their concentration area and at least one competency from two additional concentrations. Through competency assessment worksheets associated with the capstone project, students describe how their activities and deliverables will demonstrate achievement of the selected competencies. Students and faculty who met with site visitors confirmed the requirement to demonstrate a breadth of competencies from across the curriculum.

The capstone has two main deliverables. For the first deliverable, students are expected to produce a high quality, 20-page written report that includes an abstract, a hypothesis/statement of purpose, a description of the methodology used, a discussion of the public health impact/relevance and a literature review, among other components. The second deliverable is a professional poster, which students share at a school-wide capstone presentation session. The poster component of the project represents 15% of the student's final grade and is graded based on the quality of the student's presentation and his/her ability to answer specific questions about the project raised by faculty, staff, students and preceptors.

Recent capstone projects have focused on assets and barriers to weight management among Black women, climate effects and public health adaptation and head trauma prevention among children. A review

of capstone project proposals, papers and presentations by site visitors confirm that products are high quality and demonstrate broad integration of public health knowledge.

## **2.6 Required Competencies.**

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

This criterion is met. Core competencies have been developed and vetted for the MPH and PhD degree programs. The competencies were based on ASPPH's Core Competency Model and the Council on Linkages' Core Competencies for Public Health Professionals. The Framing the Future Report was also used to inform the competencies. A curriculum development specialist from the UWM Center for Excellence in Teaching and Learning facilitated the competency development process. Competency sets were developed and vetted for each of the five MPH concentrations. Competencies were developed and vetted for the three PhD concentrations. A comparison of MPH and PhD concentrations in the same disciplines indicate a much higher level of competency attainment for the PhD programs compared with respective MPH programs.

Competencies were mapped to learning experiences represented by courses for core and concentration designations. The Zilber SPH uses a three-tier system to rank the level of competency attainment associated with each course: level one = comprehending, level two = developing and level three = advanced. The school has identified the need to continually make curricular refinements to ensure competency attainment at the developing and advanced levels. In addition, the school recognizes the need for monitoring through feedback systems the delivery of course content and other experiences for competency attainment.

Competencies are made available to students through the school's website and are included on course syllabi. Students with whom the team met on site said that they were aware of the competencies, their importance and role (particularly in the practicum experience) and methods of self-assessment.

## **2.7 Assessment Procedures.**

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

This criterion is partially met. The school assesses all students on competency attainment beyond course grades. The school assesses PhD students' attainment of competencies through the qualifying exam, preliminary exam, the written dissertation and oral defense. For the MPH program, the school identifies competency self-assessments, the practicum and the capstone as three mechanisms for assessing the

extent to which each MPH student demonstrates achievement of program and concentration-specific competencies. The Likert-scale competency self-assessments solicit students' perception on their knowledge of both core and concentration-specific competencies. Self-assessments are distributed to students in the fall semester upon entry into the program and in each subsequent spring semester. The first entry self-assessment was distributed in fall 2016 and the first spring self-assessment was distributed in spring 2016. Data from assessments have not yet been reviewed by faculty, but it is anticipated that review of aggregated competency data will be the role of the MPH Coordinating Committee. The second competency assessment mechanism highlighted by the school is the practice experience. Competencies are spelled out by the student in the work plan and preceptors evaluate students on their demonstration of competencies during the practicum. The final competency assessment mechanism is the capstone. Faculty, staff and students who met with site visitors confirmed that students must address a broad range of competencies through the capstone. In the capstone, faculty members evaluate students on items such as their ability to understand relevant theories and make practice-orientated recommendations. The capstone course instructor provides the final grade with input from faculty via the capstone project rubric and poster presentation rubric.

The school assesses alumni and employers on graduates' ability to perform competencies in a workplace setting. The first surveys were distributed to alumni in summer 2015 and to employers in spring 2016. Alumni who met with site visitors expressed that they felt prepared to enter the workforce after completing the MPH program. Both preceptors and employers expressed that the students and alumni are prepared to perform practicum expectations and enter the workforce after graduation.

The school monitors graduation and job placement rates. For the last three MPH cohorts that have reached 12 months post-graduation, the school has achieved a job placement rate of 88%-100% for graduates who can be located, which exceeds this criterion's threshold. The school has graduated three PhD students to date and has achieved a 100% job placement rate for these graduates.

The Graduate School allows seven years for degree completion for master's degrees. No cohorts in the MPH program have reached the maximum allowable time to graduate, as the first cohort began in AY 2011-2012. While this first cohort has reached a 54% cumulative graduation rate (7/13), its attrition rate is at 31%, resulting in a graduation rate that could not reach CEPH's 70% threshold. Two subsequent cohorts have already exceeded the graduation threshold, reaching 74% and 78%. Another subsequent cohort has reached a 50% graduation rate to date and shows promising trends toward achieving the graduation threshold.

For PhD programs, the Graduate School allows 10 years for degree completion. The school's PhD programs in biostatistics and community and behavioral health promotion have not been in existence for

10 years and have not yet had graduates. The PhD in environmental health sciences has had two cohorts that have reached the maximum allowable time to graduate, which the school defines as six years. The degree completion rates for the two cohorts have not reached the 60% threshold and attrition rates have exceeded 40%. The first cohort began in AY 2009-2010 and has achieved a 43% graduation rate to date, falling below CEPH's 60% graduation threshold for doctoral students. The cohort entering in AY 2010-2011 is the second cohort that has reached six years to graduate. This cohort enrolled one student who withdrew in the third year of the program. The degree completion rates for the two cohorts have not reached the 60% threshold, and attrition rates have exceeded 40%. Two subsequent cohorts that have not yet reached the maximum allowable time to graduate have also exceeded a 40% attrition rate, meaning that these cohorts will not reach the 60% graduation threshold.

The concern relates to attrition rates for the PhD degree in environmental health sciences. Four cohorts between AY 2009-2010 and AY 2013-2014 have experienced attrition rates of 50% or higher, thus these cohorts will not reach CEPH's 60% graduation threshold. It should be noted that the small size of students of each cohort exacerbates attrition rates (enrollment ranged between one and eight students each year for the aforementioned cohorts).

Since the site visit, the Evaluation Working Group has analyzed a full cycle of spring 2016 and spring 2017 competency self-assessments and reviewed data from two sets of alumni and employer surveys. Findings will be used to recommend improvement actions.

## **2.8 Other Graduate Professional Degrees.**

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

This criterion is not applicable.

## **2.9 Bachelor's Degrees in Public Health.**

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

**Required Coursework in Public Health Core Knowledge:** students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

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

**Capstone Experience:** students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or

sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

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

This criterion is not applicable.

#### **2.10 Other Bachelor's Degrees.**

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

This criterion is not applicable.

#### **2.11 Academic Degrees.**

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

This criterion is met. The Zilber SPH offers academic degrees at the doctoral level, including a PhD in environmental health sciences and a PhD in public health with concentrations in biostatistics and community and behavioral health promotion. All PhD students are required to complete 12 credit hours of PhD common core coursework, which includes: PH702: Introduction to Biostatistics, PH704: Principles and Methods of Epidemiology, PH819: Social and Environmental Justice and PH801: Seminar in Public Health Research. These courses provide exposure to the five core areas of public health, as well as research methodologies.

The three doctoral programs require, at a minimum, that students to complete a written and oral comprehensive examination that is taken after completion of the didactic coursework. All PhD students are also required to develop a written research dissertation concluding with an oral dissertation defense.

#### **2.12 Doctoral Degrees.**

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

This criterion is met. The school offers three doctoral degrees: a PhD in community and behavioral health promotion, a PhD in biostatistics and a PhD in environmental health sciences. A fourth doctoral program in epidemiology is currently being developed and is expected to be approved by the university no later than June 2017. All doctoral students must prepare a written dissertation and corresponding oral defense. Review of the curricula verified that each discipline demonstrated an appropriate level of in-depth doctoral-

level coursework for their discipline. Faculty who met with site visitors stated that additional courses are being developed to increase the breadth of public health knowledge for the doctoral students.

All PhD students are required to complete a minimum of 60 credit hours of coursework beyond the bachelor's degree, which includes 12 hours of common core courses in public health. A blend of required concentration classes, elective classes and doctoral research hours fulfill the didactic and research requirements for each of the three doctoral concentrations.

Full-time doctoral students are awarded assistantships as available. Opportunities exist across the school for graduate research assistantships. Further opportunities for support exist outside of the school and are distributed via the weekly student newsletter. Each year, the school nominates its PhD students for three university-wide fellowships. Three PhD students have received these awards, and one student received the Distinguished Graduate Student Fellowship. Faculty mentioned that additional sources of funding, beyond external grants, are being created with the help of private donors.

Within each concentration, faculty members are available to provide mentorship, teach advanced-level courses and provide research- and practice-related opportunities to support advanced degree students. The school also provides professional development seminars for graduate students on topics ranging from teaching to professional writing. Graduate professional and academic development workshops, sponsored by graduate studies program at UWM, are also available. These workshops include topics such as technology tools, IRB protocol preparation, job interviewing skills, searching for grant funding, endnotes and RefWork classes and working with the electronic classroom system.

### **2.13 Joint Degrees.**

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

This criterion is not applicable.

### **2.14 Distance Education or Executive Degree Programs.**

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

**education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.**

This criterion is not applicable.

### **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. Consistent with its mission, the school engages in research that impacts population health. More than 80% of the active and recently completed research projects list a collaborator with a local, state or national community-based organization. Faculty members during the past five years have been awarded grant funds from 16 different federal agencies. Two seed awards have been awarded to faculty to help provide post-doctoral and undergraduate funds to support two faculty projects. There are currently 15 active grants within the school but limited federal funding. A majority of the primary faculty published one to two peer-reviewed papers during the last three years and presented their research at one or more professional conferences.

The Zilber SPH's Office of Research Support, designed to offer pre- and post-award services, was strengthened by putting in place a permanent associate dean for research. Due to budget cuts at the state level, the school's Office of Research Support now works in concert with two other UWM schools to provide shared pre- and post-award support for faculty at lower cost. This cooperative, cost-saving structure, called the Shared Office for Administration of Research, became operational in July 2016. Throughout this transitional process, the associate dean for research – along with other related duties - has focused on minimizing disruptions to grant support services. Discussions with campus leaders indicated that they intend to build the university research profile and are fully cognizant of the need to provide support for increased grant activity. Faculty who met with site visitors were particularly complimentary of the research infrastructure, facilitating pre- and post-award support, as well as close out support.

The total for new research awards for AY 2015-2016 was \$823,971, a decrease from the previous two years. During on-site discussion with the faculty, site visitors learned that grant award fluctuation is due to new awards and onboarding of new faculty transferring larger existing grants from other institutions (as was the case in AY 2014-2015), as well as lower funding in other years. Total research expenditures were approximately \$2.09 million in AY 2015-2016. Zilber SPH faculty have been active in submitting external grant applications during AY 2015-2016, submitting 53 proposals requesting a total of over \$34 million.

There are currently numerous projects that focus on community-engaged research - a stated value of the school. Both the self-study and on-site discussions with faculty noted that this type of research is a hallmark and focus of the school. Engagements with communities on research endeavors are being conducted at the local, state, national, and international levels.

Doctoral students are expected to be heavily involved in research from the beginning of their studies at the Zilber SPH. Doctoral students are engaged in research through their faculty mentors, primarily working on faculty projects or in laboratories. Students' research work progresses to their own projects as they develop their dissertation plans in conjunction with their mentors. Nine MPH students are currently employed on faculty research projects, and some conduct research-based projects for their capstone class.

The SPH's research capacity is enhanced through access to UWM's High-Performance Cluster Computing Service. This open-access service supports educational and research clusters that are available for faculty and student use. SPH faculty have access to analytical and microscopy laboratories, as well as biotechnology and animal facilities. The wet lab facilities in the KIRC building for conducting environmental research contain with highly specialized, sophisticated analytical instrumentation, and labs are well designed to promote interdisciplinary research.

### **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 with commentary. Dedication to service is broad and diverse and is reflected in the school's mission statement, which references community engagement. The school and its faculty, staff and students demonstrate dedication to service through establishing partnerships with local health organizations (ie, the Milwaukee Health Department), regularly seeking feedback from the community through advisory councils (ie, the school's Community Advisory Board) and participating in statewide public health associations and community-engaged scholarship.

Numerous faculty serve on local boards and committees, including the YMCA, the Milwaukee Area Health Education Center and the Wisconsin Minority Health Leadership Advisory Council, among others. Notable areas of service include diversity, eliminating racial and ethnic disparities and urban health education initiatives. Student involvement in service is mainly evidenced through the Public Health Graduate Student Association, whose initiatives include an annual blood drive, food service/donations and helping with meal service and hygiene bags at St. Benedict's Community Meal.

To date, the academic/practice partnership between the school and the Milwaukee Health Department has resulted in 21 out of 68 (about 31%) of student field experiences. Health department staff serve as adjunct professors, preceptors for capstone projects and members of school's self-study workgroup. Health



department staff have formal research relationships with faculty that include projects on infant mortality and environmental health.

In 2015, the school formed an ad hoc committee for Practice and Community Engagement to set definitions and recommendations for community engagement and practice. The committee included a variety of community stakeholders and students, faculty and staff. In 2016, the school formed a standing Community Advisory Board Committee with a charge to address workforce needs and advance community-engaged research and practice. During the site visit staff, faculty and community partners confirmed participation in the advisory board and the board's responsibilities related to curriculum development, research and community engagement. The composition of the board includes faculty, academic and non-academic community partners.

Service is an important consideration for tenure and promotion of faculty. As of AY 2015-2016, 22% of primary faculty have listed community service activities with a health equity focus, and 88% of primary faculty documented at least one community and/or professional service. The self-study revealed that in AY 2015-2016, 22% of grant-funded research had a community-based component.

The commentary relates to the continuing development of infrastructure to support and identify community engagement activities. External funding support for service and creation of an Office of Practice and Community Engagement would assist in the evolution of faculty and student service regarding academic and community engagement opportunities. Continuing to foster the development of, and seek advice from, the Community Advisory Board regarding community engagement and service will also be important.

### **3.3 Workforce Development.**

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

This criterion is met. To inform its workforce development initiatives, the school has used sources such as the Wisconsin Public Health Workforce Report of 2011, conducted by the Wisconsin Department of Health Services, and the Wisconsin Center for Public Health Education and Training needs assessment conducted in AY 2012-2013. The school has also participated in discussions with other Wisconsin-based public health programs about opportunities for continuing education offerings at annual conferences of the Wisconsin Public Health Association and the Wisconsin Association of Local Health Department and Boards.

Since 2012, the school has offered continuing education programs, courses and events ranging from monthly "On Public Health" lecture series, to free courses and conferences. Recent continuing education programs include "Working Our Way Out of Poverty" (2015) and "APHA Webinar Series: The Flint Water Crisis and Beyond" (2016). The school has partnered with the Public Health Training Center at UW-Madison

to create a series of online modules for professionals based on the existing online social justice course developed by two Zilber School faculty. From 2012 – 2016, a total of 126 attendees participated in lecture series, courses, conferences and webinars.

In 2008, the school collaborated with the College of Health Sciences and the College of Nursing to offer a graduate certificate in public health. Over 65 students have completed courses through the certificate and 25 have completed the certificate program. Currently, admission to the certificate program is on hold pending approval of a new interprofessional graduate certificate of public and population health. It is anticipated that this new certificate will stimulate additional interest in the field of public health and serve as a potential recruitment vehicle for the school.

Since the site visit, the school has created a draft workforce plan that addresses the school's role in needs assessment, continuing education and convening of academic and community partners. Additionally, a revised Interprofessional Graduate Certificate in Public and Population Health was approved.

#### **4.0 FACULTY, STAFF AND STUDENTS.**

##### **4.1 Faculty Qualifications.**

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

This criterion is met. All faculty hold terminal degrees and have teaching responsibilities in areas consistent with their terminal degree preparation. Faculty demonstrate the competence to support the school's instructional programs. The school currently has 27 full-time faculty members with the distribution across ranks as follows: 14 assistant professors (54%), eight associate professors (31%) and four professors (15%). Twelve faculty are tenured (46%) and 14 are in probationary (ie, non-tenured) status (54%). The school currently appoints one visiting professor.

The school supports a variety of secondary appointments of adjunct and affiliated faculty whose research and/or practice in public health provides students with diverse perspectives and experiences. Of this group, two regularly teach courses and mentor students. Another 33 researchers and practitioners have contributed as adjunct faculty, guest lecturers, service on self-study workgroups and as speakers and field experience preceptors. Many secondary faculty members work at the Milwaukee Health Department, which shares a building with the Zilber SPH. The site visitors' meeting with community representatives, which included secondary faculty members, indicated a high level of commitment to being involved in teaching and practicum supervision.

Students who met with site visitors had positive perceptions of the faculty. Students described the faculty as diverse, accessible, resourceful, knowledgeable, encouraging and accountable.

#### 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 school adheres to faculty policies and procedures established by the university, with the school having the autonomy to set promotion and tenure criteria. The school has defined practices for evaluating faculty performance and ensuring opportunities for professional development and advancement of faculty. The Graduate Program Council developed a standardized course evaluation protocol that is administered near the end of each semester to elicit students' evaluation of the course quality and instructor effectiveness. Student responses are anonymous. The faculty chair compiles the results of the evaluations and provides feedback to each faculty member relative to any systemic problems and plans for remediation.

Faculty are also evaluated through annual faculty performance reports. The reports document the faculty members' accomplishments and are reviewed by the school's Executive Committee. Probationary (non-tenured) faculty are reviewed annually to ensure that they are meeting their research, teaching and service obligations and are on the trajectory for tenure and promotion. In the annual review, faculty submit their updated CVs, course evaluations and a personal statement electronically to the Executive Committee. Faculty provide data and narrative in the areas of research, teaching and advising, and service. Each faculty member is provided with written feedback from these annual reviews, as well as at the three-year contract renewal milestone.

The process for promotion and tenure requires faculty to submit materials by their sixth year and includes a recommendation from the Executive Committee to the dean. The dean seeks the advice of the appropriate campus-level divisional committee for approval and transmits his recommendation to the provost. The recommendation is then transmitted to the Chancellor and finally to the Board of Regents. UWM requires faculty to engage in a post-tenure review process.

All new faculty participate in a campus-wide faculty orientation that provides essential information about the UW System and campus governance policies, as well as personnel policies and procedures. New faculty are also provided orientation to resources including those offered for instructional design and delivery. The school provides a lecture series for faculty development on contemporary issues in public health and new and emerging methodologies and software. The school also provides a session on school policies and procedures, organizational structure, staff roles and responsibilities, committees, financial and budget systems, research support, the tenure and promotion process and student advising. New faculty are given a reduced course load for the first year. Faculty are also provided start-up packages for equipment and other needs such as for travel to present papers or facilitate research.

### 4.3 Student Recruitment and Admissions.

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

This criterion is met with commentary. The Zilber SPH has an access mission to increase educational opportunities for individuals from socioeconomically disadvantaged backgrounds and first generation college students. To support this mission, the school does not adopt quantitative thresholds as admissions criteria; rather it takes a holistic approach and gives considerable weight to qualitative indicators for success.

To submit an application, students must apply through SOPHAS and submit three recommendation letters and GRE scores. Since admission to the Zilber SPH is granted in concert with the Graduate School, students must also submit a secondary application directly to the Graduate School. The Graduate School seeks to admit students with the following prerequisites: a bachelor's degree and a GPA of at least 3.0 during the last two years of the applicant's baccalaureate program. If the school accepts a GPA less than 3.0, it must write a letter of reason to the Graduate School. Beyond the admissions requirements set by the Graduate School, individual concentrations in the school develop concentration-specific admissions criteria. For example, the MPH in biostatistics instituted a prerequisite that students must have successfully completed an undergraduate algebra or statistics course with a grade of B or better. When faculty in each concentration area review admissions applications, they do not apply singular admissions criteria; instead they apply a holistic approach and evaluate each candidate on his/her ability to undertake a career in public health.

The senior graduate program manager is responsible for developing the school's annual recruitment plan. Strategies include recruitment at local graduate school fairs and public health related conferences, as well as participation in the GRE Search Service and SOPHAS. The school has developed professional, comprehensive recruitment materials that highlight program requirements and the unique aspects of public health education at the Zilber SPH. The school utilizes a process called the "six touches" approach to recruit prospective students. This approach includes personal phone calls from faculty, staff and students, as well as notifications from the dean.

The school has seen fluctuation in the number of applicants across the last four years. The school attributes periods of increased application traffic to dedicated staff support for recruitment, as well as more recently increased visibility through enrollment in SOPHAS. Overall enrollment across the MPH and PhD programs has increased substantially from AY 2015-2016 to AY 2016-2017, which is attributed to participation in SOPHAS and the support of a part-time student assistant. On average, the school enrolls approximately half of the students it accepts.

The commentary relates to personnel resources for student recruitment efforts. Primary recruitment responsibilities rest with the part-time student assistant who is supervised and supported by the senior program manager. Recruitment activities are also supported by two student ambassadors and individual faculty and staff as available. While the part-time student assistant position has served the school well by monitoring the school's prospective student email account, speaking with prospective students and attending recruitment events, the school could benefit from increased personnel support to engage in robust student recruitment strategies. One recruitment strategy employed by the school to increase enrollment has been the "six touches approach," which involves direct contact from multiple school constituents. The school also anticipates that conferral of accreditation will attract more applicants and result in a higher matriculation yield.

#### **4.4 Advising and Career Counseling.**

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

This criterion is met. The school has an accessible advising and career counseling system. Students are assigned primary faculty members as advisors based on student-faculty interest and concentration area. During the new student orientation, students are introduced to their assigned advisors. Students and advisors are expected to meet twice per year. Newly matriculated students receive academic advising from the senior graduate program manager, who provides guidance on course selection in the first semester.

Since fall of 2015, faculty have been utilizing program/concentration-specific standardized advising forms and plan of study worksheets to ensure standardized advising. This format ensures that students will receive a minimum of two meetings per year to discuss course selection and progress on course competencies that are in line with the students' career interests. This system assists the advisor/advisee with selection an appropriate field experience in year one and the capstone experience in year two; including self-assessment of competencies each spring. Plan of study worksheets assist the advisor and the student in identifying coursework and credits needed for graduation. MPH and PhD students spoke highly of staff and faculty involvement regarding advising, including professional and academic referrals and career counseling. Students spoke to the benefits of an open door policy and ongoing council from faculty regarding the progress of their academic and career aspirations.

Faculty advisors also function as primary career mentors for students thereby assisting students with selection of field experience preceptors and capstone project partners. The aforementioned advising practices structure faculty provision of career advice and placement for students. The school, via the senior graduate program manager, has offered leadership development seminars, mock interviews, support for resume and cover letter development and assistance with fellowship applications. Job announcements are posted for students in a bi-monthly newsletter.

In the summer of 2015, the first alumni survey was issued to MPH graduates. Survey respondents rated field preceptors higher than faculty or staff regarding assistance with post-graduation job placement. One student highlighted the positive experience she had when requesting a change of advisors. The school has instituted a process for a continuous feedback loop between students and faculty. MPH and PhD students meet in separate groups to compile feedback so that individual perspectives can be heard and priority issues can be articulated. Once articulated, various faculty and administrative leaders review and prepare a response to student requests and issues. These issues are then discussed in a town hall meeting with all students and faculty. Students spoke to the value of this process in addressing any concerns.

Processes for resolution of student complaints and/or grievances are outlined in the Graduate Student Handbook. Non-academic complaints are handled by the university's Office of Equity/Diversity Services and the Office of Student Life. No formal grievances have been filed to date.

## Agenda

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

University of Wisconsin – Milwaukee  
Joseph J. Zilber School of Public Health

October 17-19, 2016

#### Monday, October 17, 2016

- 8:30 am Request Additional Documents  
Elise Papke, DrPH; Senior Public Health Specialist (Accreditation Coordinator)
- 8:45 am Review Materials and Team Meeting
- 9:30 am Meeting with Dean's Leadership Team  
Suzanne Ablar, MBA; Assistant Dean for Business and Finance  
Elise Papke, DrPH; Senior Public Health Specialist (Accreditation Coordinator)  
Ron Perez, PhD; Interim Dean  
Lance Weinhardt, PhD; Professor and Associate Dean for Research, Community and Behavioral Health Promotion
- 10:30 am Break
- 10:45 am Meeting with Accreditation Steering Committee  
Suzanne Ablar, MBA; Assistant Dean for Business and Finance  
Young Cho, PhD; Associate Professor; Graduate Program Committee, Community and Behavioral Health Promotion  
Ron Cisler, PhD; Interim Dean, College of Health Sciences  
Joy Neilson, MA; Community Engagement Coordinator and Evaluation Team  
Emmanuel Ngui, DrPH; Associate Professor and MPH Director; Community and Behavioral Health Promotion  
Elise Papke, DrPH; Senior Public Health Specialist (Accreditation Coordinator)  
Ron Perez, PhD; Interim Dean  
Darren Rausch, MS; PhD Student; Health Officer, Greenfield Health Department  
Kurt Svoboda, PhD; Associate Professor  
Darcie Warren, MPA; Senior Graduate Program Manager  
Lance Weinhardt, PhD; Professor and Associate Dean for Research, Community and Behavioral Health Promotion
- 11:45 am Break
- 12:00 pm Lunch with Current MPH and PhD Students  
Bethany Canales, 2<sup>nd</sup> Year MPH Student, Epidemiology  
Lindsay Emer, PhD Candidate, Community and Behavioral Health Promotion  
Niki Euhardy, 2<sup>nd</sup> Year MPH Student, Public Health Policy and Administration  
Sara Johnson, 2<sup>nd</sup> Year MPH Student, Public Health Policy and Administration  
Hannah Lee, 1<sup>st</sup> Year MPH Student, Public Health Policy and Administration  
Mary Mazul, PhD Candidate, Community and Behavioral Health Promotion  
Jen Murray, 4<sup>th</sup> Year MPH student, Public Health Policy and Administration; Community Advisory Board  
Omobola Odunlami, 1<sup>st</sup> Year MPH Student, Environmental Health Sciences  
Fay Osman, 1<sup>st</sup> Year MPH Student, Environmental Health Sciences  
Jennie Rich, PhD student, Biostatistics  
Chelsea Weirich, PhD Candidate, Environmental Health Sciences  
Yiwen Zhang, PhD student, Biostatistics
- 1:15 pm Break
- 1:30 pm Meeting with Instructional Programs Group 1: MPH  
Nicole Carnegie, PhD; Assistant Professor, Biostatistics  
Linnea Laestadius, MPP, PhD; Assistant Professor, Public Health Policy and Administration  
Michael Laiosa, PhD; Associate Professor, Environmental Health Sciences  
Lorraine Halinka Malcoe, PhD, MPH; Epidemiology  
Emmanuel Ngui, DrPH; MPH Director; Associate Professor and, Community and Behavioral Health Promotion  
Elise Papke, DrPH; Senior Public Health Specialist (Accreditation Coordinator)

Yang Wang, PhD; Public Health Policy and Administration  
Darcie Warren, MPA; Senior Graduate Program Manager

2:45 pm Break

3:00 pm Meeting with Instructional Programs Group 2: PhD  
Paul Auer, PhD; Assistant Professor, Biostatistics  
Michael Carvan, PhD; Professor, School of Freshwater Sciences  
Paul Florsheim, PhD; Professor, Community and Behavioral Health Promotion  
Amy Harley, PhD, MPH, RD; Associate Professor and MPH Director, 2014-16; Community and Behavioral Health Promotion; Co-Lead, Criterion 2 / Instructional Programs Workgroup;  
Amy Kalkbrenner, PhD, MPH; Assistant Professor, Environmental Health Sciences  
Helen Meier, PhD, MPH; Assistant Professor, Epidemiology  
Darcie Warren, MPA; Senior Graduate Program Manager

4:15 pm Break

4:30 pm Review Electronic Resource File and Team Executive Session

5:30 pm Adjourn

## **Tuesday, October 18, 2016**

8:30 am Meeting with Faculty related to Research  
Michael Carvan, PhD, Professor, School of Freshwater Sciences  
Amy Harley, PhD, MPH, RD; Associate Professor and Faculty Chair, Community and Behavioral Health Promotion  
Mustafa Hussein, PhD; Assistant Professor, Public Health Policy and Administration  
Amy Kalkbrenner, PhD, MPH; Assistant Professor, Environmental Health Sciences  
Linnea Laestadius, PhD, MPP; Assistant Professor, Public Health Policy and Administration  
Lorraine Halinka Malcoe, PhD, MPH; Associate Professor, Epidemiology  
Todd Miller, PhD; Associate Professor, Environmental Health Sciences  
Emmanuel Ngui, DrPH; Associate Professor, Community and Behavioral Health Promotion  
Kurt Svoboda, PhD; Associate Professor, Environmental Health Sciences  
Lance Weinhardt, PhD; Professor and Associate Dean for Research, Community and Behavioral Health Promotion  
Ellen Velie, PhD; Professor and Concentration Lead, Epidemiology  
Cheng Zheng, PhD; Assistant Professor, Biostatistics  
Marie Sandy, PhD; Associate Professor, School of Education  
Ann Swartz, PhD; Professor, College of Health Sciences

9:45 am Break

10:30 am Meeting with University Leadership  
Johannes Britz, PhD, Provost  
Dev Venugopalan, PhD, Associate Vice Chancellor

11:15 am Break

12:00 pm Lunch with Alumni and Community Partners  
Lori Ahrenhoerster, PhD, CLC; Alumna, Environmental Health Sciences Doctoral Program; Program Manager, North Shore Health Department  
Henry Anderson, MD; former Chief Medical Officer, WI Division of Public Health; Emeritus Faculty, UW School of Medicine and Public Health  
Bevan Baker, MHA, FACHE; Commissioner of Health, City of Milwaukee Health Department  
Sanjib Bhattacharyya, PhD; Deputy Laboratory Director, City of Milwaukee Health Department  
Jessica Gathirimu, MPH, CPH; Director, Family and Community Health, City of Milwaukee Health Department  
Steve Gradus, PhD; Laboratory Director, City of Milwaukee Health Department  
Brenda Gray, PhD; Director, Milwaukee Area Health Education Center  
Angie Hagy, MSPH; Director, Public Health Planning and Policy, City of Milwaukee Health Department  
Curtis Hedman, PhD; Assistant Scientist, WI State Laboratory of Hygiene  
Darren Rausch, MS, CPH; PhD Student; Health Officer, Greenfield Health Department  
Ana Paula Soares Lynch, MS, LPC; CORE/EI Centro – United Voices  
Judy Springer, Instructor, Milwaukee Area Technical College  
Margaret Thelen, MPH; Alumna; Information Systems and Alerting Coordinator, WI Division of Public Health  
Conor Williams; Economic Policy Analyst, Community Advocates - Public Policy Institute

1:30 pm Break



- 1:45 pm Meeting with Faculty and Key Staff Related to Student Recruitment and Student Advising  
Nicole Carnegie, PhD; Assistant Professor, Biostatistics  
Amy Harley, PhD, MPH, RD; Associate Professor and Faculty Chair  
Jenna Loyd, PhD; Assistant Professor, Public Health Policy and Administration  
Hongbo Ma, PhD; Assistant Professor, Environmental Health Sciences  
Emmanuel Ngui, DrPH; Associate Professor and MPH Director; Community and Behavioral Health Promotion  
Amanda Simanek, PhD, MPH; Assistant Professor, Epidemiology  
Darcie Warren, MPA; Senior Graduate Program Manager
- 3:00 pm Break
- 3:30 pm Review Electronic Resource File and Team Executive Session
- 5:00 pm Adjourn

**Wednesday, October 19, 2016**

- 9:00 am Executive Session and Report Preparation
- 11:30 am Lunch
- 12:30 pm Exit Interview