



CEPH

COUNCIL *on* EDUCATION *for* PUBLIC HEALTH

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September 24, 2013

Larry H. Hollier, MD, FACS
Chancellor
Louisiana State University Health Sciences Center
433 Bolivar Street
New Orleans, LA 70112-2223

Dear Chancellor Hollier:

On behalf of the Council on Education for Public Health, I am pleased to advise you that the CEPH Board of Councilors acted at its September 19-21, 2013 meeting to accredit the School of Public Health at the Louisiana State University Health Sciences Center for a five-year term, extending to December 31, 2018, with an interim report due in fall 2014. The interim report will address issues related to the culminating experience for MPH students.

We are enclosing a copy of the Council's final accreditation report. This differs from the team's report that you received prior to our meeting in several areas. The Council adjusted language the following criteria to reflect information in the school's response to the site visit team's report: 1.4 (Organization & Administration), 2.4 (Practical Skills), 2.5 (Culminating Experience), 2.6 (Competencies), 2.10 (Doctoral Degrees) and 3.2 (Service).

We appreciated the many courtesies extended to the site visit team during its visit.

Sincerely,

Stephen W. Wyatt, DMD, MPH
President

Enclosure

cc: Elizabeth T. Fontham, MPH, DrPH
CEPH Councilors



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September 24, 2013

Elizabeth T. Fontham, MPH, DrPH
Dean
Louisiana State University Health Sciences Center
School of Public Health
2020 Gravier Street, 3rd Floor
New Orleans, LA 70112

Dear Dean Fontham:

On behalf of the Council on Education for Public Health, I am pleased to advise you that the CEPH Board of Councilors acted at its September 19-21, 2013 meeting to accredit the School of Public Health at the Louisiana State University Health Sciences Center for a five-year term, extending to December 31, 2018 with an interim report to be submitted in fall 2014. The interim report must address the criterion for which there was a “partially met” assessment.

Specifically, the interim report due in fall 2014 should provide evidence that the school has conducted a thorough assessment of the new culminating experience for MPH students that was implemented during the 2013 spring semester. (Criterion 2.5)

The report will be due on August 5, 2014. Please be aware that failure to come into compliance with all accreditation criteria must trigger specific actions on CEPH’s part. These actions, mandated in federal regulations governing accrediting agencies that are recognized by the US Department of Education, include initiating adverse action or, if good cause is demonstrated, extending by one year the period during which the program or school may come into compliance with the remaining criteria, after which CEPH must take adverse action. CEPH is required to deny or revoke accreditation when a school or program fails to demonstrate that it has come into compliance. Thus, interim reports have serious consequences. Additional information about preparing interim reports is available on the [CEPH website](#).

We are enclosing a copy of the Council’s final accreditation report. The report is also being transmitted to the chief executive officer of your university as the Council’s official report. This differs from the team’s report that you received prior to our meeting in several areas. The Council adjusted language the following criteria to reflect information in the school’s response to the site visit team’s report: 1.4 (Organization & Administration), 2.4 (Practical Skills), 2.5 (Culminating Experience), 2.6 (Competencies), 2.10 (Doctoral Degrees) and 3.2 (Service).

I would call your attention to the disclosure provisions in our adopted procedures. The school is expected to make its official accreditation report available to the public on request 60 days following the accreditation decision. The school may make the report (with the final self-study) available in full on its website, or it must clearly indicate on the website how to request a copy of either document. See p. 26 of the [Accreditation Procedures, amended June 2012](#) for additional information. You may append a written response whenever you distribute the report. The official report also will be available on request from CEPH after 60 days, but it is our intent to refer all initial requests to you. If you provide this office with a copy of a written response by November

Elizabeth T. Fontham, MPH, DrPH
September 24, 2013
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15, 2013, we will be pleased to append it whenever we respond to a request for the report. Please note that this response is optional.

We would also like to remind you that whenever an accredited school or program undergoes a substantive change, it is obligated to provide written notification to CEPH of the intended change. Substantive changes are defined in the procedures manual, but generally include offering a new degree, adding or discontinuing an area of specialization, offering a degree program in a different format or at a distant site and making major revisions to the curricular requirements. Additional information about substantive changes is available on our [website](#).

We appreciated the many courtesies and helpfulness extended to the site visit team.

Sincerely,

A handwritten signature in black ink that reads "Stephen W. Wyatt". The signature is written in a cursive style with a large, stylized 'S' and 'W'.

Stephen W. Wyatt, DMD, MPH
President

Enclosure

cc: CEPH Councilors

**Council on Education for Public Health
Adopted on September 21, 2013**

REVIEW FOR ACCREDITATION
OF THE
SCHOOL OF PUBLIC HEALTH
AT THE
LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

February 18-20, 2013

SITE VISIT TEAM:

J. Jackson Barnette, MA, PhD, Chair

Cynthia Kenyon, MPH

Tricia Penniecook, MD, MPH

SITE VISIT COORDINATOR:

Mollie Mulvanity, MPH

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the School of Public Health at Louisiana State University Health Sciences Center. 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 February 2013 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 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.

Louisiana State University Health Sciences Center – New Orleans (LSUHSC) is one of 10 institutions in the Louisiana State University system. LSUHSC was founded in 1931 and includes schools of allied health, dentistry, nursing and medicine, as well as a graduate school. The LSUHSC has teaching, research and health care functions state-wide, through its professional schools, as well as more than 100 hospitals and other health science-related institutions. The LSUHSC enrolls approximately 2800 students and provides health care for approximately 75% of Louisiana's indigent population.

The school of public health (SPH) is comprised of five “academic programs” (similar to departments): Behavioral and Community Health Sciences (BCHS), Biostatistics (BIOS), Environmental and Occupational Health Sciences (ENHS), Epidemiology (EPID) and Health Policy and Systems Management (HPSM).

The SPH is the most recently founded of the six LSUHSC schools. The Louisiana State Board of Regents authorized the school's establishment in the 2003-04 academic year. LSUHSC had offered an MPH program in the medical school's Department of Public Health and Preventive Medicine, and the program was accredited by CEPH in 2003. The developing school's application was accepted by CEPH in 2005 and a site visit was scheduled for April 2006. In August 2005, the university and the school sustained significant damage during Hurricane Katrina. Although the school resumed teaching within 30 days via distance technology and returned to leased space in New Orleans in January 2006, it was forced to withdraw its application for accreditation due to the considerable financial, logistical and other challenges sustained after the levee failures. As dictated by CEPH procedures, this withdrawal required a lapse in the existing program's accreditation. The school relocated five times between 2005 and 2011 but is now housed in permanent space on the LSUHSC campus in downtown New Orleans. CEPH accepted the SPH's application for accreditation in 2010, and this is the school's first 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 LSUHSC SPH. The school is located in a regionally-accredited institution, and the school and its faculty enjoy the same rights, privileges and statuses as the other five LSUHSC schools. The school is organized into "programs," rather than departments, which align with core public health knowledge areas. Faculty and students, however, collaborate across areas of study to address public health issues, with a particular focus on issues relating to Louisiana. The school's strong links with the practice community, including a number of faculty members with significant public health experience outside of academia, influence the school's emphasis on community engagement in problem solving.

The school's organizational culture emphasizes public health values and goals. Faculty members' and students' research and service work on current public health issues, such as the effects of the BP Gulf oil spill on Louisiana communities, provide evidence of the school's commitment to practice applicability.

The school offers the Master of Public Health degree in the five core areas of public health knowledge, an academic MS degree in biostatistics and PhD degrees in biostatistics, epidemiology and community health sciences. In times of reduced financial resources from the state, the school has focused on activities that align with its strategic plan and has maintained financial health and educational excellence.

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 mission and the supporting goals, objectives and values were developed as part of the school's strategic plan for 2009-2014. They were influenced by a school-wide retreat held in 2009, attended by faculty members, staff, students, alumni and community representatives. School leaders put together working groups of various constituents to focus on the different priority areas, which eventually came together as the strategic plan.

The mission is unique in that it not only encompasses the vision of advancing the public's health, but it also specifically mentions the focus on health issues affecting Louisiana. The program's mission is as follows: To advance the public's health and well-being through education, research and service with a focus on issues affecting Louisiana.

The vision of the school guides the school's long term development and is as follows: To become nationally recognized as an inter-disciplinary community of outstanding teaching and research scholars and public health professionals who educate, innovate, and improve the public's health and well-being.

Nine goals related to education, community service, research, professional development and organization are listed as a means to achieve the mission. The self-study documents the current status of progress toward each of the goals. Each goal is linked to measurable objectives.

The mission, goals and objectives were developed from a series of working groups put together by the school and are available both on the external and internal websites. Monitoring, managing, and evaluating the success of the strategic plan is the responsibility of the Strategic Plan Implementation Committee, made up of faculty, staff, students and community members. The committee revised objectives in 2010-11 in response to feedback at the CEPH application stage, which noted that the objectives were mostly process objectives. Faculty, staff and students had an opportunity to review revised goals through advertised meetings. A half-day retreat occurred in April 2012 to review the status

of the outcome measures from 2009-2012, and constituents agreed on minor changes and adjustments. This half-day retreat format will continue annually.

The school's stated values are engaging professional behavior, reducing health disparities, commitment to being the best while fostering creativity and innovation, embracing the contributions of a diverse culture, and responding to community needs through collaboration. These values, and their apparent implementation, speak to an attempt to balance academic rigor with the need to provide an environment that supports creativity, diversity and practical application of public health.

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 with commentary. The school has developed an evaluation system to monitor progress in meeting the mission, goals and objectives, and the system's coverage is thorough and focused. Through the school's recent history, the Evaluation Committee was a standing subcommittee of the Faculty Assembly. In 2012, it became a standing committee of the school as a whole. This change was made to reflect the scope of work of the Evaluation Committee, since its work evolved to focus on matters beyond the evaluation of curricular and academic matters, and reflects the committee's current scope, which is inclusive of all aspects of the SPH. This committee is responsible for developing evaluation procedures and conducting evaluations, including alumni surveys, student exit questionnaires, employer interviews and other related evaluation tools, as needed for monitoring efforts in meeting our goals and objectives. Student/alumni surveys have a focus on competencies as well as on processes within the degree programs and SPH-wide. The Evaluation Committee provides written reports on surveys and other data collection to the dean, Administrative Council, Faculty Assembly and other working groups.

The self-study included descriptions of the data collected for each goal and objective, including targets and timeframes. Evaluation systems assess curricular effectiveness in relation to competency development, budgeting and resource allocation, effectiveness of culminating experiences, practicum placements, recruitment and admissions, faculty productivity and development and course evaluations, among other areas.

The Strategic Plan Committee and the Self-Study Committee also draw on evaluation results.

The self-study and site visit provided strong evidence of student and alumni involvement in evaluation and planning. Involvement of community constituents is less developed, though external constituents were actively engaged in the strategic plan's development. The school also distributed the self-study to

members of the Community Leadership Advisory Board to seek comment; no comments were received, but community members who met with site visitors indicated that they feel highly engaged in the school and have frequent, informal opportunities to provide input.

The self-study document was high quality, complete and thorough, and it provided ample information to support reviewers' efforts during the site visit. There are no significant concerns about missing documents or unclear description. The site visit permitted the team to verify the scope of evaluation activities and obtain information to clarify any uncertainties found in the self-study.

The commentary relates to the lack of complete, three-year data for a number of outcome measures. The school has modified and updated a number of measures and data collection protocols during the self-study period, so schoolwide data on some areas of student outcomes, for example, are in process or not available for the full three-year period requested by 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. The SPH is one of six schools in the LSUHSC, and LSUHSC is one of 10 institutions in the LSU system. A chancellor, appointed by the president of the LSU system and approved by the system's Board of Supervisors, heads each of the 10 institutions. LSUHSC is accredited by the Southern Association of Colleges and Schools (SACS), with its current ten-year accreditation term ending in 2015. The LSUHSC schools of allied health professions, dentistry, medicine and nursing are also accredited by specialized accrediting agencies.

The SPH is the newest of six schools in the LSUHSC, and it enjoys the same autonomy and status as the others. The dean of the SPH reports to the chancellor for administrative and budgetary issues and to the vice-chancellor for academic affairs for all academic concerns. Both administrators expressed full support for the SPH and high regard for the dean and her leadership.

The dean is responsible for allocation of the school's budget. The allocation and oversight process involves the LSUHSC chancellor, the LSU president and the LSU Board of Supervisors.

Faculty recruitment is initiated by program directors (a position similar to department chairs in many schools of public health) and faculty, in concert with the dean. Public announcements, interviews and review of candidates are all part of the role of the search committee: it reviews and selects candidates based on their academic record, research productivity, public health practice expertise and other professional accomplishments. Appointment at the associate or full professor level requires the approval

of the school APT Committee, dean, the vice-chancellor for academic affairs and the LSU Board of Supervisors.

The school's Curriculum Committee, made up of faculty and students, is responsible for new course and program development and review. New courses and programs are evaluated by the vice-chancellor for academic affairs, and there is no official committee review requirement beyond the school level for new courses and programs. New degrees must be approved by the LSU Board of Supervisors and the Louisiana Board of Regents. This process is the same for all schools of the LSUHSC.

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 SPH is led by a dean, associate deans for academic affairs (ADAA) and research (ADR), an assistant dean for finance and administration and a director for admissions and student affairs, who also oversees alumni activities and career development activities. At the time of the site visit, there was no public health practice representative at the administrative level in the school, although the school recently appointed a faculty member to be the course instructor for the practicum experience, and this faculty member has several productive and important relationships with local and state public health organizations. However, the school's response to the draft site visit report indicated that the school has established the director of public health practice and community outreach administrative leadership position and is moving forward to fill this position.

Internally, the school is organized into five programs that represent the core areas of public health knowledge. A director leads each program and bears responsibility for all faculty and degree offerings associated with the program area.

A Community Leadership Advisory Board was organized in 2011-2012; its members are mainly administrators of county health departments, nongovernmental organizations and other private organizations. They are chosen either because of their expertise and alignment with the school's goals and objectives or because they represent underserved populations with whom the school lacks strong contacts. They provide feedback regarding student readiness for the workplace, strategic direction for the school and practice opportunities for students.

The self-study presents multiple examples of collaboration with other LSU schools and external organizations in teaching, research and service, and site visitors confirmed the school's rich interdisciplinary work during on-site meetings. Specific examples include the oil spill project, in which

faculty and students from various programs are involved in collaboration with community constituents. The associate dean for academic affairs has collaborated in the development of an interprofessional course with representatives from the other LSUHSC schools, where students from each school will learn about each other's disciplines. It was clear in the meeting with faculty that they respect each other's skills and expertise and are aware of and engaged in multidisciplinary research and practice projects. Collegial camaraderie was evident in the interview sessions and observed in offices and hallways.

The school highly values equity and diversity, and has demonstrated it by fostering an environment that is supportive and caring for all students, faculty and staff. For example, student "pals" are available to assist new out-of-town students when they come to LSU by picking them up at the airport or bus station, helping to find suitable apartments, etc. Other examples include the Staff Assembly and school-wide potlucks, where students, faculty, staff and even alumni from all programs are invited to attend.

The school recognizes and abides by university policies regarding ethical and fair dealings.

Although a grievance process exists, no student or faculty grievances have been presented in the past three years. All issues have been successfully dealt with at the lowest possible level, which is usually directly with the faculty member or program director. Both students and faculty emphasized the dean's availability to discuss problems before they escalate into major issues. The student government association (SGA) meets regularly with the dean, and they are able to convey student concerns and have found that she responds quickly with fair solutions.

The SPH's small size contributes to a family-like atmosphere that facilitates certain processes that would otherwise require a stronger supportive infrastructure. Examples of these processes follow: 1) The assistant dean for finance is able to respond to and grant acquisition requests from individual faculty members that arise during the academic year, outside of the formal budgeting process; and 2) The culminating experience process involves a great deal of faculty effort, including intensive advising and review by the school committee in the semester before the student formally registers for the experience, meaning that these faculty efforts are not captured by traditional measures.

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 SPH has developed an effective structure of school governance through administrative leadership, the Faculty Assembly, the Administrative Council and standing committees. Rights and responsibilities are clearly defined.

It is clear that there is a high level of faculty participation in SPH and university-wide governance. Five SPH faculty members serve on the LSUHSC Faculty Senate, and the SPH has two representatives on the Constitution, Bylaws, Resolutions, Nominations and Elections Committee, two members on the Research Committee and a faculty member on the IT Committee. Other university-wide committees of the LSUHSC with SPH representation include: Multicultural/Diversity Advisory Committee, Chancellors and Deans Council, Institutional Review Board, Executive Research Council, Safety Council and Crisis Communication Steering Committee.

Constituent involvement in governance is primarily focused through the Community Leadership Advisory Board. Members of this Board include CEOs and administrators of healthcare organizations and NGOs, state department of public health staff, representatives of the Public Health Institute, preceptors and employers of graduates. The meeting with community stakeholders confirmed an extremely high level of meaningful involvement and satisfaction with involvement in governance as well as many other aspects of the SPH.

All committees except the Administrative Council and the Promotion and Tenure Committee include student representatives. The Student Government Association (SGA) is very strong. The SGA conducts student social and professional activities, and SGA leaders conduct a monthly meeting with the dean. The site visit meeting with student representatives revealed a highly enthusiastic, committed and satisfied group of students.

Following is a list of SPH committees:

- Faculty Assembly and its Standing Committee
- Faculty Appointments, Promotions and Tenure Committee - Standing Committee of Faculty Assembly
- Curriculum Committee – Standing Committee of Faculty Assembly
- Faculty and Student Grievance Committee – Standing Committee of Faculty Assembly
- Bylaws, Nominations & Elections – Standing Committee of the Faculty Assembly
- SPH Evaluation Committee
- SPH Multicultural/Diversity Committee (linked to the LSUHSC Multicultural Advisory Committee)
- SPH Administrative Council
- SPH Research Committee
- SPH Information Technology Steering Committee
- SPH Fundraising Committee
- SPH Student Recruiting Committee

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. There are four sources of revenue for the school: state appropriations, tuition and fees, grants and contracts and philanthropy (endowed chairs and the LSUHSC Foundation). State funds

are approved by the Louisiana Department of Planning and Budget and the legislature, and they are distributed based on an enrollment-based formula and a non-formula base component that is derived from assessed need among the six campus schools. State funds have decreased over the five-year period that is presented in the self-study document. Tuition and fees are set by state law, and all the monies derived from this line item go directly to the school. Income from this source ranges from \$262,686 in 2007-08 to \$665,598 in 2011-12. Contracts and grants constitute \$16,023 million dollars of revenue in the most recent calendar year. Philanthropy dollars fund student fellowships and endowed chairs and have grown from \$88,855 to \$208,228 in the five-year period. The dean represents the school on the university's Foundation Board.

Table 1 presents the school's budget for 2007-08 through 2011-12. The school has been operating under or at budget for the past five years. The loss of a considerable grant (the Juvenile Justice grant) in 2010 has not made a significant impact in the school's operating budget, since tuition and fees have shown a positive trend during this period, as have endowments. Even though the state appropriation has decreased by almost 4% and indirect cost recovery has remained stable, self-generated dollars have contributed to revenue when necessary to keep the school in the black. The university's negotiated indirect cost recovery rate with the National Institutes of Health is 42%, 74% of which remains in the HSC administration to finance infrastructure, utilities, facilities (such as the lease of the building the school rented before its recent move to campus) and general research support. Twenty-six percent is allocated to the school, for which the dean has complete autonomy, allocating one-third to the principal investigator's program, one-third for schoolwide doctoral student assistantships and the remaining third for discretionary administrative use towards the school's research enterprise. This third has been used to cover shortfalls in other areas of the school's budget when necessary.

Faculty and staff salary and benefits account for 61% of expenditures in the budget; these are paid from state appropriations, grants and contracts. Staff support has decreased because of budgetary constraints, but school leaders and faculty indicate that the level of staffing is adequate, particularly because of the high quality and qualifications of current staff members.

There are at least five full time faculty members for each of the core public health knowledge areas. The student headcount has increased by more than 50% in the past three years, while the total faculty headcount has decreased slightly, but student-faculty ratios (SFR) remain very favorable, ranging from 1.7 in biostatistics to 3.5 in environmental health sciences. As enrollment continues to grow, faculty are committed to keeping their high levels of student interactions intact as well as continuing their research and service activities. It is clear that one of the things that students value the most is the opportunity to interact one-on-one with faculty members, whether the faculty members serve as advisers or not. Faculty members also value these interactions and observe that they will have to seriously consider how to

continue this practice as the school grows in size. Faculty specifically mentioned the areas of environmental health sciences and health policy because of their popularity among students. School leaders and faculty are already undertaking discussions regarding the need to increase faculty numbers, especially in environmental health sciences, and school leaders note that focused growth of faculty resources will be an important discussion item in the next iteration of the school's strategic plan. The chancellor confirmed to site visitors that the university will continue to financially support the hiring of senior, experienced faculty who can join the SPH with established research and practice portfolios as needed.

	2007-08	2008-09	2009-10	2010-11	2011-12
Sources of funds					
Tuition & Fees	262,686	288,469	345,046	494,364	665,598
State Appropriation	5,053,282	5,787,736	5,718,890	5,740,812	4,848,984
University Funds	-	-	-	217,562	-
Grants/Contracts	23,964,765	24,708,737	23,755,737	17,955,537	15,074,834
Indirect Cost Recovery	423,505	415,146	362,483	369,130	423,312
Other - Self Generated	144,247	89,467	465,496	29,670	309,849
Other - Endowment	86,855	74,288	96,344	248,811	208,228
Total Sources	29,935,340	31,363,843	30,743,996	25,055,886	21,531,195
Expenditures					
Faculty Salaries/Benefits	6,304,455	6,707,848	6,824,266	6,442,970	7,227,009
Staff Salaries/Benefits	12,355,164	13,027,774	13,631,032	8,524,606	5,938,537
Operations	6,355,899	6,769,506	6,087,675	5,331,732	5,063,701
Travel	421,417	448,662	381,480	293,614	387,314
Student Support	540,086	456,894	497,979	527,698	885,551
University Tax	2,722,208	2,502,464	2,366,799	2,101,077	1,812,976
Other - Capital Equipment	560,312	360,701	(40,935)	298,990	216,107
Other - Facilities/Rental	675,799	1,089,994	995,700	908,905	-
Total Expenditures	29,935,340	31,363,843	30,743,996	24,429,592	21,531,195

The challenge of physical space has been greatly relieved by the school's recent move to share a new building with the School of Medicine. Laboratory, classroom and library resources have improved greatly, and faculty, staff and students consider them sufficient at this time, with room for expansion as cancer research and other programs grow. The school has a dedicated librarian who visits students at the school and assists them at the library. Online journals and publications are adequate for teaching and research purposes. Faculty can easily access shared lab and classroom spaces. The SPH computer lab has 24 computers that students can use that have SAS and GIS software. School students also have access to 12 unassigned cubicles in the library that have computers.

The school enjoys a productive relationship with many local organizations that serve as sites for student field practicum activities.

The school has met or exceeded its resource outcome measures as defined in the self-study document. For example, the target for extramural funding (70%) has been achieved in each of the three self-study years (69.7%, 71.5% and 70% respectively).

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 masters degree in at least the five areas of knowledge basic to public health. The school may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

This criterion is met. The school offers the MPH degree in the five core areas of public health knowledge, and it offers an academic MS degree in biostatistics. The school offers academic doctoral degrees (PhD) in three areas: biostatistics, community health sciences and epidemiology. Finally, the school offers an option for students to earn the MD and MPH degrees concurrently—these students may enroll in any MPH concentration except for biostatistics. The program also has signed documents to collaborate with an undergraduate-serving institution to offer a combined bachelor’s plus master’s degree program, but this offering is currently dormant and has not enrolled any students. Table 2 presents the school’s degree offerings.

Site visitors reviewed the required curricula for all degree programs. MPH concentrations differ in the amount of required concentration-specific coursework (11-19 semester-credit hours), but all concentrations provide an appropriate depth of instruction in the area of concentration.

Table 2. Degrees Offered		
	Academic	Professional
Masters Degrees		
Behavioral and Community Health Sciences		MPH
Biostatistics	MS	MPH
Environmental and Occupational Health Sciences		MPH
Epidemiology		MPH
Health Policy and Systems Management		MPH
Doctoral Degrees		
Biostatistics	PhD	
Community Health Sciences	PhD	
Epidemiology	PhD	
Joint Degrees		
Medicine		MD/MPH

2.2 Program Length.

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

This criterion is met. The MPH degree requires completion of 45 semester-credit hours. All MPH concentrations require 20 credits of core coursework and six credit hours of practice and culminating experiences. The balance of the 45 credits is divided between concentration-specific coursework and electives.

The university's definition awards one credit hour for every 15 hours of lecture, 30 hours of laboratory or 45-60 hours of clinic time during a semester. For a mixed lecture/laboratory/clinic course, 37.5 clock hours is equal to one credit hour.

2.3 Public Health Core Knowledge.

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

This criterion is met. Public health core knowledge courses include the following: Principles of Epidemiology, Biostatistical Methods I (for MPH students in concentrations other than biostatistics) or Principles of Applied Biostatistics (for MPH students in the biostatistics concentration), Behavioral Science Theories in Public Health Practice, Principles of Environmental Health and Health Services Administration and Management. In addition, all MPH students are required to take two additional courses: Foundations of Public Health Ethics and Biological Basis of Health (required for students who have not taken this course previously or who do not have a professional clinical background). The required core courses comprise a total of 17 or 20 semester-credit hours, depending on whether the Biological Basis course is required.

Site visitors reviewed the syllabi for the core courses and verified adequacy of the required courses' coverage of core knowledge area content.

Students are permitted to transfer up to nine hours of previously-completed graduate credit to the MPH. All transferred course must have a grade of B or better. Core courses are automatically transferred in if they have been taken from a CEPH-accredited school or program. Core courses taken at non-accredited schools and programs are eligible for transfer, but the student must submit the syllabus for review and apply for the waiver. This process involves school leaders as well as the core course instructor in the relevant area.

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. All MPH students are required to complete a practice experience. There are four goals to the practice experience: become familiar with professional public health organizations, enhance professional skills, develop a relationship with a professional mentor and achieve experience and personal growth as a public health professional. Practice sites include government agencies, both state and federal, community organizations, health systems and various research centers, with an emphasis on Louisiana-based sites.

The practice experience requires 200 hours of all MPH students; to date, no waivers have been given. For those students who wish to use their work site for the practice experience, the practice project must be clearly distinct from their routine job responsibilities.

The student, the practice experience director and the practice site preceptor are all involved in the development of a practice experience that is achievable in the designated time frame and that aligns with at least three school and academic program competencies. The advisor's involvement is limited to helping to define the general scope of the practice experience. The project experience director is responsible for working with the student to articulate and translate the goals to match competencies. The school maintains a placement list of approved sites, but if a student identifies a site that is not on the list, the course director works with the student to assure that the site fits within the expectations of the practice experience. The course director also actively works with community partners to add to the list of available practice sites.

The student must keep a student work log, submit a progress report, write a final paper and submit an evaluation of the practice experience. The preceptor must submit an evaluation of the student. The course director assigns a grade of pass/fail. Preceptors must have an MPH or equivalent degree, along with three years of professional public health experience, or five years of professional public health experience.

Materials for the practice experience are available on the school website. Students are also introduced to the practice experience through orientation. Site visitors' discussions with students and alumni validated that the practice experience allows for application of classroom learning to work-oriented experiences. Discussion with community constituents validated that the students are well prepared academically and come into their practice experiences with a strong skill set; however, community members noted that the students are sometimes lacking professional behavior standards and suggested developing a check-off list for the preceptors to use as a reminder to discuss issues such as dress code and preferred modes of communication at the beginning of the practice experience.

The school acknowledges needing more staffing to help with placement, evaluation and monitoring of the practice experience. However, this was not cited as an issue among the students. The school's response to the draft site visit report indicates progress in creating/filling an administrative leadership position; director of public health practice and community outreach.

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 partially met. The school changed its culminating experience from an experience housed within the MPH concentrations to a school-wide requirement in December of 2012. Faculty identified the need for and designed the new requirement in order to provide students with a more complete culminating experience that consistently includes the integration of competencies from across the curriculum.

Site visitors reviewed the culminating experience manual, which includes policies and procedures for faculty and students, instructions on how to select and identify core and concentration competencies, instructions for formatting the final document, a timeline and a list of the characteristics of acceptable projects. The associate dean for academic affairs sends e-mails reminding students of the deadlines for each step of the culminating experience.

The project must demonstrate critical thought and systematic analysis of a public health-related issue, using material from the five core areas of public health and their own program concentration. Acceptable projects might include a program plan, community assessment, empirical research project or a project based on the practice experience.

Students who met with site visitors were able to describe the culminating experience process in its entirety, including identifying the specific project and associated competencies, discussing and submitting proposal drafts to the academic advisor, IRB and school-wide committee for approval and registering for and completing the project. The semester of the site visit was the first for implementation of the experience as currently designed, so faculty and students have not yet completed the cycle—the school had completed the steps up to and including approvals, but students had not yet completed projects nor had faculty assessed them.

Timing has been one challenge in the initial implementation cycle. Most of the students currently proceeding through the experience (15-20) submitted their proposals at the same time, during the last two weeks of the semester. Faculty had planned the project based on the assumption that students would submit proposals at different intervals during the semester, creating a balanced workload for members of

the school-wide review committee. Since the school-wide committee, composed of a faculty representative from each MPH concentration, must convene to review all proposals, the concentration of submissions created an unexpectedly heavy workload at the end of the semester and made committee participation more burdensome on faculty members' workloads than expected.

Students register for the culminating experience at the beginning of the second phase. In the second phase, the student works on and completes the project and submits a written report describing how the selected competencies were met. The school-wide evaluation committee reviews the project and statement of competencies and the final pass/fail grade is assigned by the academic program faculty.

The concern at the time of the site visit related to the fact that the "new" culminating experience had not yet been fully implemented or assessed. The first group of students' projects were still underway at the time of the site visit. The school's response to the draft site visit team report indicated that while implemented in spring 2013, the "new" culminating experience had yet to be thoroughly evaluated. While many students have completed the concentration-based capstone project (the previous version of the culminating experience), the school acknowledges that the process was inconsistent across concentrations and tended to focus primarily on the student's demonstration of concentration-specific competencies.

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 school defines 12 core competencies that all MPH students attain through required coursework and apply through the practice and culminating experiences. The school defines six to 10 additional competencies for each MPH concentration. All competencies are clearly mapped to required coursework. The school also identifies and maps a set of competencies for each of the academic degrees.

The current competency sets are the result of a revision process that began in 2009. At that time, the school's existing competency sets were based on competencies from the Association of Schools of Public Health and the Council on Linkages Between Academia and Public Health Practice and addressed the MPH degree only. Faculty associated with each MPH concentration met in work groups to develop draft core and concentration competencies, and faculty associated with the academic degrees began the process of developing competencies. The school drew on a number of resources before and during the process. The school hosted a full-day workshop on competencies for all faculty, facilitated by an outside consultant. Groups of faculty consulted documents, standards and competency sets from a wide array of

organizations and sources in addition to ASPH and COL. After multiple iterations and an additional review by the outside consultant, the Curriculum Committee adopted all competencies.

Next, the chair of the Curriculum Committee conducted a training for all faculty on implementing the competencies and communicated the requirement that all syllabi list measurable learning objectives and the competencies to which they relate.

The school has identified an ongoing revision process that links competency revision to other needs assessment activities regularly undertaken by the Evaluation Committee and involves review by stakeholder groups in the practice community. The Evaluation Committee facilitated such a review by local practitioners, and practitioners were generally very supportive of the school's defined competency set. They identified grant writing as a skill area that would benefit students as future workforce members. The school's response to the draft site visit team report indicates progress in developing and offering courses to address this issue. Since the first group of students to have completed the full curriculum after implementation of the current competencies will graduate in spring 2013, the school has planned a comprehensive review beginning in fall 2013. The review will draw on data and will include faculty, students, alumni and the Community Leadership Advisory Board. This first "cycle" will be complete in 2014, when the 2013 graduates complete their alumni surveys, which will incorporate their experiences in the workforce at one year post-graduation.

In addition to noting competencies on all syllabi, the school posts competencies on its website, and the associate dean for academic affairs discusses competencies with all students during orientation.

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 self-study documents a clear and robust plan to evaluate students' competency attainment. Since competencies are mapped to coursework for all degrees, successful completion of degree requirements is one indication of competency attainment. For MPH students, the practicum and culminating experience serve as additional assessment opportunities, since both require explicit identification of competencies and identification of specific tasks and outcomes that will build and demonstrate the identified competencies. MS students are also assessed during their thesis experience, and the school assesses PhD students through the qualifying examination and dissertation.

All students complete a "student school evaluation," which is a process evaluation offered midway through their experience. All students also complete an exit survey that provides data on outcomes such as employment. MPH students complete a midpoint evaluation, which uses a focus group method to

collect data from students who have completed at least 20 hours of required coursework. Other tools for assessment of MPH students' outcomes are the alumni survey and employer focus groups or surveys.

The school tracks several data points as measures of student achievement. Mean GPA scores at graduation for the past three years have exceeded the target of 3.5 in every degree program. Course evaluations ask students to rate their agreement with statements including "I learned to relate important concepts to public health practice," and "I engaged in critical analysis and problem solving." Though the school has not adopted a formal target for these measures, the past three years indicate average scores between 4.2 and 4.6 on a five-point Likert scale.

In fall 2011, the EC piloted a self-evaluation for entering MPH students on the competencies. After the pilot, EC members identified a number of problems with data validity and decided to focus on other assessment methods.

Exit surveys ask students to rate how prepared they feel on each of the competencies. Two years of data are available, and data met the target of 75% of students stating that they were "prepared" in all competencies, with two exceptions. In 2011-2012, only 69% of exiting students agreed that they were prepared to "Apply exploratory data analysis and descriptive statistics to summarize public health data." The self-study notes that the two cohorts for whom data are available completed some or much of their coursework at a time before courses were mapped to the current competencies, and the sample sizes are quite small. Faculty expect to have a much better sense of the strengths and weaknesses of the curriculum after the first cohort has completed it in its current iteration.

Alumni survey data indicate that 65% and 71% of 2010 and 2011 graduates, respectively, felt "prepared." As with the exit survey data, it is important to note that these students completed the curriculum before many of the recently-implemented changes were in place.

Data from the most recent alumni survey indicate that 100% of respondents were employed or enrolled in additional education within 12 months of graduation. The survey had a 64% response rate. Many students list employment in non-governmental, Louisiana-based organizations, particularly in organizations with practice and research links to the school. Some of these organizations are community-based non-profit organizations, and many are independent research organizations affiliated with the Louisiana State University or its hospital systems. One doctoral student who received her MPH from the school told site visitors that her full-time employer, a research center that had also hired other LSUHSC MPH graduates, would come to her when job openings arose, asking if she knew any other graduates of the school who were seeking employment—her employer had been so impressed by the initial group of

LSUHSC MPH graduates that he hoped to hire more. A significant number of MPH graduates have entered medical school, medical residencies, dental school or PhD programs in public health.

The school collected employer data via focus group. The group of practice-based constituents identified a need for graduates to stay in Louisiana and suggested incentives to encourage graduates to seek employment in the state. Clearly, this discussion indicates satisfaction with MPH graduates' skills and abilities. Employers did, however, note that graduates' skills could be enhanced by additional training in grant writing. The Curriculum Committee has initiated development of such a course for the 2013-14 academic year.

Graduation rates are not yet available for PhD students because no students have reached the maximum time to graduation. The school defines a three-year maximum time to graduation for MPH students, and rates for the three most recent cohorts to reach that threshold are 83%, 95% and 85%.

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 SPH offers an MS in biostatistics and three PhDs in the areas of biostatistics, community health sciences and epidemiology. All of these academic degrees require students to take Foundations of Public Health Ethics (one semester-credit hour). Site visitors verified that MS students focus extensively on public health applications in other core knowledge areas, including integrating concepts across areas in the required BIOS 6700, Research Seminar in Biostatistics, and BIOS 6610, Biostatistical Consulting. Through these experiences together, MS students obtain a broad introduction to public health as well as an understanding about how their discipline contributes to public health goals.

Many PhD students enter with an MPH degree. PhD students who do not have an MPH are required to take a three-hour Special Topics course, Essentials of Public Health, which was designed and is currently taught by the associate dean for academic affairs. Site visitors' review of documents and on-site discussions verified that this course also provides a broad introduction to public health.

The school provides an array of other activities, such as seminars and encouragement to attend professional meetings and conferences that support academic degree students' development of a broad understanding of public health.

Finally, MS students are required to take the Principles of Epidemiology course, and all PhD students are required to take at least one epidemiology course.

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 with commentary. The school offers doctoral degrees in three core public health knowledge areas: biostatistics, epidemiology and community health sciences. Two students have graduated from the PhD in biostatistics, and graduates of the other two PhD programs are between one and two years away at the earliest estimates.

The commentary relates to the need for improvement in the number of doctoral-level course offerings. Faculty estimated that 50% of the biostatistics PhD and 30% of the epidemiology and community health sciences degrees are courses solely designed for and offered at the doctoral level. Students who completed master's degrees at the SPH expressed that they "ran out of courses" to take. It is clear that faculty make every effort to provide opportunities for these students to attain the education they desire by collaborating with other HSC schools and other accredited schools of public health, recommending appropriate courses outside the SPH when appropriate and facilitating students' attendance. Faculty indicated that the school has not developed more doctoral-level courses because of the relatively low enrollment levels. While 31 doctoral students were enrolled in fall 2012, this number includes students across all stages of their studies and across all three fields—attaining a critical mass of students for enrollment in courses continues to be an issue. Faculty indicated that once enrollment grows, the school will be able to develop and offer more doctoral courses. Site visitors' interview with students indicated a desire for more advanced elective courses. Among the desired topic areas were genetics, advanced epidemiology, environmental epidemiology, translational research, health disparities and a wider variety of computer statistical software packages. In addition, students expressed a desire to have more courses offered online or as hybrid courses. The school's response to the draft site visit team report indicates progress in addressing this commentary, with five new doctoral courses being offered for the first time in academic year 2013-2014.

The SPH has sufficient faculty resources to mentor doctoral students, and students' committees also include a non-SPH faculty member from the HSC's School of Graduate Studies. School policies also encourage students to supplement their SPH advisors and committee members with faculty members from other programs when appropriate.

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 offers students the opportunity to enroll jointly in the MD and MPH program, and students may choose any of the MPH concentrations except for biostatistics. The school does not accept any credits from the medical degree to offset the MPH degree expectations, and students complete the same practice and culminating experiences. The programs are sequenced, however, so that students can complete the two degrees while adding only a year to the medical school timeline, assuming that they are willing to take a heavy course load year-round, including summers. Four students have enrolled in the program since 2010.

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 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. The school has made a deliberate effort to increase and support its research productivity via infrastructure, human resources, incentive policies and mentoring. These efforts aim, particularly, to support research that is relevant to the health of Louisiana, in alignment with the school's mission. Faculty are motivated to write grants, and currently 70% have at least 25% of their salaries covered by external funds.

Policies that foster research among junior faculty include a start-up financial package, protected time for building a research portfolio, pairing with a senior faculty mentors on their funded grants, authorship of papers in collaboration with senior researchers and restriction from teaching and committees. Other

incentives for faculty include a salary bonus of up to \$25,000 for PIs or Co-PIs who successfully obtain major research grants.

Each program has distinct research themes. The epidemiology program hosts the Louisiana Tumor Registry, one of 17 national registries funded by the National Cancer Institute. Cancer research is an important part of the scholarly productivity of this program's faculty. Other research themes include comparative effectiveness and patient-centered outcomes. Biostatistics faculty are engaged in research with faculty from many of the school's programs and other schools within LSU. Specific themes include dental and oral public health, metabolic syndrome and determinants of longevity. Environmental and occupational health faculty are engaged in several research themes, including safe workplace environments, seafood safety and community-based participatory research in hard-to-reach populations. The behavioral and community health sciences program conducts significant research into metabolic, physiologic genetic and environmental factors that contribute to chronic diseases, within the context of health disparities and health behaviors. Faculty in the health policy and systems program specialize in investigating the delivery and evaluation of health care and public health services, as well as the impact in the outcomes of modifying health education models. The school conducts a number of community-based research activities, especially focusing on research that is relevant to local communities and that involve a cross-disciplinary public health team.

Faculty indicate that their research directly informs their classroom teaching. For example, epidemiology students worked with the oil spill research team in the surveillance stage of the project, providing input in the instrument that was utilized in the project.

Faculty expressed appreciation for the improvements in the research enterprise of the school since the appointment of the associate dean for research (ADR), specifically the development of the Office of Research of Public Health (ORPH). The ADR provides extensive research support for new and established researchers, such as reviewing a funding agency announcement for specific requirements, helping to develop protocols or proposals, contacting the agency representative for clarification and helping with letters of intent. The ORPH has developed templates that facilitate the grant submission process, as well as uploading biosketches and other relevant data. The ORPH is also working to update data sets and facilitate their availability for student and faculty research projects. Faculty can go directly to the ADR to review their grant submittals with faculty members and professional staff who have NIH expertise and/or to polish their writing in English, especially for those whose first language is not English. The office provides budget assistance and conducts environmental scans for proposals that could be a good fit for faculty. The ADR has helped to foster interdisciplinary research by building bridges between basic and population scientists.

The LSUHSC and the SPH provide opportunities for faculty to participate in in-house and external grant writing workshops. The LSUHSC Office of Research Support provides administrative support for all sponsored projects and also hosts an array of training and certification programs in support of research.

Students, both at the master's and doctoral levels, have extensive participation in SPH research. They become acquainted with the research themes by information on the school's website. An event called "mentor match-up" allows faculty the opportunity to present research they are working on, and students can then interact with them and become involved in projects. The school develops a pamphlet for this event that shows the faculty's interests and contact information. Faculty also discuss their research interests during student orientation. Students are an active part of the Research Affairs Committee, with voting ability; they participate in research projects through classroom assignments by the use of SPH grant data sets; and there are funded student positions in grants and contracts awarded to the SPH.

Current total funding for the 2013 stands at more than \$16 million. Faculty believe that areas for expansion of current research based on the school's existing datasets include cancer, exposure assessment, waste management and seafood safety. They are clearly excited about opportunities for research expansion.

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. The school's level of service is robust, with faculty providing service to local, state and national organizations. True to the mission, many of the service projects directly impact Louisiana and the local community. The level of service to the community also provides a pathway of networks establishing opportunities for students.

Each of the school's programs is well rooted in service, with cross-programmatic representation on some of the service projects. Service is one of four areas considered during the tenure process of tenure. The percentage of primary faculty members involved in funded service activities was 30%, 26% and 26% in 2009-10, 2012-11, 2011-12, respectively. Faculty and students also participate in many unfunded service activities. These activities involve consultation with the local community; sitting on national and state boards, committees and panels; giving legislative testimony; and serving as members of organizing committees for national meetings. In combination, this adds up to over 100 different service opportunities per year.

Students in all programs and degrees have opportunities to be involved in service activities. Students have the opportunity to perform service work through SGA activities as well as through participation in

faculty service. The school also participates in the New Orleans Albert Schweitzer Fellowship Program, which provides funded, structured service learning experiences for several students every year.

Community partners particularly value the access they have to the school and the expertise provided by both the faculty and students. Partners stated that they actively seek out the school for partnerships and have been able to leverage the relationship with faculty to expand their own funding opportunities.

The self-study notes that the school would benefit from having a staff person to serve as service coordinator, who would coordinate, track and focus on increasing both faculty and student participation in service. Due to budget constraints, hiring for such a position was not currently possible, but the school hopes to identify funding to hire a part-time position in the future. As previously noted in Criterion 1.4 and 2.4, in the school's response to the draft site visit team report, the Director of Public Health Practice and Community Outreach administrative position has been created and progress has been made in filling.

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 school provides an array of continuing education activities, including those that carry continuing-education credit and those that do not. The majority of trainings occur through the school's funded projects in the areas of HIV/AIDS and cancer. These programs reach professionals through the LSUHSC Continuing Medical Education and Continuing Nursing Education offices.

Much of the workforce development that occurs outside of the LSUHSC Continuing Medical Education and Continuing Nursing Education offices is executed mostly through invitation of faculty to provide on-site employee training in specific topic areas or through professional peer-attended lectures. These trainings reach a broader base of public health professionals beyond the clinical staff associated with the larger funded projects. Examples range from developing print materials to train environmental health professionals to training community organizations in basic study design.

In 2009-10 there were 96 educational events offered, in 2010-11 there were 95 events, and in 2011-12 there were 70 events. These events enrolled over 3000, 2000, and 2000 individuals respectively.

Site visitors' meeting with community partners indicated that practitioners feel that they are readily able to discuss workforce training and educational needs with school leaders and faculty. The school's connection with the community is robust enough that contacts often happen informally, at meetings or in other contacts that may be unrelated to specific workforce needs assessment. However, partners have also provided feedback on workforce needs during the school's strategic plan development process, and several of the funded projects include regular community needs assessment.

The school does not yet have a certificate program, but faculty indicated to site visitors that such an offering is currently in development. The school does offer the option for individuals to enroll in classes as non-degree seeking students. In the last three years, 40 students have completed 172 credits of coursework through this mechanism.

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 school has made a concerted effort to recruit and retain highly respected, senior faculty who are actively engaged in research and practice endeavors that contribute to its mission. Thirty-four percent of the primary faculty complement are full professors, 29% are associate professors and 37% are assistant professors. All faculty members have doctoral training, most of them PhDs and mostly from CEPH-accredited schools or programs. Faculty members' training and preparation support the school's areas of expertise and focus, and their research interests advance the school's mission.

The school also enjoys the contributions of 13 adjunct faculty who support the school via their supervision of doctoral students, teaching of course modules and research collaborations. Adjunct faculty are actively engaged in the school by participating in department meetings as well.

There is a clear commitment on part of the faculty to work in research projects that are relevant to Louisiana public health issues. Ties with the community are strong, and community members who were interviewed during the site visit were quick to identify specific ways in which the school of public health has provided assistance in public health practice (epidemiology in health department), community-based participatory research (oil spill, breast and cervical cancer, tobacco cessation), professional assistance (Louisiana Public Health Institute) and other research collaborations (American Cancer Society).

The self-study and site visit indicate that faculty are perceived as experts in their fields and are sought after as consultants, evaluators of programs and collaborators or leaders in grant submittals.

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. Faculty and administrators in the SPH have a clear understanding of policies and procedures used by the SPH in support of faculty. In the meetings at the site visit, faculty were positive

about the way they were treated and had confidence in the school's policies, procedures and systems. Faculty expressed positive views about the fact that the SPH has a great deal of autonomy when it came to faculty affairs.

The Bylaws of the LSU Board of Supervisors and the LSU System Permanent Memoranda prescribe the appointment and employment of faculty and staff. These documents provide details regarding system-wide rules and regulations for appointments, promotions and tenure; leave policies, insurance and retirement benefits; and financial and business procedures.

Faculty classifications include: tenure, tenure-track, and non-tenure (research) track. The non-tenure track is for full-time faculty members who are effective in research (sponsored projects), teaching and/or service programs essential to the practice of public health. Appointment guidelines and procedures are detailed in the SPH Faculty Appointments, Promotion and Tenure Procedural Guidelines and Evaluation Criteria.

Letters of offer to faculty are provided prior to hiring and serve as a contract between the university and new faculty member. The letter of offer states expectations in these areas and is specific to the individual. In terms of funding for research and/or funded service/practice, a faculty member is generally expected to cover 25% or more of his/her salary on grants or contracts by the end of the third year at the SPH.

Each faculty member provides a current CV and a self-assessment of progress on previous year's goals, research, service and educational achievements during the year as part of the annual review conducted by his/her academic program director. Course evaluations are discussed with faculty at this time for all courses in which he/she served as course director. Goals for the coming year are agreed upon by the faculty member and his/her academic program director. For faculty who are not satisfactorily achieving their goals, the program director and faculty member address these issues and that is taken into account in setting next year's goals. The Faculty and Faculty Administrator Evaluation Policy was developed by the Faculty Assembly.

After these faculty reviews are conducted, each academic program director is evaluated by the dean, and this review includes a discussion of individual faculty members in the program and any quality improvement activities recommended. Examples include restructuring of course content and reassignment of course directors.

The ADAA oversees the academic course evaluation process. Other relevant assessments of teaching effectiveness include mid-program evaluations, exit surveys, and alumni surveys and are conducted by the Evaluation Committee. Course evaluations are maintained by the ADAA and shared with individual

academic program directors and individual course directors. Evaluations consist of 37 questions with 5-point Likert-type responses. Student input is also provided in open-ended questions which guide improvements in course content and delivery. The SPH's Epidemiology Data Center compiles and summarizes the results to the ADAA, the individual course directors, and their respective academic program directors. Program directors are responsible for discussing each course evaluation summary with the faculty course director for that course as part of the annual faculty evaluation and goal setting process. The findings are used to improve individual teaching performance and within a program to assess the overall program-specific curriculum and faculty performance and make modifications as needed. The site visit team noted that the course evaluation response rate was a respectable 67%. All of the programs have implemented or are considering ways in addition to the use of student course evaluations to evaluate teaching effectiveness including use of technology to capture teaching events for review and peer observation.

The SPH has developed and maintains a webpage containing links, downloads and instructions to guide faculty in the tenure and promotion process. The LSUHSC and the SPH hold multiple tenure and promotion workshops throughout the year to assist faculty members in understanding the promotions process and preparing materials for tenure and promotion review. Although tenure-track faculty members receive an annual evaluation by the program director, the occurrence and/or timing of pre- or mid-term tenure reviews are determined separately within each program.

It is clear that service is a valued and accounted for aspect of promotion and tenure. Among the specific examples of service that can be provided to support service accomplishments are the following: commendable participation or leadership in program, school, HSC or hospital committees; continued participation or leadership in professional organization or society committees and/or governing boards at a regional, state, national or international level; commendable participation in community service or other volunteer activities; reputation as public health practitioner; special competencies that enhance public health training programs; development of new clinical programs that serve to fulfill the mission of School of Public Health; implementation of innovations that enhance patient care: disease management programs, critical pathways, etc.; development of and active participation in clinical trials, cooperative groups or outcomes analysis; appointed or elected leadership or membership on local, regional or national organizations, societies or specialty governing boards; and participation in or consultation for public health practice committees or organizations, locally, regionally or nationally.

The SPH and the LSUHSC provide a number of significant resources for faculty development. New faculty are provided \$10,000 in faculty development funds that can be used for attending professional meetings, memberships, purchase of books and other support materials, and to make trips to initiate research activities. Teaching loads are often reduced or eliminated for junior faculty members during their

first year, allowing them time to establish their own research programs. In addition, the LSUHSC Teaching Academy provides valuable resources that promote excellence and professional development in teaching/educational scholarship

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 primary faculty is comprised of Caucasians (65%) followed by Asians (22%), African-Americans (8%), Hispanics (3%) and Native Americans (3%). Of the primary faculty, 16% identified themselves as Cajuns/Creoles, and 32% are international. The primary and secondary faculty of the school is 55% male.

The staff complement is more diverse than the faculty, though both staff and faculty compositions align with Louisiana demographics. Faculty commented that they strive not to just recruit racially and ethnic diverse faculty and staff, but to provide an atmosphere that supports an environment of growth opportunities and appreciation. Both faculty and staff stated that the assurance of growth opportunities and appreciation provides an environment that promotes diversity beyond race and ethnicity measurements.

LSU has a memorandum that clearly states the LSU System's commitment to providing equal opportunity for all qualified individuals regarding employment. The school has adapted this diversity statement to add specific details that relate to the school's mission and has drafted a diversity plan that outlines a number of initiatives designed to promote diversity within the faculty and the school. The school also seeks to increase the availability of a diverse public health workforce, specifically at the doctoral level, by producing doctoral level graduates with a diverse background.

Of the last five faculty members recruited to the school, two have come from an under-represented racial/ethnic group (African American), and three are female. Efforts of the SPH Multicultural Diversity Committee have resulted in a proposed diversity plan for the school to not only increase faculty, staff and student diversity, but as mentioned above, to establish an environment in the SPH that embraces diversity and offers opportunities to enhance awareness of other perspectives and cultures. The LSU System Diversity Task Force also encourages this approach to broadening diversity.

When combining race and ethnicity demographics with other faculty and staff, the school has surpassed all of its targets except for number of minority faculty and equal representation between men and women in administrative positions. During the last five years, two under-represented minority females have held

administrative leadership positions; however, they both chose to step down to focus more on their research. The school is acutely aware of the need to diversify the representation within its administrative leadership and will continue to work towards representation in these roles.

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 school identifies and publicizes clear policies for recruitment and admission. The director of the Office of Admissions & Student Affairs (OASA) actively attends and participates in open houses, special events, graduate and professional fairs and guest lectures at undergraduate courses and special interest organizations. Often, OASA staff are accompanied to these events by SPH faculty, students and/or alumni. Some of these efforts are partnered with the "HSC caravan" that routinely visits various events in the region for the purpose of student recruitment. The school also actively conducts focused recruitments in colleges and universities likely to provide access to minority students.

The school hosted its first Open House events in 2012. The Open Houses proved to be effective recruitment tools, and the school is planning on holding more going forward. In addition to the above efforts, faculty members utilize their connections at other schools, programs, and professional organizations to recruit students. Materials available for recruitment include the SPH website and a bi-fold brochure.

Minimal requirements to apply for the MPH program include a baccalaureate degree from a college or university approved by a regional accrediting agency; a grade point average of 3.0 for undergraduate and graduate work based on a 4-point scale; an official Graduate Record Exam (GRE); and satisfactory standing at the most recent educational institution attended. All international students must present an official report from the Educational Testing Service showing a minimum score of 550 on the paper-based TOEFL, 213 on the computer-based, or 79 on the internet-based.

The MS program is similar to the MPH requirements; however, a minimum GRE and TOEFL score is only defined as "a satisfactory score." Requirements for PhD admissions differ by program, but all require GRE (and TOEFL, when appropriate) scores, letters of recommendation, a CV and a statement of purpose.

Each program is responsible for decisions on student admissions. When an application is complete, OASA staff share the file with the program director, who disseminates the application to the program's admissions committee. The program's admissions committee reviews the qualitative and quantitative

information and makes a recommendation for each applicant: admission; probationary admission; or denial. Probationary admission requires the student take a full-time course load and earn grades of B or better in all courses. The admissions committee shares its recommendation with the coordinator of admissions and the dean, who makes the final decision on all applications.

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 school's Multicultural Diversity Committee has drafted a plan, which includes activities designed to recruit and retain a diverse student body. School faculty and staff target participation in at least three HBCU career fairs annually, and in 2011-2012, the school made six HBCU visits. The school also aims to conduct visits to at least three other state schools, many of which serve large minority populations, and aims to contact at least 20 HBCUs in the region by personalized letter and follow-up phone calls or e-mails. School faculty and staff also conduct visits and/or presentations in conjunction with the university-level Office of the Associate Vice Chancellor for Academic and Multicultural Affairs.

School faculty and staff work to coordinate guest lectures in classes and organizations of underrepresented populations and participate in the annual meetings of the Minority Science and Pre-Professional Society and the African Studies Association. Faculty members met with New Orleans high school students who represent the city's diversity during three campus visit sessions during 2010-2011 and 2011-2012, and faculty and staff have provided guest lectures introducing public health to undergraduate students at HBCUs including Xavier and Dillard universities. During these visits, faculty introduced the idea of public health as a field of study for students to consider.

The school defines specific targets for processes and outcomes relating to student diversity. One target is that 35% or greater of the population of all degree programs will be ethnic/racial minority students (international students are included in this total, when appropriate). Data indicate that the school has exceeded its target in the last three years. Overall, 48% of the student body and 48% of MPH students represent minority populations. Within the pool of doctoral students, 17 of 31 students documented in the self-study represent ethnic/racial minorities, and 13 are international. The school was able to offer two of its four Louisiana Board of Regents fellowships to African American students entering the PhD program in biostatistics.

One of the school's targets that has not been fully achieved relates to establishing "3+2" programs with undergraduate institutions to allow qualified students to begin enrollment in the MPH program while finishing their undergraduate studies. The school signed a memorandum of agreement with Dillard University, but no students have yet enrolled. SPH faculty stay in touch with Dillard faculty and advisors

and see this as a multi-year investment that is based on building and maintaining relationships. The school is also considering rekindling a 3+2 program that combines the undergraduate math major at Xavier University with the MS in biostatistics. While this degree program has a history at LSU that predates the formation of the SPH, it has been dormant for many years. Xavier is currently more focused on rebuilding its undergraduate math program, which has suffered in the years after Katrina. Again, faculty from both universities stay in touch and hope to reopen this degree option when appropriate. School faculty demonstrate a commitment to working with undergraduate-serving HBCUs and other local universities with large minority populations. They are flexible and willing to adjust approaches: one faculty member noted that restructuring the “3+2” to a “4+1” that utilizes summer attendance at the SPH may address some prospective students’ qualms about missing their undergraduate senior year experience.

During site visit discussions, faculty and staff presented a thoughtful approach to building and maintaining diversity in the student body. In terms of recruitment, faculty observed that building pipelines takes time and requires building trust. The SPH is well into this process, but faculty and staff expect to continue to invest time and not to expect immediate returns on all efforts. Faculty and staff acknowledge that maintaining student diversity requires a multifaceted approach. The SGA has created a number of programs designed to help students from diverse backgrounds feel welcomed and succeed. They offer mentoring and “ambassador” services, which help not only international students but students from more rural or distant parts of Louisiana navigate the city, find housing, etc. The SGA arranges to pick international or out-of-town students up at the airport or bus station and to help them get settled. Students and faculty cited the school’s extensive work on health disparities and extensive ties with diverse New Orleans populations as important in creating an environment that fosters diversity.

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. The school assigns advisors to all students upon matriculation. MPH students may easily switch academic advisors if they need to, though most students said that this was not an issue, since all faculty are helpful and faculty with particular expertise are always willing to work with students, even if they are not formally assigned as an advisor. MS and, particularly, PhD students often change advisors as they progress toward the thesis or dissertation. All students who met with site visitors indicated that faculty are consistently available, with an open-door policy not only for advisees or students enrolled in their classes, but for all school students. Students also noted that faculty are excellent about referring student questions to another faculty member who has expertise in the area of the student’s question or interest, when appropriate. Students appreciate their advisors’ (and other faculty members’) willingness to bring students into their professional networks, introducing students to people and/or opportunities that will benefit their development.

Students are required to meet with advisors each semester, as course registration is blocked until the meeting has occurred. The director of the OASA sends reminders and coordinates student access to other services including university-based resources. The student handbook clearly outlines advisor responsibilities. School leaders have also developed supplemental guidance documents for faculty to assist them in providing quality advising, and advising is a topic on the new faculty orientation agenda.

Career advising takes place between students and their academic advisors, through the networking mechanisms mentioned above. The OASA, however, is currently the central source for career advising. The director of admissions and student affairs and her staff administer an e-mail list for students and alumni. The list sends out opportunities for jobs, internships, fellowships, professional development opportunities and school events such as seminars. Current students and alumni appreciate the list and read it regularly. Because the OASA director is very well-connected with the local and regional practice community, the list regularly has new entries. In addition, OASA publishes general resource lists of websites and agencies for public health employment and publish “tip” sheets and guidelines for writing resumes and cover letters and for performing in interviews. The OASA director conducts in-person seminars at least once annually on the topics of resume/cover letter writing and interviewing skills, and she provides personalized consultation and editing to six to 12 MPH students each year. At the time of the site visit, students were excited about an upcoming event, sponsored by the SGA with assistance from the OASA. The event will include a career fair that includes employers and preceptors, presentations for students and alumni and opportunities for networking among students, alumni and employers. This is the school’s first offering of such an event, but stakeholders hope that it will be successful and can be continued.

Graduating students rate their satisfaction with academic and career advising during the exit survey. The question on satisfaction with career advising was added in 2012, and indicated that 71% of students agreed that the school provided opportunities for career support. Questions relating to academic advising have varied slightly and scores have fluctuated with the questions from indicating that 80% to 100% of students are satisfied with academic advising. School leaders and faculty say that they are very proud of the advising that they are able to provide. The size and culture of the school make ongoing, often informal, one-on-one interactions satisfying for both students and faculty, and both value the degree of personalization that is possible in both academic and career advising.

Agenda

Council on Education for Public Health Accreditation Site Visit

Louisiana State University Health Science Center School of Public Health

February 18-20, 2013

Monday, February 18, 2013

- 8:00 am **Site Visit Team Hotel Pickup**
- 8:30 am **Site Visit Team Arrives on Campus**
- 8:45 am **Site Visit Team Request for Additional Documents**
Martha Cuccia, MPH, MCHES
Coordinator of Academic Affairs, Instructor (HPSM)
- 9:00 am **Team Resource File Review**
- 9:30 am **Meeting with Core Leadership Team**
Elizabeth T.H. Fontham, MPH, DrPH, Dean & Professor of Epidemiology
Stephanie Tortu, PhD, Associate Dean for Academic Affairs & Professor of Behavioral and Community Health
Edward Trapido, ScD, MSPH, Associate Dean for Research & Professor of Epidemiology
Scott Dessens, BA, CPA, Assistant Dean for Finance and Administration
Daesy Behrhorst, Coordinator of the Office of the Dean, Staff Assembly
- 10:45 am **Break**
- 11:00 am **Meeting with Self-Study Committee**
Christine Brennan, PhD, Assistant Professor (HPSM)
Kari Brisolara, ScD, MSPH, Associate Professor* (ENHS)
Martha Cuccia, MPH, MCHES, Coordinator of Academic Affairs, Instructor (HPSM)
Scott Dessens, BA, CPA, Assistant Dean for Finance and Administration
Elizabeth Fontham, MPH, DrPH, Dean & Professor* (Co-Chair)
Jahangeer Khan (MPH student)
Elizabeth Levitzky, MPH (PhD student – EPID)
Donald Mercante, PhD, Director & Professor* (BIOS)
Kate Peak, MPH (SGA President, 2011-2012/alumnus/ staff)
Nannozi Ssenkoloto, MPA, MPH(MPH alumnus/staff)
Stephanie Tortu, PhD, Associate Dean for Academic Affairs & Professor* (Co-Chair)
Edward Trapido, ScD, Associate Dean for Research & Professor* (EPID)
Donna Williams, MPH, DrPH, Assistant Professor* (BCHS)
Alice LeBlanc, MPH, Director of Admission & Student Affairs, Instructor (HPSM)*
*primary section writers
- 11:45 am **Break**
- 12:00 pm **Lunch with Students**
Gupreet Dhillon (MPH-ENHS)
Yetsia Bakle Aponte (MPH – ENHS)
Kadie Rome (MPH – ENHS)
Stephanie Voudris (MPH – ENHS)
Robin Gruenfeld (MPH – ENHS, President SGA)
Jonathan Joseph, (PhD – BIOS)
Jennifer Berken, (PhD – BIOS)
Denise Danos, (PhD- BIOS)
Rui Wang (MS – BIOS)
Maura Mohler, (PhD – CHS)
Claire Hayes (PhD – CHS)
Danelle Guillory (PhD- CHS)
Jessica Thompson (MPH – BCHS)
ChrisAnn McKinney (MPH – BCHS)
Lauren Cole (PhD - EPID)

Elizabeth Levitzky (PhD – EPID)
Samaah Sullivan (PhD – EPID)
Carla Rosales (MPH –EPID)
Matthew James (MPH – EPID)
Rawaa Al-Mukhtar (MPH – EPID)
Teri Windstrup (MPH – HPSM)
Brandy Davis (MPH – HPSM)
Seema Dave (MPH – HPSM)

1:30 pm

Break

1:45 pm

Meeting with Instructional Programs Group 1 (MPH/MS Programs)

Joseph Hagan, ScD, MSPH, Assistant Professor (BIOS)
Donald Mercante, PhD, Director & Professor (BIOS)
Julia Volaufova, PhD, Professor (BIOS)
Tung Sung (Sam) Tseng, DrPH, Assistant Professor (BCHS)
Donna Williams, MPH, DrPH, Assistant Professor (BCHS)
Sarah Moody-Thomas, PhD, Professor (BCHS)
Chih-Yang (Hu) Hu, MSPH, ScD, Associate Professor (ENHS)
Kari Brisolara, ScD, MSPH, Associate Professor (ENHS)
Daniel Harrington, ScD, Assistant Professor (ENHS)
Ariane Rung, PhD, Associate Professor (EPID)
Suzanne Straif-Bourgeois, PhD, Adjunct Associate Professor (EPID)
Edward Peters, DMD, SM, SM, ScD, Director & Associate Professor (EPID)
Tekeda Ferguson, MPH, MSPH, PhD, Assistant Professor (EPID)
Yu-Wen (Angela) Chiu, MPH, DrPH, Assistant Professor (HPSM)
Richard Culbertson, PhD, MHA, MDiv, Director & Professor (HPSM)
Peggy Honore, DHA, MHA, Associate Professor (HPSM)
Stephanie Tortu, PhD, Associate Dean for Academic Affairs & Professor (BCHS)

3:00 pm

Break

3:15 pm

Team Resource File Review

4:00 pm

Meeting with Alumni

Kate Peak, MPH, Research Associate, NIH Oil Spill Study
Danish Siddiqui, MPH, Pediatric HIV/AIDS Cohort Study Coordinator, Tulane University
Joseph Hicks, MD, MPH, Program Manager, Office of Aging & Adult Services, LA Dept. Health & Hospitals
Isha Matta, MPH, Research Associate, NIH Oil Spill Study
Ian Landry, MPH, Research Associate, Louisiana Tumor Registry
Jessica Behrhorst, MPH, Quality Project Manager, Ochsner Health System
Nannozi Ssenkoloto, MPA, MPH, Manager-LA Cancer Control Consortium
Meghan Brashear, MPH, Research Associate for Data Management and Analysis

5:00 pm

Adjourn for Dinner and Executive Session

Tuesday, February 19, 2013

8:00 am

Site Visit Team Hotel Pickup

8:30 am

Meeting with Faculty

Donald Mercante, PhD, Director & Professor (BIOS)
Cruz Velasco Gonzales, PhD, Associate Professor (BIOS)
Qingzhao Yu, PhD, Associate Professor (BIOS)
Hilary Thompson, PhD, Professor (BIOS)
Stephen Phillippi, PhD, Assistant Professor (BCHS)
Donna Williams, MPH, DrPH, Assistant Professor (BCHS)
Melinda Sothern, PhD, Director & Professor (BCHS)
Edward Peters, DMD, SM, SM, ScD, Director & Associate Professor (EPID)
Edward Trapido, ScD, MSPH, Associate Dean for Academic Affairs & Professor (EPID)
Vivien Chen, MPH, PhD, Professor (EPID)
Xiao-Cheng Wu, MD, MPH, Associate Professor (EPID)
James Diaz, MD, MHA, DrPH, MPH&TM, Director & Professor (ENHS)
Chih-Yang (Hu) Hu, MSPH, ScD, Associate Professor (ENHS)
Kari Brisolara, ScD, MSPH, Associate Professor (ENHS)
Richard Culbertson, PhD, Director & Professor (HPSM)
Peggy Honore, DHA, MHA, Associate Professor (HPSM)
Elliot Roberts, MBA/HA, Professor (HPSM)

10:00 am

Break

- 10:15 am **Meeting with Instructional Programs Group 2 (PhD Programs)**
Donald Mercante, PhD, Director & Professor (BIOS)
Zhide Fang, PhD, Associate Professor (BIOS)
Julia Volaufova, PhD, Professor (BIOS)
Lynn LaMotte, PhD, Professor (BIOS)
Tekeda Ferguson, MPH, MSPH, PhD, Assistant Professor (EPID)
Edward Peters, DMD, SM, SM, ScD, Director & Associate Professor (EPID)
Ariane Rung, PhD, Associate Professor (EPID)
William Robinson, PhD, Associate Professor (CHS)
Sarah Moody-Thomas, PhD, Professor (CHS)
Tung Sung (Sam) Tseng, DrPH, Assistant Professor (CHS)
- 11:45 am **Break**
- 12:00 pm **Lunch with Community Stakeholders (eg, preceptors, community advisors, employers of alumni)**
Terry Birkoff, MPH, Executive Vice President, American Cancer Society for Louisiana
Gerrelida Davis, MBA, Director, Bureau of Primary Care and Rural Health, Louisiana Department of Health and Hospitals Department of Health and Hospitals
Donald Erwin, M.D., CEO, St. Thomas Community Clinic
Shaula Lovera, MPH, Project Director, Catholic Charities Archdiocese of New Orleans, Spirit of Hope
Deon Haywood, Executive Director, Women with a Vision
Beth Scalco, Deputy Assistant Secretary, Office of Public Health
Becky Majdoch, ACS, Practice Placement Preceptor
Samantha Pichon, VP Health Ministries, Catholic Charities Archdiocese of New Orleans
Karen Mason, Louisiana Public Health Institute, Practice Placement Preceptor
Gary Balsamo, DVM, MPH&TM, Adjunct Assistant Professor, State Public Health Veterinarian and Assistant State Epidemiologist, Office of Public Health, Louisiana Department of Health and Hospitals, Practice Placement Preceptor
Noel Twilbeck, CEO, NO/AIDS Task Force
Elizabeth Scheer, MN, MBA, RN, Vice President for Health Grants for Baptist Community Ministries of New Orleans
Gordon Wadge, CEO and President of Catholic Charities Archdiocese of New Orleans
Joseph Kimbrell, MPH, MA, CEO, Louisiana Public Health Institute; CEO, the National Network of Public Health Institutes
- 1:30 pm **Break**
- 1:45 pm **Meeting with Leadership of University**
Larry H. Hollier, MD, Chancellor, LSU Health Sciences Center
Joseph M. Moerschbaeher, PhD, Vice-Chancellor for Academic Affairs
- 2:15 pm **Break & Resource file review**
- 3:00 pm **Meeting with Faculty and Key Staff**
Alice LeBlanc, MPH, Director of Admission & Student Affairs, Instructor (HPSM)
Sarah Moody-Thomas, PhD, Professor (BCHS)
Donald Mercante, PhD, Director & Professor (BIOS)
Martha Cuccia, MPH, MCHES, Coordinator of Academic Affairs, Instructor (HPSM)
Daesy Behrhorst (Coordinator of the Office of the Dean, Staff Assembly)
Dana Feist (LA Breast & Cervical Cancer Program Staff)
Scott Dessens, BA, CPA, Assistant Dean for Finance and Administration
Daniel Harrington, ScD, Assistant Professor (ENHS)
Randi Kaufman (BCHS Program Manager)
Stephanie Tortu, PhD, Associate Dean for Academic Affairs & Professor (BCHS)
Edward Peters, DMD, SM, SM, ScD, Director & Associate Professor (EPID)
James Diaz, MD, MHA, DrPH, MPH&TM, Director & Professor (ENHS)
Melinda Sothern, PhD, Director & Professor (BCHS)
Richard Culbertson, PhD, Director & Professor (HPSM)
- 4:15 pm **Break**
- 4:30 pm **Executive Session and Resource File Review**
- 5:30 pm **Adjourn to Dinner and Executive Session**

Wednesday, February 20, 2013

8:30 am **Site Visit Team Hotel Pickup**

9:00 am **Executive Session and Report Preparation**

12:30 pm **Exit Interview**